Instructor | Dr. Gail Walton  
Office | Modoc 107  
Office phone | 898-5578  
E-mail | Use Blackboard Learn messages only  
Office Hours | Monday 10 – 11 am; Monday and Wednesday 12:30 – 2:00 pm  
Class Meetings | MWF 11 – 11:50 am, Modoc 120  
You have the opportunity to rent this textbook from the AS bookstore for cheaper than the purchase price. Other readings are posted in Blackboard.

Please see the course schedule for exam dates.

One of the basic tenets (and requirements) of the course is that everybody be both open-minded and respectful of one another’s ideas and that we be non-judgmental while maintaining intellectual rigor. We assume that LGBTQ identities and issues are an important area of study. Regardless of any personal opinions held by professor or class members, we will not engage in the debate over whether they are “right” or “wrong”. Enrolling in this course means you will abide by these statements.

Software Required for this Class

The University supports Microsoft Word. University computers are not able to read documents created in WordPerfect. If you are creating documents on WordPerfect, it may be helpful to save them in Rich Text Format, but this is not always successful and formatting is often not preserved- grades may be lowered for incorrect formatting on written assignments.

Course Description

This is an introductory course to marriage and family, including psychological, physiological, and social aspects of close personal relationships. The topics include dating, courtship, marriage, family life, dual career marriages, single parenting, and other contemporary issues. This is an approved General Education course.

Department of Child Development Mission Statement

Within the context of the broader university commitment to higher education, the Child Development Department offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students’ professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the
program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Department of Child Development Student Learning Objectives (SLOs)
1. Foundations of Child Development: Students will demonstrate knowledge of the theoretical and empirical foundations of the discipline.
2. Child and Environmental Assessment and Study: Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.
3. Developmental Context: Students will demonstrate knowledge of the multiple environmental contexts in which children grow and develop, and will be able to analyze systems that support children’s well-being.
4. Professionalism: Students will engage in professional behavior appropriate to the discipline in professional contexts.
5. Critical Thinking: Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children’s well-being.

Course Objectives
1. To introduce student knowledge about historical and theoretical perspectives of marriage and family relationships, including issues of human rights and personal responsibility related to human rights.
2. To increase student understanding of the variations in marriage and family relationships, including issues of composition, age, culture, gender, sexuality, and function.
3. To increase student knowledge about the dating process and other issues concerning intimate relationships including issues of composition, age, culture, gender, sexuality, and function.
4. To increase student awareness of the physiological, psychological, and social contributions of intimate relationships in marriage and the family.
5. To help the student make informed decisions in his/her own life regarding marriage and family issues, including aspects of personal identity, gender expression, family, religion, and profession.
6. To facilitate student appreciation of and respect for various paired relationships and family lifestyles in cultures across the globe.

Pathway Description
Gender and Sexuality Studies, is a pathway focused on the exploration of diversity and the development of critical thinking. Few of us are aware of just how complex and fascinating gender and sexuality actually are. Sexuality includes all aspects of our sexual desires, behaviors, and identities. This could include whom we are attracted to and why, what excites us, what we choose to do about that, and anything to do with biological reproduction. Gender, on the other hand, has more to do with social and cultural expectations, and we are bombarded by messages about gender everywhere—from our families, at our schools, and in the media for example. There are many stereotypes and assumptions about gender and sexuality, so we investigate related scientific, intellectual, and creative work. We come to understand how sexuality and gender are related to practically every academic major, profession, and aspect of life. We learn about the significance of promoting gender and sexuality for all people, including those who don’t fit neatly into the mainstream gender and sexuality identities of our culture, for example LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning). Finally, in this pathway we can become more comfortable and sensitive working with a broad spectrum of people, thereby becoming more successful in our diverse world.

Gender and Sexuality Studies Pathway SLOs covered by this course
Upon completion of this Pathway, students will be able to:

1. Identify, understand and discuss (orally and in written form) various theories, perspectives and methods of studying gender and sexuality. This SLO is assessed through exams.
2. Recognize and describe historical and current human rights movements that relate to issues of gender and sexuality. This SLO is assessed through exams and assignments.
3. Apply knowledge of complexity of sexuality and gender in order to make informed decisions in all areas of daily life, including personal identity, gender expression, relationships, family, religion, profession, politics, recreation, and enjoyment of the arts. This SLO is assessed through assignments.

4. Comprehend and respect the diversity of sexualities, gender expression, and gender performance in cultures and cultural expression across the globe. This SLO is assessed through exams and assignments.

General Education SLOs
The GE Program promotes student learning and engagement with academic course content conducive to developing intellectual and practical skills. This course addresses the following GE student learning objectives (SLOs).

Critical Thinking: Identifies issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions. In this course, you will analyze, synthesize, and evaluate perspectives of gender and sexuality, including social, cultural, cognitive, and biological perspectives. Critical thinking will be assessed through assignments.

Personal and Social Responsibility: Demonstrates knowledge and skills necessary to take responsibility for one’s own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities. This SLO will be assessed through assignments.

Diversity: Diversity within families and partnerships is an underpinning of the course. Within all course assignments, activities, and discussions, attention to the wide range of practices and ideas about families and partnerships will be represented. Diversity will be a component the exams and assignments.

Student Responsibilities
1. Students are responsible for attending class. If a student misses a class, it is the student’s responsibility to determine what needs to be done to keep up with the class and make up missed work.
2. Students are responsible for knowing the content of the syllabus and the course schedule.
3. Students are responsible for knowing university policies regarding plagiarism. Students are expected to turn in original work that was completed independently unless otherwise indicated in individual assignment instructions (group work).
4. Students are responsible for following the instructions set forth in the assignment and for submitting assignments by the due date. If you anticipate computer problems in submitting an assignment in Blackboard, make sure to submit before the student computing help desk closes, so they can help you in the event of a problem. Students are responsible for contacting student computing in the event that you experience technical difficulty. This contact information is on the BbLearn course page. Write this number down and keep it near your computer in the event that you can’t access Bb Learn. I can not solve your computer problems.
5. Students are responsible for being aware of announcements and emails that the instructor sends to you. You should check Bb Learn for announcements and emails on a daily basis, Monday through Friday, and once on the weekend.
6. Students are responsible for submitting assignments in the format designated by the university. The university supports MS Word, and assignments will be given to you in that format. If your computer does not support this format, then you can submit in .rtf. Do not submit documents in .wps. This format is not supported by the university and submissions in this format will not be graded. These submissions will receive a “0.”
7. Students are responsible for being able to navigate Bb Learn to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. Do not ask for special accommodations other than due to illness (with a Drs note).

**Instructor Responsibilities**

1. The instructor is responsible for answering your questions in a timely manner. Most emails and phone calls during the week will be answered in 48 hours. Emails and phone calls over the weekend may take up to 72 hours.
2. The instructor is responsible for being available during office hours.
3. The instructor is responsible for creating a positive learning environment. I will make every effort to create an atmosphere conducive to student engagement. This includes my interaction with you and student-to-student interaction.
4. The instructor is responsible for providing correction to student work that is conducive to student improvement, and for providing such feedback in a timely manner.
5. The instructor is responsible for giving instruction regarding the course content and how student work is to be submitted.
6. The instructor is responsible for answering specific questions regarding assignments; therefore, the instructor will not proofread or edit any portion of your assignments for you. The instructor is not responsible for giving instruction regarding spelling, semantics, grammar and syntax. In other words, do not ask the instructor to “read over” parts of your assignments.

**Class Structure**

Course material will be housed within the Chico State Connection Portal- Bb Learn section. Adobe Reader can be downloaded from Adobe. There are known conflicts with the AOL access and the University’s programs, students who use AOL to access their accounts need to be aware of these difficulties.

**Title IX: Confidentiality and Mandatory Reporting**

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for Chico State students. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University.

Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related resources are available here: Title IX.

**Disability Services at the Accessibility Resource Center (ARC)**

If you have a documented disability that may require reasonable accommodation, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. They can be reached at 898-5959. Information about their services can be found here: ARC.

**Instructions for Submitting Assignments to TURNITIN**

In addition to hardcopies or electronic copies, you may be instructed to submit your assignment through Turnitin. This link is available in the Assignments folder. A separate link is used for each assignment.

Do not go to the Turnitin web site. Links for individual assignments will be found under links that include the word “Turnitin” at the end of the title. Turnitin provides a link whereby you may upload your assignment.
**Turnitin:** The objective for using this program is to provide students with feedback regarding potential copyright errors that may arise in the course of normal academic writing assignments. I strongly encourage students to use feedback from the reports generated by Turnitin.com to make corrections to their assignments prior to submitting final versions of their assignments for grading. Submit prior to the due date so you have time to make corrections if needed. **Papers with an originality match over 20% may be returned to the student for corrections prior to grading and late points will apply. Your originality report should be “in the green.”**

**Course Policies**

**PLEASE NOTE:** Your enrollment in this class implies that you agree to these policies. **Do not ask for these requirements to change due to your personal circumstances;** such requests are unfair to your fellow students and are contrary to University policies.

**Cell Phones and Electronic Devices**

*All electronic devices must be turned off and put away during class.*

1. Out of courtesy to your classmates and the instructor, turn off cell phones in class. Cells phones may not remain on top of the desk during class. Students who text during class will be publicly asked to stop or will leave for the remainder of the class. Do not leave class to answer your cell phone (which is just as disruptive as a ringing cell phone). Here’s one reason why—recent research found that it takes at least 15 minutes to refocus on concentrated mental activity after answering a cell phone. Studies also show that the brain can not focus on two things at once (such as texting and taking notes at the same time). So it’s not smart to interrupt your college education to answer a cell phone or to text (and aren’t you paying a lot for this?).

2. You may not use your computer during class.

**Participation**

Participation is expected and encouraged, but please stop chitchatting when class begins. Please share your questions or comments with the class; they may help others as well.

**Class Behavior**

The college classroom is a professional environment. Students are expected to treat each other and the professor with respect. Failure to do so will result in being asked to leave class and the student may be reported to student judicial affairs.

These behaviors are considered disruptive and are grounds for the instructor asking you to leave the classroom: disrupting class (e.g., making loud or inappropriate noises, interrupting the professor, rudeness), using unapproved electronic devices (cell phones, computers, MP3 players, etc.), using a computer for unapproved purposes, talking while the instructor is teaching, disturbing fellow classmates, and making aggressive, racist, or discriminatory remarks. Students may be reported to Student Judicial Affairs.

**Academic honesty**

Have integrity. Students are expected to follow university policies for academic honesty, and are expected to report to me classmates who violate university policies. Violations have serious consequences. Copying another student’s work of any kind, helping another student cheat, cheating on an exam or having unauthorized access to test material and assignments constitutes violations, and such students will be reported to university authorities. Plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citation or quotation marks. Misuse of sources involves inaccurately citing sources. Students who plagiarize or misuse sources will earn a “0” on that assignment. This includes internet sources and papers that other students have written. Students who cheat on exams or assignments earn a “0” for that exam or assignment, and will be referred to Student Judicial Affairs. Two violations of any kind earns an “F” in the class. Please see the following site for university policies regarding academic integrity and for definitions of cheating, plagiarism, and misuse of sources. It is your responsibility to know university definitions when you enroll and to practice academic integrity. [Academic Honesty]
Please note this wording is taken from the judicial affairs website:

1. All written work is to be individually produced unless otherwise noted in the assignment.
2. Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one’s own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.
3. When there is evidence that a student has committed plagiarism, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesty are severe.

Academic Honesty as it relates to all student work
All assignments, quizzes, exams and writing are expected to be individually produced without assistance from others unless otherwise noted in the assignment.

Grading Policies and Penalties – Assignments and Evaluation

Exams
Exams consist of multiple choice, true-false, and other formats, and are based upon class notes, Blackboard materials, and the text book. They must be taken at the assigned times and dates unless the student is sick. A make up is allowed **ONLY** with a Doctor's excuse.

Assignments
Assignments consist of exercises, questions, and small group work to add insight and introspection, such as gender and sexuality issues in relationships. They will involve written responses and consist of both in class and out of class work. You must be attending class on the specific date it is due or completed to receive credit. No make-ups are permitted for assignments completed in class.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>60 points</td>
</tr>
<tr>
<td>Exams (4 @ 75 points each)</td>
<td>300 points</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td><strong>360 points</strong></td>
</tr>
</tbody>
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Total points will be converted into a percentage and calculated for the final grade as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69.9</td>
</tr>
<tr>
<td>D</td>
<td>*60 - 66.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
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*60% is the minimum grade to pass the class
**Make-ups and late submissions of student work**

1. No make-up of assignments will be allowed. Late assignments will not be accepted. Students will receive credit (points) for in-class assignments only on the days that they are scheduled to be worked on in class.
2. If you are sick the day of an exam, get a doctor’s excuse to make up the exam. All makeup work must be completed by the last day of class. Make up exams in the case of illness with a Drs excuse will be scheduled during office hours within 1 week of a student returning to class.

**Incompletes**

Students must speak with me in person regarding the possibility of an incomplete. Incompletes are given only if:

1. the student has a passing grade for all other work at the end of the semester
2. the student is up-to-date on previous work, and
3. other University criteria are met.