

Marriage and Family Relationships Child Development 255

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Office Hours	Tuesdays & Thursdays 9:30 – 10:30 AM
Class Meetings	Tues/ Thurs; 8:00 – 9:15 AM; Modoc 120
Required Text	<ul style="list-style-type: none"> • Seccombe, K. (2015). <i>Exploring marriages and families</i> (2nd ed.). Pearson. ISBN 10: 0133807770, 13:9780133807776 <p>You have the opportunity to rent this textbook from the AS bookstore for cheaper than the purchase price. Other readings may be posted in Blackboard.</p> <p>You may purchase the digital access code for the program instantaneously from the Pearson website (use the link below) or purchase a hard copy of the access code from the Wildcat Bookstore or other online vendors. Please note the quickest way to purchase the digital access code is to get it from the Pearson website directly by following these steps:</p> <ol style="list-style-type: none"> 1. Go to: https://console.pearson.com/enrollment/abqkd7 2. Sign in to your Pearson account or create one 3. Redeem your access code or purchase instant access online. (temporary access option for financial aid is also available) <ul style="list-style-type: none"> • Levine, A & Heller, R (2012). <i>Attached: The New Science of Adult Attachment and How It Can Help You Find - and Keep – Love</i> ISBN-10 1585429139, ISBN-13 978-1585429134

Respectful Interaction with Others

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. Critical Thinking in Child Development

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

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.

How to Contact your Professor:

Office hours (in person) are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make the office hours or if you need to meet by zoom. I encourage you to contact me or attend office hours if you have any questions or problems in the course or would just like to discuss any of the concepts or ideas raised throughout the course. The best way to contact me is via **EMAIL sent to my CSUC email through Blackboard**. Please use professional language such as shown below while sending emails. **Emails without professional salutations, body and conclusions may not be responded to.**

Example Email Template:

“Dear Instructor/ Mrs. Jackson OR Professor/ Mrs. Jackson,

I am ___ (Name) from the CHLD 255 class. I would like to let you know/had a question/bring to your notice that.....

**Thank you for your time,
Your First Name, Last Name.”**

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. Participation points for attendance can typically not be made up.
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 cannot 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 .pdf. *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 extended illness (with a Drs note), this does not indicate or include appointments, those should be made outside of class meeting times whenever possible.

All students are required to complete their COVID-19 Vaccination Self-Certification by 8/15/2022. For additional information regarding this requirement please visit <https://www.csuchico.edu/coronavirus/vaccine-certification-student.shtml>.

Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in this course when in person. When face coverings are optional, they are always welcome on campus. You will be notified if face coverings are required.

Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines. Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any COVID-19 related safety policy or mandate may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline is (530) 898- 2222 or covidhotline@csuchico.edu.

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 (prior to next assignment being due).
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. You should contact the writing tutor at the writing center (free of charge) in a timely manner to get feedback prior to due date.

Class Structure

Course material will be housed within Bb Learn section. Classes will meet in person at the scheduled meeting times throughout the semester

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

You will be instructed to submit your assignments 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. You will be instructed specifically if they should be used for an activity. 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 you 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.
3. You will need to remove earbuds/ earphones during class.

Participation & Class Behavior

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. 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: Three 50-point non-cumulative exams will be completed online. Dates are noted in the class schedule. These exams will consist of 50 multiple choice questions drawn from text, lectures, and in-class activities. The use of books, notes and other class materials is acceptable and encouraged; however, these will be timed (75 minutes) and students must be prepared (e.g., completed readings and have studied) in order to finish within the time constraints. Students also must complete exams by themselves, without help from peers. Any unauthorized collaboration with peers on exams will count as academic dishonesty. They must be taken at the assigned times and date and time. A make up is not typically allowed except under extreme circumstances to be determined by the instructor. If you know of a conflict, you are encouraged to make arrangements with the instructor more than 48 hours prior to the scheduled test. Failing to take the text on the day it is assigned without having made arrangements with the instructor ahead of time will result in a 0.

Attendance: Regular attendance is necessary and mandatory for this course. Each of the classes (barring the first day and the three exam days) is worth attendance points. If you are unable to attend class due to illness, please inform me personally prior to class meeting (via email). Absence during each class meeting will result in deduction of attendance points (this includes all reasons). Similarly, arriving late in class (more than 10 mins) or leaving early on two days will be counted as one absence. Late arrivals and early departures will be recorded using a sign-in sheet. Attendance points will be given for being present on time in class and participating in discussions and class activities.

Turnitin Reflections based on chapters from the book Attached: At **four points** throughout the course you will be expected to have read chapters from the book Attached and answered reflection essay questions available via BBL. You will submit your papers via assignment links in BBL (20 points each). Additional details about the reflection will be provided on BB.

Assignments	Point Values
Reflection Assignments based on readings from the book Attached (4 @ 20 points each)	80 points
Exams (3 @ 50 points each) Please see the course schedule for exam dates.	150 points
Attendance	135 points
Revel Textbook Assignments	65 points
Total points possible	430 points

Total points will be converted into a percentage and calculated for the final grade as follows:

Grade	Percent
A	93 - 100
A-	90 - 92.9
B+	87 - 89.9
B	84 - 86.9
B-	80 - 82.9
C+	77 - 79.9
C	74 - 76.9
C-	70 - 72.9
D+	67 - 69.9
D	*60 - 66.9
F	<60

***60% is the minimum grade to pass the class**

Make-ups and late submissions of student work

1. No make-up of participation points or assignments will be allowed. Late participation assignments will not be accepted. If Reflections are turned in late, they will lose 10% per calendar day up to 50% of total value.
2. If you are sick the day of an exam, get a doctor's excuse before the exam time to make up the exam. All makeup work must be completed by the last day of class prior to finals week. 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.