

Marriage and Family Relationships Child Development 255

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Student Hours	In-person: Wednesdays 9 am – 11 am Online: Thursdays 12 pm – 2 pm or by appointment
Zoom Live Synchronous Class Meetings	Monday and Wednesdays, 2 30 pm – 3 45 pm
Required Texts	<p>1) Seccombe, K. (2018). <i>Exploring marriages and families (3rd ed.)</i>. Pearson. ISBN 9780134719665</p> <p>The ISBN listed above grants you access to a fully mobile online platform consisting of the required text and interactive materials (REVEL). REVEL is a fully mobile online platform consisting of the required text and interactive materials. Readings, assignments, and videos will be located here. An audio version of the text is available online as well (i.e., you can opt to have the text read to you).</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 that the quickest way to purchase the digital access codes is to get it from the Pearson website directly by following these steps:</p> <p>1. Go to: https://console.pearson.com/enrollment/lgt2ld 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.)</p> <p>2) 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</p>

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)

SLO I: Foundations of Child Development	Students will apply the theoretical and empirical foundations of human development.
SLO II: Child and Environmental Assessment and Study	Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.
SLO III: 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 wellbeing.
SLO IV: Professionalism	Students will engage in appropriate professional behavior in professional contexts.
SLO V: Critical Thinking	Students will apply critical thinking and scientific methods of thinking (including logical and empirical reasoning) to issues regarding children's wellbeing.

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 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. 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. Please use professional language such as shown below while sending emails. **Emails without professional salutations, body and conclusions will not be responded to.**

Example Email Template:

"Dear Professor/Dr. Dirghangi OR Professor/Dr. Shrija,

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 knowing the content of the syllabus and the course schedule.
2. 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).
3. 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.
4. 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.
5. 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."*
6. Students are responsible for being able to navigate Bb Learn to the extent that is required in this course.

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 Bb Learn section. REVEL will be used for readings and class assignments. We will meet synchronously during class times via Zoom.

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](#).

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.

Late Arrivals, Early Departures and Missed Synchronous Class: As in the case of in person classes, late arrival to the synchronous class meetings is distracting and should be avoided; consistent or excessive tardiness (more than three times) will also result in a lowering of your grade. Likewise, leaving

in the middle of class or leaving early is equally distracting and disruptive. Attendance is crucial and students who miss more than three classes may be dropped from the course. Points earned for in-class activities cannot be made up. Notifying the professor that class will be missed does not, by default, constitute an "excused absence".

Student Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect, cooperation, and following course policies. In this course we will be addressing some topics related to diversity and bias. A critical component of this exploration is respect of other students' opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different. If you have any questions about what constitutes professional behavior, please feel free to ask.

Participation: The course is based on the philosophy that active engagement with the material fosters quality learning. **There will be opportunities for synchronous in-class discussion, in- and out-of-class activities, and group work. Attendance and participation are crucial to the learning process and demonstrate respect both for your professor as well as fellow students. 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.**

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.

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 40-point non-cumulative exams will be completed online. Dates are noted in the class schedule. These exams will consist of 40 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 dates unless the student is sick.

REVEL Activities: 100 points REVEL is a fully mobile online resource which contains readings and chapter quizzes. Completion of activities online will result in points on REVEL. These points will be translated into a percentage (e.g., if you earn 85% of the points on REVEL, this will translate into 85 points toward your course grade). Due dates are listed in the course schedule. **Please note that revel activities will be accepted late without any penalty up until specific dates listed (and highlighted) on the schedule.** After these specific dates, Revel activities cannot be completed for any points.

Participation and attendance: Regular attendance of synchronous classes is necessary and mandatory for this course. Each week of classes (barring the first day and the three exam days) will account for participation (120 points in total) which will be assessed through class participation during Zoom classes and through weekly asynchronous activities. **Attendance points will be given for being present on time in class, participating in synchronous and asynchronous class activities. If attendance falls below 75%, you will be barred from taking Exam 3.**

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 @ 40 points each)	120 points
REVEL assignments	100 points
Attendance via asynchronous and synchronous class activities (8 points each week over 15 weeks)	120 points
Total points possible	420 points

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

87-89%	= B+	93-100%	= A	90-92%	= A-
77-79%	= C+	83-86%	= B	80-82%	= B-
67-69%	= D+	73-76%	= C	70-72%	= C-
		60-66%	= D	0-59%	= F

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

Make-ups and late submissions of student work

1. Make-up assignments and late assignments can be accepted only after making prior arrangements with the instructor.
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.

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.

Student Resources:

Keep Learning: In order to support students during these challenging times, the Keep Learning resource provides online tutorials, and tips and resources about technologies and strategies for successful online learning. Keep Learning can be accessed at www.csuchico.edu/keep-learning.

COVID-19 Response: Please see the Combating COVID-19 Together website here for information about COVID-19, steps to take if you or someone you know may have been exposed, and other information regarding the campus response: <https://www.csuchico.edu/coronavirus/combatactoid.shtml#contact>

Reminder: The CSU requires students to be fully vaccinated against COVID-19 by September 30, 2021, unless you have an approved exemption. Currently, Chico State is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face mask covering the nose and mouth in order to participate in this course. 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 other COVID-19 related safety policy or mandate, including the face covering requirement, 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.

Individuals unable to wear a face covering due to a medical condition should contact the Accessibility Resource Center by phone at (530) 898-5959 or by email at arcdept@csuchico.edu.

Disability Services: If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. Virtual services will be available during this period of COVID-19 response. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC): The mission of the SLC is to provide services that will assist students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. Virtual services will be available during this period of COVID-19 response. Please visit www.csuc.edu/slc for more information.

WellCat Counseling Center: College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall wellbeing. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530-898-6345 to schedule an appointment). You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9-1-1, the National Suicide Prevention Lifeline (1-800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530-891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students: CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long- and short-term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for CalFresh benefits for long term assistance with food access. For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the Hungry Wildcat Food Pantry.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 9:30am–12:30pm or by appointment for Grab-and-Go Bags (wear your mask and bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>

2. The Center for Healthy Communities, CalFresh Outreach physical office is currently closed, however, they are setting up virtual appointments by emailing CalFreshHelp530@gmail.com. See the Center for Healthy Communities website for up-to-date information at: <https://www.csuchico.edu/chc/index.shtml>