

Marriage and Family Relationships Child Development 255, Sec. 02

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Office phone	898-5578
E-mail	Use Canvas email only
Office Hours	Thursday 12:30 – 1:30 pm
Class Meetings	TR 11 – 12:15 am, Modoc 120
Required Text	Secombe, K. (2018). <i>Exploring marriages and families</i> (3rd ed.). Pearson. ISBN: 9780134719665 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: 1. Go to: https://console.pearson.com/enrollment/f1qs9h 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.)
Required Book	Levine, A., & Heller, R. (2010). <i>Attached</i> . New York: Random House. ISBN: 978-1-58542-913-4

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 Pages. If you are creating documents on Pages, 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 and US Diversity 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.

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.

General Education Values and PLOs

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 program learning values:

Intellectual Curiosity – Asking questions, seeking answers, contemplating, and pursuing investigations with intellectual rigor, while making connections between cognitive and personal development, both inside and outside traditional instructional settings.

Diversity – Understanding the intersectionalities and complexities of differences among people, such as those based on race, ethnicity, ability, age, class, culture, gender identity and expression, political affiliation, regional and national origin, religion, and sexuality.

This course covers the following GE Program Learning Objectives (PLOs):

Critical Thinking – Demonstrates the ability to assess the relevance and strength of claims in written texts, visual media and other forms of discourse.

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. Please contact me with questions.
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 Canvas, 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 Canvas course page. *Write*

this number down and keep it near your computer in the event that you can't access Canvas. 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 Canvas 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 Canvas to the extent that is required in this course.
8. Students are responsible for managing the circumstances of their lives. If you need an extension on an assignment, please contact me to make arrangements for turning it in.

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. Please attend student hours whenever possible.

Class Structure

Course material will be housed within the Chico State Connection Portal- Canvas 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](#)

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. Cell 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. 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?).

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 usage not related to the class, 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 the Office of Student Rights and Responsibilities.

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 the [Office of Student Rights and Responsibilities](#). 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.

Please note this is from the Office of Student Rights and Responsibilities:

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, Canvas materials, and the text book. They must be taken at the assigned times and dates unless the student is sick. The university sets the schedule for the final; students must take the final at the designated time and there is no make-up.

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 an in class assignment is due or completed to receive credit. No make-ups are permitted for assignments completed in class. You can drop 2 of your lowest assignment grades.

Assignments	Point Values
Assignments	100 points
Exams (4 @ 60 points each) <i>Please see the course schedule for exam dates.</i>	240 points
Total points possible	340 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. Late out of class assignments have a 2 day grace period before points are deducted for lateness. After 48 hours, 10% is deducted for each day the assignment is late. If you need an extension, contact me before the assignment is due to ask for an extension. In the case of extenuating circumstances, please contact me about why you missed your assignment and when you plan to turn it in.
2. Students will receive credit (points) for in-class assignments only on the days that they are scheduled to be worked on in class.
3. If you are sick the day of an exam, contact me for a make-up date. You must make up the exam on the day we agree, or forfeit your chance to make up the exam. All makeup work must be completed by the last

day of class (before finals week). If you are sick on the day of the final, please contact me so that we can make arrangements for completion.

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.