

**FAMLF 131: Family Relationships (3 Units)
Fall 2017**

Sect 4139 8:45 - 11:50 AM Tuesday Muir 155

Sect 4157 1:30 - 4:35 PM Tuesday Muir 163

Instructor: Karen Wells, M.A.

Email **wellsk@mjc.edu**
Phone: **575-7950 box 8394 (goes directly to Instructor's email)**
Class Website: **http://wellsk.faculty.mjc.edu**
Office Hours **Tuesdays or by Appointment**

REQUIRED TEXT AND MATERIALS:

Cox, Frank D. (2009) Human Intimacy: Marriage, The Family and Its Meaning, 10th edition, Wadsworth Cengage Learning.

ADDITIONAL READING:

McCloud, C. (2006), Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids, 1st edition, Ferne Press

McCloud, C. (2012) Will You Fill My Bucket? Daily Acts of Love Around the World, 1st edition, Ferne Press

ALL BOOKS LISTED ABOVE ARE ON RESERVE AT WEST CAMPUS LIBRARY

COURSE DESCRIPTION:

The family and its interpersonal relationships, the formation and development of the family, adjustments within the family, the family cycle, parenthood, marriage enrichment, conflict resolution, dissolution of marriage and remarriage, cohabitation and the exploration of resources to strengthen the family.

COURSE LEARNING OUTCOMES:

Upon satisfactory completion of this course, the student should be prepared to:

1. Identify the different Family Structures as categorized by Types of Marriage, Types of Families, and Authority Patterns
2. Describe the most common and major STIs (Sexually Transmitted Infections) and their impact on interpersonal relationships, including physical health, mental health, and family planning

This course also meets the General Education requirement for Area E – Health Education. So in addition to the specific course learning outcomes listed above, as a result of satisfactory completion of this course, the student should be prepared to:

Demonstrate proficiency in HEALTH EDUCATION by describing the integration of the physiological and psychological human being.

Demonstrate proficiency in HEALTH EDUCATION by analyzing the development of self and making plans for lifelong learning.

Demonstrate proficiency in HEALTH EDUCATION by evaluating the impact of daily decisions on life and health.

COURSE OBJECTIVES:

Upon successful completion of the course, the student will be able to:

- ✓ Identify and contrast factors influencing diverse family structures over time
- ✓ Interrelate critical areas in the formation of love relationships and the mate selection process
- ✓ Contrast diversity of adult lifestyles
- ✓ Distinguish the effects of changing roles on marital expectations
- ✓ Interrelate the role of communication and self-disclosure in the development of healthy and enduring relationships
- ✓ Evaluate the role of family resource management and financial decision-making in family relationships
- ✓ Assess the role of sexuality in meaningful relationships
- ✓ Compare and contrast methods of family planning
- ✓ Differentiate between positive factors in the decision to parent from those centered on meeting self needs
- ✓ Evaluate the role of educated childbirth in a positive birthing experience
- ✓ Assess the challenges of parenthood throughout the family life cycle including single parenting and parenting elderly parents
- ✓ Contrast various opportunities of marriage/couple enrichment in relationship to growth and fulfillment
- ✓ Appraise problems within relationships and develop techniques to cope with families in crisis including awareness of community resources

CLASS FORMAT:

Lecture, power point presentations, guest speakers, in-class activities, collaborative learning, quizzes, research activities, student presentations and discussion!

COURSE REQUIREMENTS: This includes a series of lectures, home assignments and in-class exercises. ***Instructor has discretion to make modifications to the schedule with advance notice to students.***

ACTIVITY SCHEDULE

Week	Chapters	Activity	Points Possible	Date
1		Overview: review of syllabus, course content		Aug. 29
2	1, 2	Terms; "Family Is...."; Syllabus Quiz (10) open notes; In-class Activity (10); "Sunshine" video; reflection	25+	Sept. 5
3	2, 3	Who Am I? due (15) In-class Activity, Lecture	15+	Sept. 12
4	3, 4	"15 Positives"; Values; Maslow's Hierarchy of Human Needs; Romantic vs Realist; "Love is....?"	20+	Sept. 19
5	5, 6	Genogram due; Discussion and group presentation	25+	Sept. 26
6	Exam 1-4	First exam multiple choice (30); covers terms and concepts Ch. 1-4; Scantron 882e; STI research	30+	Oct. 3
7	8 Appendix A	STI quiz, discussion; group presentations	10+	Oct. 10
8	9	Planned Parenthood guest presentation; discussion; STI presentations	10	Oct. 17

9	7, 10	Haven Women's Center guest presentation; Mental Health and Self-actualization	10	Oct. 24
10	12	Budget draft in class: review of receipts, financial information etc.	10	Oct. 31
11	Exam 5-9	MidTerm/2 nd Exam: Essay and short answer, open book, open notes (45) (no cell phones/ laptops)	45+	Nov. 7
12	10	Budget & Reflection due; Parenting/ discipline; Encouraging Positive Behavior discussion	10	Nov. 14
13	14	Family Crisis discussion; Maslow's Hierarchy perspective; Reflection – in class	10+	Nov. 21
14	13, 15	Family Interview Presentation; Children of Divorce/ Remarriage discussion	10+	Nov. 28
15		Family Interview Assignment due {part of final exam} (25); Documentary Reflection (20)	45	*Dec. 5

		<p>EXTRA CREDIT – can be turned in anytime before December 5th (pts not included in total) – 1 time option (15+/-) *last day to submit (see website for further information)</p>	(15+/-)	
16		<p>FINAL: 35 multiple choice questions (35); class evaluation (5);</p>	35 5	Dec. 12

**Accumulated over the semester	**Participation 50 points possible – based on attendance, participation and policy respect	50	
		Total	365

GRADING

365 - 329 = A	328 - 292 = B	291 - 255 = C	254 - 219 = D	218 or less = F
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ACTIVITY DESCRIPTIONS

Who Am I? 15 points Due Sept. 12, 2017 Extra credit if turned in Sept. 5th (5 pts)

Bio/composite of who you have become and who you want to become.

Background: significant experiences that make you who you are today. Where have you come from to be the person you are? Who is in your family of origin? Who is your family of procreation? Who is in your extended family? What is your story? What is your paradigm or outlook?

Others: who are the people who have most affected your life?

Principles: where did you acquire your principles and values, or from whom? What are your strengths? Where are you growing – what are your edges or distinctive personality traits? What are the areas in your life that you are currently in the process of developing most significantly?

Future: Where are you going with your life? Family? Education? Career? Relationships? What portions of the course will have the most significance?

You may choose any format in which to present your responses, but your responses must be in full sentences and you must answer each of the bullets above. Please check spelling and grammar! Must use terminology from chapters in text.

Paper submission:

Must be neatly typed

Heading: Name, Date, Title of Assignment on right side, single-spaced.

Should be minimum 2 pages in length, double spaced (every other line), 12 font

Times New Roman

Other Take-home assignments:

Genogram

Budget

Encouraging Positive Behavior

Family Interview

EXAMS

Exams will be multiple choice and essay/short answer. Students will need 882E scantrons for First and Final exams. (Student may choose to use one scantron for both exams). Second Exam will be essay format and short answers; open book and open notes allowed. A Blue Book is not required.

FIRST Exam: October 3rd, Multiple choice – Scantron and #2 pencil, 30+ pts

MIDTERM/Second Exam: November 7th, Open Book, Open Notes; essay and short answer, 45+ pts

FINAL: December 12th, Multiple Choice, brief class evaluation,
35 + 5 pts.

Sect# 4139 8:15 a.m. Muir 155 Sect #4157 1:00 p.m. Muir 163

CLASS POLICIES

PLEASE CHECK WEBSITE EVERY WEEK FOR ANNOUNCEMENTS ETC.

<http://wellsk.faculty.mjc.edu>

Class Cancellation or Starting Late

Instructor will notify a staff member to alert the class if delayed. If **30 minutes*** has elapsed and there is no posted notice, class will then be cancelled. Instructor will also arrange to have an attendance sheet posted by staff for said instances so students can obtain their attendance credit. *For FamLf131 course which is 3-hr block, students are required to wait 30 min for Instructor to show up.

EMAILS to/from INSTRUCTOR

When an email is sent to the Instructor, **wellsk@mjc.edu**, it will be acknowledged to let the student know that it was received. Hence, if there is no acknowledgement **within 24 hours**, the Instructor did not receive it. PLEASE USE ONLY YOUR STUDENT EMAIL ADDRESS TO SEND TO INSTRUCTOR; THIS HELPS AVOID MULTIPLE SCAMS AND VIRUSES BEING POPULATED.

In case the Instructor needs to initiate an email to a student, the email address that is on the MJC Student Roster will be used. It would benefit the student to check their MJC email on a regular basis.

Please do NOT email any assignments to Instructor without express authorization to do so.

DROPS

Students are responsible for notifying Admissions and Records if dropping a course or no longer attending class. **Last day to drop and obtain refund is 09/10/17. Last day to drop to avoid letter grade is 11/16/17.** Instructor has discretion to drop student who stops attending class and does not contact Advisor or Division office. STUDENTS WHO DO NOT ATTEND FIRST 2 CLASSES WILL AUTOMATICALLY BE DROPPED.

ATTENDANCE:**IT IS IMPORTANT THAT YOU SIGN ATTENDANCE SHEET AT EVERY CLASS!**

- Research shows that students who attend class receive better grades! Thanks for arriving on time and staying for the entire class. Also appreciated is the use of rest room facilities prior to class. There will either be two 10 min. breaks, or one 20 min. break in each class session. Missing class can result in missing information on assignments or test questions not covered in the text.
- In case of missing class entirely, late arrival, or need to leave early, notification to the instructor is imperative! Please do this via **email or voice mail**, and in the case of arriving late/leaving early, notation on the sign-in sheet of your arrival/ departure time and reason.

Otherwise, it will cost you participation points and a letter/email may be sent to the Dean to alert the need for a possible Drop/Withdrawal status. It is the student's responsibility to get class notes and handouts if there was a missed class. I encourage you to get two phone numbers of fellow students to check in with them per any changes in the class schedule or assignments.

Instructor will use her discretion to ascertain if an absence or tardiness is "excused" or not well planned. Students have knowledge of the class and assignment calendar and should prepare accordingly.

ASSIGNMENTS: DUE DATES, CRITERIA

- Assignments are collected at the beginning of class. Instructor will attempt to work within a two-week timeframe for returning assignments; one week for quizzes and exam results.
- Printers have a way of breaking down at the last minute and computers "know" when you have a deadline! If you encounter a printer problem you can advise me

- via e-mail and I will use my discretion for late assignment approval.
- I would suggest backing up your homework on a flash drive or disc (and removing the disc from the computer when you work in one of the labs!); if your hard drive breaks down you will at least have a copy of your work.
All papers are to be **double-spaced** (every other line), 12 Times New Roman font
All papers **must have a heading with the assignment name, your name and date.**
All in class written assignments must be neatly presented, stapled, cleanly perforated and no scratch-offs.

CELL PHONES

- Please silence all electronic equipment prior to entering the classroom. Students will place backpacks, handbags, etc on floor or back of chair. You may not respond to a call or text in the classroom. Student will use their discretion to respond to an “emergent” call or text and step outside the classroom to respond. Said student will be prepared to inform Instructor of the nature of the emergency. This does NOT include communications with an abusive or controlling partner. So unless your life or someone else’s life is actually being threatened or compromised the “emergent” interpretation should not be used.

Instructor will use her discretion if a student appears to be in violation of said policy. Calls and texting can be done on the breaks, or when Instructor allows time for usage.

Any student that is notified of breaking policy will write a 1-page essay describing their behavior which will be due at next class meeting. Further violations will result in a “Disruptive Student” report (Board Policy 5500).

All cell phones must be placed on the floor during exams and guest presentations. Any violation of that will result in a 0 for the exam.

EDUCATIONAL SUPPORT SERVICES

- There are many programs available at MJC for students who may need assistance with learning styles in a class. Please communicate with instructor immediately regarding any special circumstances or situations. If you have a disability and/or other condition which makes it difficult or impossible for you to meet any or some of the requirements specified on this syllabus, please see me as soon as possible so that we can work out some arrangement(s). Accommodations can be made for students with disabilities to enhance their learning experience and contribute to their successful completion of courses. Please let me know how I can assist you.
- If you have previously registered with Disability Services or EOPS on campus and plan to use their services this semester please contact that office as soon as possible. Services will not be provided for you unless you let them know what courses you are taking and what your needs are for this semester.
- Make use of the Student Success Specialists (Jonathan Mendez, Glen Stovall) in Pathways Center (Yosemite 125), Learning Center (slow-paced lab for computerized instruction in reading, writing, and math); computer labs, Library

staff, Counseling Center, Health Services, English Language Instruction (Muir 152), Campus Safety (Muir 151), Tutoring Center, and Writing Center; Child Development Office (Muir 157), Veteran's Center, and Pirates Bookstore.

ACADEMIC DISHONESTY AND PLAGIARISM

Examples of academic dishonesty include cheating or providing information for another student that allows cheating. Plagiarism is using someone else's ideas or words **without citing them**. Merely changing the order of the words is not sufficient to avoid plagiarism. When in doubt, CITE! If plagiarism or cheating is suspected, the student will be confronted and the work submitted will receive "0". Do not do your work with another student (unless group work is the assignment). This is not a class where that is helpful in accomplishing the objectives. This is a course designed for your personal growth, not your friend's. I take cheating very seriously and will respond to dishonesty and plagiarism.

Welcome to FAMLF 131! Welcome to MJC! Celebrate the learning process! Be involved. Come prepared to share ideas as we experience a "community of learners". Be respectful of others and give your full attention when others are speaking. Collaborative input and feedback are highly encouraged. Thank You!

[Check website every week for Announcements, Syllabus, PowerPoint Reviews](http://wellsk.faculty.mjc.edu)

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