

Welcome to Modesto Junior College!
FAMLF 131: Family Relationships (3 units)
SPRING 2019: 01/14/19 - 05/04/19
Sect# 4139: 8:45 - 11:50 am, THURS, Muir 155
Sect# 4157: 1:30 - 4:35 p.m., THURS, Muir 155
Instructor: Karen Wells, M.A.

Contact information:

Email : wellsk@mjc.edu
Phone: 575-7950 box 8394 (goes directly to Instructor's email)
Office Hours: Thursdays or by Appointment

CAMPUS SAFETY Office: John Muir 151, 575-6351, Open 24 hours

REQUIRED TEXT AND MATERIALS:

Howe, T. R. (2018) Marriages & Families in the 21st Century; A Bioecological Approach. 2nd Edition, SAGE Publications

ADDITIONAL READING:

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

ALL BOOKS LISTED ABOVE ARE ON RESERVE AT WEST CAMPUS LIBRARY

Materials required: Scantron 882-e for Exams (first, final). Lined paper, 8 1/2x11, cleanly perforated or loose-leaf; blue or black ink for in-class assignments. Students should have small 3-ringed binder (1/2"-1") or folder to hold handouts, notes, returned assignments, etc. Staplers are provided in classrooms; assignments must be neatly organized when submitted.

COURSE DESCRIPTION:

The family and its interpersonal relationships, the formation and development of the family, adjustments within the family, the family cycle, reproduction and parenting, marriages and committed partnerships, families in crisis, dissolution of marriage and remarriage, evolution of families, and the exploration of resources to strengthen the family.

COURSE LEARNING OUTCOMES:

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

- Identify the different Family Structures as categorized by Types of Marriage, Types of Families, and Authority Patterns.
- 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:

1. Demonstrate proficiency in HEALTH EDUCATION by describing the integration of the physiological and psychological human being.
2. Demonstrate proficiency in HEALTH EDUCATION by analyzing the development of self and making plans for lifelong learning.
3. 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, with a focus on the bioecological model
- ✓ Distinguish the effects of changing roles of marital expectations
- ✓ Interrelate the role of communication in balancing mental, physical, and financial health in the 21st century
- ✓ 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
- ✓ Assess the challenges of parenthood throughout the family life cycle including single parenting and parenting elderly parents
- ✓ Contrast various opportunities of marriage enrichment, and growing older in families 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, group research project, 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.

(The Assignment Calendar is listed separately).

ACTIVITY DESCRIPTIONS

Who Am I? Due: Jan. 31 (EC 5 pts for early submission, 1/24) 15 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 your **family of origin**? Who is your **extended family**? Who is your **family of procreation**? What is your story? What is your paradigm or outlook? (Terms in bold type are found in Chap.1)*
- **Others:** *who are the people who have most affected your life?*
- **Principles and Values:** *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; that is, story format, paragraphs, essay format, etc. 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. Minimum two pages in length.

***** Assignment submission *****

- **Must be neatly typed; double-spaced, proofchecked (SpellCheck, etc)**
- **Heading: Name, Date, Title of Assignment on upper right corner, single-spaced.**
- **Font 12 pt, Times New Roman.**

EXAMS

Exams will be multiple choice, Essay/short answer, Oral presentation. Students will need 882E Scantron for First and Final (multiple choice) exams. (Student may choose to use one Scantron for both exams). Midterm Exam will be essay format and short answers; open book and open notes allowed. A Blue Book is not required. Final Exam will be multiple choice, 40 questions; and Family Interview.

FIRST Exam: Feb. 21; Multiple choice – Scantron and pencil...30 pts

MIDTERM: Mar. 28; Open Book, Open Notes; Essay and short answer...45 pts

FINAL Exam: May 2; Multiple Choice (45). Sect# 4379 8:30 am, Muir 155;
Sect# 8112 1:30 pm, Muir 155

* * * **CLASS POLICIES** * * *

PLEASE CHECK WEBSITE EVERY WEEK FOR Announcements, Syllabus, Power Point Reviews, 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. In addition, Instructor will utilize Canvas to send out email announcements to entire class.

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 01/27/19. Last day to drop to avoid letter grade is 04/08/19. 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 an absence, late arrival, or need to leave early, the student will notify the Instructor (via email or face-to-face) as soon as possible, and **not at the next class**. Otherwise, it will be automatically counted as an unexcused absence (whether missed class, late arrival, or early departure). **Student will only be allowed to miss one class**. Besides costing the student his/her participation points, 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 phone numbers of fellow students to check in with them for missed lecture notes, handouts, etc. 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 usually collected at the beginning of class. Instructor will attempt to work within a two-week timeframe for returning assignments; one week return for quizzes and exams.
- Printers have a way of breaking down at the last minute and computers "know" when you have a deadline! If you encounter an extenuating circumstance, you can advise me via e-mail – but not at last minute - and I will use my discretion for late assignment approval.
- I would suggest backing up your homework on a flash drive or USB (and removing USB 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** in upper right-hand corner of paper, single-spaced.
All in-class written assignments must be neatly submitted: Perforated or loose leaf, 8 1/2 x11 lined paper, blue or black ink, 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 are not expected to 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 you or a loved one is on a transplant list, or there is

threat of imminent danger, the “emergent” interpretation would not apply.

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 use.

Any student that is notified of breaking policy may receive a warning. Further violations will result in a “Disruptive Student” report (Board Policy 5500), and a possible DROP. Simply stated, please do not abuse this policy. Your Instructor and fellow classmates will respect same.

All cell phones, wireless devices must be placed on the floor, not on your person, during exams and guest presentations, and powered “Off”. Any violation of that will result in a 0 for the exam.

Pathways Center, Student SUPPORT SERVICES

- There are many programs available at MJC for students who may need assistance with learning differences, and discernment of course selections. Please communicate with instructor as soon as possible 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.
- Registration is required for DSPS (Disability Services) or EOPS (Extended Opportunity Programs & Services); students planning to use their services this semester please contact that office as soon as possible. Services cannot begin 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, Pathways Office (West, Yosemite 118), Library and Learning Center (slow-paced lab for computerized instruction in reading, writing, and math); computer labs, Tutoring Center, and Writing Center!

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 a course designed for your personal growth, not your friend's. We 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!

