

FAMLF 131: Family Relationships (3 Units)
SPRING 2018: Jan 8-Apr 28
Sect# 4379 8:45 - 11:50 a.m. Thurs, Muir 163
Sect# 8112 1:30 - 4:35 p.m. Thurs, Glacier 101
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 **Thursdays or by Appointment**

REQUIRED TEXT AND MATERIALS:

Cox, Frank D., Demmitt, Kevin (2014, 2009) Human Intimacy: Marriage, The Family and Its Meaning, 11th 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:

- ✓ 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. In addition to the specific course learning outcomes listed above, the student should be prepared to:

Demonstrate proficiency in HEALTH EDUCATION by

- describing the integration of the physiological and psychological human being;
- analyzing the development of self and making plans for lifelong learning;
- 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 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	Points Possible	Points Earned	Date
1. Chap 1: "Human Intimacy in the Brave New World of Fam Diversity"	Overview: review of syllabus, course content & text. "Family Is...?"	10+		Jan. 11
2. Chap 2: "Human Intimacy, Relationships, Marriage, And the Family".	Syllabus Quiz; open notes. Terms of Syllabus; In-class Activity, "Sunshine" video; reflection	10 + 5		Jan. 18
3. Chap 3: "American Ways of Love"	<i>Who Am I?</i> due (15) In-class Activity, Lecture/geno	15 +		Jan. 25
4. Chap 4: "Gender Convergence and Role Equity"	<i>Genogram</i> due (10); Discussion; 15 Positives; Making Decisions	10 + 5		Feb. 01
5. Chaps 5 & 6 "Communications" and "Mate Selection"	Romantic vs Realist survey; Group disc/team presentations.	10 +		Feb. 08
6. Feb. 19: Martin Luther King Jr. Day	First Exam/30 Multiple Ch (Scantron 882-e)	30+		Feb. 15
7. Chap. 14: "Family Crises"	Guest presentation: Haven Women's Center exercise; In-class group; Quiz	10+		Feb. 22
8. Chap 8: 'Human Sexuality"	Guest presentation: Planned Parenthood Discussion; STI presentations	10+		Mar. 01

9. Chap 9: "Family Planning, Pregnancy..."	Guest presentation; Discussion; In- class group	10+		Mar. 08
10. Bring lined paper and ink pen; Blue Book not necessary.	Midterm/ Essay & Short Answer; Open book, open notes	45+		Mar. 15
11 Chap 12: "Making Sound Economic Decisions"	<i>Budget draft - in class;</i> collect receipts, info.	10		Mar. 22
12. Chap 10: "The challenge of Parenthood:	<i>Budget and reflection due;</i> Parenting/ Discipline disc.	10		Mar. 29
13. Chap 7: "Marriage, Expectations, Fully Function- ing Person."	Encouraging Positive Behavior; guest presenter	15+		Apr. 05
14. Chap 14: "Family Crises"	Maslow's Hierarchy Perspective	10+		Apr. 12
	<i>Family Interview (25);must be submitted as part of Final Exam.</i>	25		Apr. 19
15. Chap 17: "Actively Seeking Fulfillment"	Documentary and Reflection- In class	20		Apr. 19
***	EXTRA CREDIT – One time option (15)*** due	***		Apr. 19, latest.
16. Oral essay option requires appt. in advance.	FINAL: Family Interview; Oral Essay (notes)or Mult. Choice - 30 questions. Class evaluation (5)	35/40 + 5		Apr. 26
	Participation - 50 total points possible	50		

***TOTAL 350**

GRADING (pending actual total accumulation Spring 2018)

350 - 315 = A

314 - 280 = B

279 - 245 = C

244 - 210 = D

209 or less = F

Assignment Descriptions:

“Who Am I?” DUE 01/25/18 (5 points EC for early submission, 1/18/18) Paper should be minimum 2 full pages in length.

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

- **Background:** What are any significant experiences that made 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**? What is your story? What is your paradigm or outlook?
- **Others:** Who are the people who have most affected your life? What was their role in the family or community in which you grew up?
- **Principles:** Where did you acquire your principles and values, or **family strengths**? And from whom? What are your individual 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 responses must be in full sentences and you must include each of the bulleted areas above. Please check spelling and grammar! Must use terminology from chapters in text.

***** Paper submission : All Homework assignments**

1.) Must be neatly typed, **double-spaced**, 12 font/Times New Roman preferred.

2.) **Heading on right side**, single-spaced, with Name, Date, & Title of assignment.

EXAMS

Exams will be multiple choice, essay and short answer, or oral essay (optional for Final) format. Students will need 882e Scantron for First and Final exams. (Student may choose to use one Scantron for both exams). Second Exam/ Midterm 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 or oral essay (student's choice).

FIRST Exam: FEBRUARY 15th, Multiple choice – Scantron and pencil... 30 pts

MIDTERM/Second Exam: MARCH 22nd, Open Book, Open Notes; Essay and short answer...40 pts

FINAL Exam: APRIL 26th, Multiple Choice or Oral Essay, Class evaluation...
35/45 + 5 pts. Students will have choice of Oral Essay (with notes)
or Multiple Choice for Final Exam.
Sect# 4379 8:30 a.m.; Muir 163; Sect #8112 1:00 p.m.; Glacier 101

CLASS POLICIES

PLEASE CHECK WEBSITE EVERY WEEK FOR ANNOUNCEMENTS ETC.

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

Check website every week for Announcements, Syllabus, PowerPoint Reviews

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

Class Cancellation or Starting Late

Instructor will notify a staff member to alert the class if she is delayed. If **30 minutes*** has elapsed and there is no posted notice, class will then be cancelled. Instructor will 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 with a response within 24 hours 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. Personal email addresses will not be acknowledged.

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 class email announcements.

DROPS

Students are responsible for notifying Admissions and Records if dropping a course or are no longer attending class. **Last day to drop and obtain refund** is 01/21/18. **Last day to drop to avoid letter grade** is 04/02/18. 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 should notify the Instructor (via email or face-to-face) as soon as possible, and **not at the next class**. Otherwise, it will automatically be counted as an unexcused absence (whether missed class, late arrival, or early departure).
Student will only be allowed to miss one absence.

It is the student's responsibility to get class notes and handouts if there is a missed class. I encourage you to get at least two contacts of fellow students to check in with them per any changes in the class schedule or assignments. Students have knowledge of the class and assignment calendar and should prepare accordingly.

ASSIGNMENTS: Due Dates, Criteria

- Assignments are submitted in class, and not via email. 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 strongly recommend backing up your homework on a pin drive or storage device (and removing the pin drive from the computer when you work in one of the labs). Keeping a copy of your work is both smart and efficient. All papers are to be **double-spaced** and 12 Times New Roman font is best. All papers **must have a heading with your name, date, and title of assignment** in upper right-hand corner of paper, single-spaced. All in-class written assignments must be neatly submitted: 8 1/2 x11 lined paper, dark pencil or blue or black ink, cleanly perforated and no scratch-offs please.

CELL PHONES

Please silence all electronic equipment prior to entering the classroom. Students will place backpacks, handbags, etc on floor or back of chair. 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 does not apply. **Instructor will use her discretion if a student appears to be in violation of misusing this interpretation.** Calls and texting can be done on the breaks, or when Instructor allows time for usage.

Further violations will result in a “Disruptive Student” report (Board Policy 5500), and a possible DROP.

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 differences in a class. Please communicate with instructor 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.
- Make use of the Student Success and Equity Specialists, Pathways Office, Learning Center, Counseling, Computer labs, Library, Tutoring and Writing Center, Health Services, Campus Safety, Veterans Office, TRIO Student Support.

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". 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!

SPG