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## Wayland Mission Statement

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Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

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## Contact Information

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**Course:** SOSC 3321 VC01 – Marriage and the Family

**Campus:** WBUOnline

**Term/Session:** Fall I 2022

**Instructor:** Dr. David McClung

**WBU Email Address:** david.mcclung@wayland.wbu.edu

**Office Hours, Building, and Location:** Mondays 6am-9am

**Class Meeting Time and Location:** The instructor of this course is available to meet with students on Mondays from 9:00AM-10:30AM CST. In addition, the professor is available on an as needed basis and in alignment with student availability. To arrange an appointment, please contact the professor by phone at (806) 241-9598 or by email at [david.mcclung@wayland.wbu.edu](mailto:david.mcclung@wayland.wbu.edu).

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## Textbook Information

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### Required Textbook(s) and/or Required Materials:

**Author(s):** Knox, David / Schacht, Caroline / Chang, I. Joyce

**ISBN:** 1-5443-7919-6

**ISBN-13:** 978-1-5443-7919-7

**Edition / Copyright:** 13TH - Current Edition

**Publisher:** Sage Publications, Inc.

*The textbook for this course is part of the **Wayland's Automatic eBook** program. You will have access to an eBook and interactive learning material on the first day of class through your Blackboard course site. The cost of this Automatic eBook will be billed directly to your student account when you register for the course. You will be notified via email with access instructions and additional information. If you do not wish to participate in the Automatic eBook program, you will have the first 12 days of class to opt-out of the program (additional details will be outlined in your email instructions). For more information on the Automatic eBook program, visit the Wayland Bookstore [Automatic eBook FAQ](#) page.*

Optional Materials: American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, DC: American Psychological Association, 2009.

## Course Information

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**Catalog Description:** Examination of the family as a social institution; comparative analysis of kinship systems; and recent changes in American family structure.

**There is no prerequisite for this course.**

**Course Outcome Competencies:** Upon completion of this course, students will be able to:

- Identify and define choices made in dating, marriage and family relationships
- Analyze critical issues that are currently impacting the American family structure
- Discuss the diverse family structures and how they affect American social institutions
- Communicate in writing from sociological, criminal justice or psychological perspectives the aspects of family life

## Attendance Requirements

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Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

## University Policies

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**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded

from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, [trifilot@wbu.edu](mailto:trifilot@wbu.edu) or call (806) 291-3745.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](#)

## Course Requirements and Grading Criteria

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### Discussion Board (20%)

The discussion board serves to promote shared learning through dialogue with one another. While your responses should cite the text and provide evidence that you have read the assigned material, responses are also expected to “go beyond the text” by actively analyzing, critiquing, and applying the readings. Discussion posts should be at least a few paragraphs in length. Full credit will not be given for discussion posts that only summarize the material. Your initial post must be submitted by Wednesday at 12m (Noon) CST.

In addition to posting an initial post for each week’s discussion, you should also provide responses at least two other students. Responses to your peers should go beyond simply stating whether you agree or disagree with their post. All responses should be made by Saturday at 12PM (Noon) CST.

### Quizzes (20%)

During the course of the semester you will have five quizzes to assess your understanding of the material. These questions may be multiple choice, sequential, matching, fill in the blank, or short answer. Each quiz is due by Saturday at 12PM (Noon) CST. You will be allowed to use the textbook during weekly Quizzes but are expected to cite your sources for any essay questions.

### Experiential Learning (30%)

Over the course of the semester, you will be asked to participate in five different experiential learning opportunities to support your mastery of the material. These five assignments may include conducting interviews, watching videos, personal reflections, and other social scenarios related to critical issues that are currently impacting the American family structure. These experiential learning opportunities have been designed to promote critical thinking about diverse family structures and how they affect

American social institutions. After each activity, you will write a 2.5-4 page summary of your experience, utilizing the textbook and additional resources, as appropriate. While students are encouraged to participate in the experiential learning opportunities for this course, alternative experiential learning opportunities may be requested by students. Requests should be submitted by email at least two weeks before the assignment is due and a response from the instructor will be issued within 48 hours of the request. Experiential learning assignments are due by Saturday at 12PM (Noon) CST.

**Midterm (15%)**

A midterm exam will test your understanding of material covered in the first half of the course. These questions may be multiple choice, sequential, fill in the blank, short answer, or essay. You will be allowed to use the textbook during Midterm but are expected to cite your sources for any essay questions. The midterm must be turned in by Saturday at 12PM (Noon) CST.

**Final Exam (15%)**

A final exam will test your understanding of material covered throughout the duration of the course. While the final will tend to focus on questions from the second half of the class, there may also be questions from the first half of the course. These questions may be multiple choice, sequential, fill in the blank, short answer, or essay. You will be allowed to use the textbook during weekly Quizzes but are expected to cite your sources for any essay questions. The midterm must be turned in by Saturday at 12PM (Noon) CST

**Summary of Due Dates Each Week**

Type of Assignment	Due Dates
Initial Discussion Post	Wednesday at 12PM (Noon) CST
Experiential Learning Activities (When Applicable)	Saturday at 12PM (Noon) CST
Discussion Board Responses (Minimum of 2)	Saturday at 12PM (Noon) CST
Quizzes/Exams (When Applicable)	Saturday at 12PM (Noon) CST

**Grading Policy**

The instructor reserves the right to deduct points or choose not to receive work that is turned in after the assigned due date. Assignments will normally be subject to a 10% reduction for each day that the assignment is late. Assignments submitted 5 days after the original due date will receive a grade of zero. Exceptions may be granted under special circumstance, when discussed with the professor before the due date.

**The University has a standard grade scale:**

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

## Tentative Schedule

Date	Topics/Assignments
Week 1 August 8-13	Topic: Introduction to Marriage, Family, and Diversity Reading Assignment: Chapters 1 and 2, Supplemental Material Introduction Post on Discussion Board Discussion Board Post #1
Week 2 August 15-20	Topic: Selecting a Partner - Principles of Attraction Reading Assignment: Chapters 4 and 5, Supplemental Material Discussion Board Post #2 Experiential Learning Assignment #1 Quiz #1
Week 3 August 22-27	Topic: Navigating Relationships: Communication and Crisis Reading Assignment: Chapters 8, 13, and 14, Supplemental Material Discussion Board Post #3 Experiential Learning Assignment #2 Quiz #2
Week 4 August 29 – September 3	Topic: Gender Roles and LGBTQIA+ Relationships Reading Assignment: Chapters 3 and 7, Supplemental Material Discussion Board Post #4 Midterm
Week 5 September 5-10	Topic: Sexuality in Relationships Reading Assignment: Chapter 9 , Supplemental Material Experiential Learning Assignment #3 Discussion Board Post #5 Quiz #3
Week 6 September 12-17	Topic: Planning for Parenthood Reading Assignment: Chapter 11, Supplemental Material Experiential Learning Assignment #4 Discussion Board Post #6 Quiz #4

Week 7 September 19-24	Topic: Diversity in Parenting Reading Assignment: Chapter 12, Supplemental Material Experiential Learning Assignment #5 Discussion Board Post #7 Quiz #5
Week 8 September 26 – October 1	Topic: The Later Years: Caring for Parents During Later Stage of Life Reading Assignment: Chapter 16, Supplemental Material Discussion Board Post #8 Final Exam

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