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**Campus Name**

**School of Behavioral & Social Sciences**

**UNIVERSITY MISSION STATEMENT**

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.

# COURSE NUMBER & NAME:

SOSC331.01 Marriage and the Family

## TERM:

Spring 1 2020

## INSTRUCTOR:

Dr. David McClung, Ph.D.

## CONTACT INFORMATION:

Office phone: (806) 241-9598

WBU Email: David.mcclung@wayland.wbu.edu

## OFFICE HOURS, BUILDING & LOCATION:

Virtual campus; 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.

## COURSE MEETING TIME & LOCATION:

Students will complete work asynchronously using Blackboard.

## CATALOG DESCRIPTION:

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

## PREREQUISITE:

There is no prerequisite for this course.

## REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

**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.
**Book Type:** Paperback

*The textbook for this course is part of the****Wayland’s Inclusive Access****program. You will have access to an e-book and interactive learning material on the first day of class through your Blackboard course site. The cost of this access 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 Inclusive Access 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 Inclusive Access program, visit the Wayland Bookstore*[*Inclusive Access FAQ*](https://bookstore.wbu.edu/site_inclusive.asp)*page.*

## OPTIONAL MATERIALS

American Psychological Association. *Publication Manual of the American Psychological*

*Association*. 6th ed. Washington, DC: American Psychological Association, 2009.

## COURSE OUTCOMES AND COMPETENCIES:

**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:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

## STATEMENT ON PLAGIARISM & 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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

## COURSE REQUIREMENTS and GRADING CRITERIA:

## **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 12PM (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.

## **Leading Discussions (10%)**

There will be two times during the semester that you are asked to lead discussion on the assigned readings. Weeks will be assigned during the first week of the course and available in the folder for Week 1. During these two weeks, you are expected to provide an in-depth summary of the reading (including citations and reference to specific concepts), a few paragraphs of personal reflection, and at least three questions that you would like to discuss. You are expected to bring in at least two additional sources that are relevant to the topics you have been assigned, such as YouTube videos, podcasts, and/or peer-reviewed articles. These assignments may vary in length but are generally estimated to be at least one single-spaced page. During these two weeks, your initial post must be made by Tuesday at 12PM CSTto ensure that other students have adequate time to interact with your post. Please note that late submissions for this assignment will not be accepted.

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 Friday at 12PM (Noon) CST.

## **Midterm (10%)**

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 (10%)**

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**

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| **Type of Assignment** | **Due Dates** |
| Initial Discussion Post (When Facilitating) | Tuesday at 12PM (Noon) CST |
| Initial Discussion Post (When Not Facilitating) | Wednesday at 12PM (Noon) CST |
| Experiential Learning Activities (When Applicable) | Friday at 12PM (Noon) CST |
| Discussion Board Responses (Minimum of 2) | Saturday at 12PM (Noon) CST |
| Quizzes/Exams (When Applicable) | Saturday at 12PM (Noon) CST |

## University Grading 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 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 (10 to 15 weeks) term, 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.

## 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.

## 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 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.

## TENTATIVE SCHEDULE

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| **Date** | **Topics/Assignments** |
| Week 1January 11-17 | **Topic: Introduction to Marriage, Family, and Diversity**Reading Assignment: Chapters 1 and 2, Supplemental MaterialIntroduction Post on Discussion BoardDiscussion Board Post #1 |
| Week 2January 18-24 | **Topic: Selecting a Partner - Principles of Attraction**Reading Assignment: Chapters 4 and 5, Supplemental MaterialDiscussion Board Post #2Experiential Learning Assignment #1Quiz #1 |
| Week 3 January 25-31 | **Topic: Navigating Relationships: Communication and Crisis**Reading Assignment: Chapters 8, 13, and 14, Supplemental MaterialDiscussion Board Post #3Experiential Learning Assignment #2Quiz #2 |
| Week 4February 1-7 | **Topic: Gender Roles and LGBQTIA+ Relationships**Reading Assignment: Chapters 3 and 7, Supplemental MaterialDiscussion Board Post #4Midterm |
| Week 5February 8-14 | **Topic: Sexuality in Relationships**Reading Assignment: Chapter 9 , Supplemental MaterialExperiential Learning Assignment #3Discussion Board Post #5Quiz #3 |
| Week 6February 15-21 | **Topic: Planning for Parenthood**Reading Assignment: Chapter 11, Supplemental MaterialExperiential Learning Assignment #4Discussion Board Post #6Quiz #4 |
| Week 7February 22-28 | **Topic: Diversity in Parenting**Reading Assignment: Chapter 12, Supplemental MaterialExperiential Learning Assignment #5Discussion Board Post #7Quiz #5 |
| Week 8March 1-6 | **Topic: The Later Years: Caring for Parents During Later Stage of Life**Reading Assignment: Chapter 16, Supplemental MaterialDiscussion Board Post #8Final Exam |