Marriage and Family Life: Sociology 335.001
Fall Semester 2017
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Office Hours and Course Times:

Please call the Sociology office (468-4405) to schedule an appointment or email me at waltscalen@sfasu.edu. Our class meets in T.E. Ferguson Liberal Arts 482 on Tuesdays and Thursdays from 9:30AM – 10:45AM. My scheduled office hours are 10:45AM to 11:45AM TR; however, special arrangements can be made if absolutely necessary. Most issues can be resolved before or after class.

Required Book

THINK, Marriages and Families, Janet Kunz, West Texas A&M University, Pearson, 2013, ISBN 10:0-205-18261-5. This is very practical, well illustrated, easy to read, and student friendly textbook.

Student Learning Outcomes (SLOs)

At the end of this course students should be able to:

- SLO #1 – compare and contrast theories associated with marriage and family dynamics and conflict.
- SLO #2 – define family and differentiate between traditional family structures and non-traditional family structures.
- SLO #3 – list the different ways in which gender inequality manifests itself within American families.
- SLO #4 – compare families within the context of different ethnic groups in American society.
- SLO #5 – identify some of the changing images and roles of contemporary mothers and fathers.
- SLO #6 – describe ways in which parents pass on gender stereotypes to their children.
- SLO #7 – learn about techniques that are used to measure fertility rates in contemporary societies.
- SLO #8 – identify signs of an abusive relationship.
- SLO #9 – discuss how family violence negatively affects children.
- SLO #10 – discuss ways in which battered families can be helped through community outreach programs.

Course Description

SFA Bulletin Statement – This course includes exploration of dating, mate selection, sexual adjustment, communication, in-laws, parenthood, divorce, and remarriage. Suggested background is SOC 137 (Introduction to Sociology).

The first part of the class will deal with the issues that are critical in having, sustaining, and progressing a relationship with another person including the impact of positive and negative behavior, individual differences, the secret to open and effective communication, practical finances, children, and more. The remainder of the class will present a selection of chapters from the textbook.
Course Expectations

Readings:
This course will entail a moderate amount of reading. You are encouraged to start early and not to get behind. I hope you will find the readings both valuable and interesting. The exams and class discussion will require your careful attention to all assigned reading materials.

Journal/Reflection - This paper will be a minimum of 750 words, or approximately 2 1/2 to 3 pages in length, double-spaced. The paper will be word-processed 12 cpi, Times Roman, Arial, or Courier, black ink, white paper, with no binder. First, identify a marriage and family related topic that especially interests you. Second, describe in detail or define that topic. Third, tell a story or give an illustration of the topic you selected. A personal experience is preferred, but a second hand account is acceptable. This is not a research paper so an outline, footnoting, and a works cited page are not required.

Quizzes - During the course of the semester five unannounced quizzes will be administered. They will be presented verbally via PowerPoint, will require true or false responses, and will be worth twenty points each (ten questions). The quizzes will be on the scheduled topic of the day.

Exams:
There will be three exams each a combination of multiple choice and true / false questions. Exams will be based upon material taken from both lectures and assigned readings. Review sheets and study sessions will be offered before each exam.

Exam Schedule:

<table>
<thead>
<tr>
<th>Exam #1</th>
<th>10-3 (Approx.)</th>
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<tbody>
<tr>
<td>Exam #2</td>
<td>10-31 (Approx.)</td>
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<tr>
<td>Exam #3, Final</td>
<td>As scheduled by the university</td>
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Grades will be calculated using the following guidelines.

<table>
<thead>
<tr>
<th>Exam #1</th>
<th>100 pts.</th>
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<tbody>
<tr>
<td>Exam #2</td>
<td>100 pts.</td>
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<tr>
<td>Exam #3</td>
<td>100 pts.</td>
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<tr>
<td>Journal</td>
<td>100 pts.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 pts.</td>
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<tr>
<td>Total:</td>
<td>500 pts.</td>
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A: At Least 450 pts.
B: At least 400 pts.
C: At Least 350 pts.
D: At Least 300 pts.
F: Below 300 pts.
Student Requirements:

1. Attendance and punctuality are critical. **The instructor reserves the right to access a 5-point deduction per missed class, late arrival, or early exit.** If you have special needs or experience an emergency situation, be sure to notify me accordingly. The University’s official attendance policy is at this link: [http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf](http://www.sfasu.edu/policies/class-attendance-and-excused-absence-6.7.pdf) Missed quizzes will **not** be made up resulting in a 20-point deduction per quiz.

3. Missed exams will be made up on a day to be announced. It will most likely be at the end of the semester and the make up exam may be all essay in nature.

4. The Journal/Reflection will be due the same date as Exam II. Late papers will be accessed a 50% reduction in grade.

5. **No emailed papers of any kind will be accepted.** Only hard copies of assigned papers actually exist for grading purposes. Keep a hard copy and/or electronic copy of any and all written assignments. Be ready to present these copies upon request. If you do not have a copy of a paper when asked, that paper **does not exist** for grading purposes.

6. All make-up work of any kind must be completed and turned in **two weeks before the start of final exams.**

7. At least five points of **extra credit** will be made available to students, details to be announced later.

Grades
Many misconceptions exist about grades in the university. Perhaps the most common is that grades are given based upon student effort. Rather, grades are meant as evaluations of student performance not as rewards for effort. Some students can earn good grades with little or no effort. Other students work very hard and receive poor grades. This situation, while regrettable, is very similar to the "real world" conditions students will face after leaving the university. Grades and monetary rewards both are given to those who perform well. A second common misconception about grades is that a "C" is a "bad" grade. To the contrary a 'C' is given to work that meets the criteria of "satisfactory" college work.

“Grade Whining”
This especially annoying condition can be avoided by diligence and hard work. Carefully monitor your progress. A pattern of “C” and even “B” grades are unlikely to result in an “A” semester average. Professors don’t make grades; they report them. Comparisons to other students are usually unwise and unproductive. Students are often not aware of deductions or penalties that others may have experienced. Every effort is made to be fair and equitable: reviews for exams, revisions of papers, and extra credit, but some students have a boundless sense of entitlement. Ultimately, students determine what their final grades are going to be, not professors. Please take responsibility for your work and make every effort to do your best.
Academic Integrity (University Policy A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Class Decorum and Student Conduct:

Many workplace settings are relatively formal in nature. They involve specific and "traditional" standards of personal conduct. The key elements are order, personal restraint, and courtesy. There is no better place to start practicing these behaviors than in this class. Students will be expected to raise their hand to be recognized, to not speak while others are speaking, to deactivate all electronic devices (not notebook computers or watches), especially cell phones (NO TEXTING!, see cell phone policy below), to avoid "sidebar" remarks or other annoying disruptions such as tardiness or early departures, and to be rational, civil, and self-controlled at all times. Cheating of any kind is strictly forbidden. Violating these standards will evoke one or all of the following remedies: a verbal warning, a consultation and written warning, a request to leave the classroom, expulsion from the class. Thank you in advance for proper deportment.

Cell Phone Policy

This class has a NO LIVE CELL Phone policy that is vigorously enforced. Any student with a live cell phone during class whether observed directly or reported by another student will be charged a 25 pt. deduction. The second offense will result in referral to Student Rights and Responsibilities with a request to be dropped from the class. If you are a first responder on emergency call you should give the professor prior notification. We are all waiting for “important” calls, but if it is a crisis, you will be located and contacted. This classroom is a “no phone zone,” no exceptions.

Acceptable Student Behavior

The University’s official policy on this issue is stated as follows:

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning
environment may be asked to leave class and be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Withheld Grades (University Policy A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Academic Accommodations for Disabled Students
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

University Calendar (Fall 2017):
8-28-17 - Classes begin
8-31-17- Last day to change schedule and last day to register
9-12-17 – Twelfth class day
9-15-17 – First day to apply for degrees to be completed in May, 2018
10-18-17 – Mid-semester
10-25-17 – Last Day to drop classes, withdraw from the University with a WP or WF.
11-15-17 – Last day to apply for degrees to be completed in May 2018
11-18-17 – Beginning of Thanksgiving Holidays
11-27-17 – Classes resume and last day to withdraw from the University.
12-11-17 – Final Exams begin
12-15-17 – Final Exams end
12-16-17 – Commencement
Tentative Marriage and Family Class Schedule

Section One, Marriage and Family in Overview

Syllabus overview and Marriage and Family Introduction, 8-29 and 8-31
Building Instead of Breaking (SLO 1 and 2), 9-5 and 9-7
Temperaments, 9-12 and 9-14
Masks and Games, 9-19 and 9-21
Children and Finances, 9-26
Abuse vs. Fighting Fair (SLO 8,9,10), 9-28

Exam I, 10-3

Section Two, Required Readings:
Marriage and Family

Chapter 3 – Communication, Power, and Conflict (SLO 2), 10-5
Chapter 4 – The Role of Gender (SLO 3 and 6), 10-10 and 10-12
Chapter 5 – Friendship, Affection, Love and Intimacy (SLO 4), 10-17 and 10-19
Chapter 6 – Sex and Fertility (SLO 7), 10-24
Chapter 7 – Choosing a Partner (SLO 5), 10-26

Exam II and Journal Due. 10-31

Section Three, Required Readings:
Marriage and Family

Chapter 8 – Preparing for Childhood and Parenting (SLO 6), 11-5 and 11-7
Chapter 9 – Family Variation (SLO 2), 11-12 and 11-14
Chapter 13 – Stress, Violence, and Abuse (SLO 8,9,10), 11-28 and 11-30
Chapter 14 – Separation and Divorce (SLO 2), 12-5
Chapter 15 – Single Parent Families, Remarriage, and Stepfamilies (SLO 2), 12-7

Exam III, 12-11 – 12-15 (Final Exam Schedule)

Class Lectures: Lecture materials will parallel but will not duplicate readings from the text. Group discussions will be conducted with a leader appointed by each group and a verbal report of findings and conclusions.
Sociology Program Assessment Syllabi Insert Course: Sociology 137, Scalén

Program Learning Outcomes  The sociology program states the following items as program learning objectives (PLOs) for sociology majors. The student will be able to identify, compare, and contrast sociological classical and contemporary theories. **PLOs**

1. The student will be able to identify, compare, and contrast sociological classical and contemporary theories.

2. The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

3. The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

4. The student will be able to apply sociological knowledge and skills to a variety of settings.

5. The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

6. The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

7. The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

*This course addresses the following of these objectives:*

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<thead>
<tr>
<th>Program Learning Objective</th>
<th>Supported by Course Objective (Student Learning Outcome)</th>
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<tbody>
<tr>
<td>PLO 1</td>
<td>1, 5, 6, 7</td>
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<tr>
<td>PLO 2</td>
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<td>PLO 3</td>
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<td>PLO 4</td>
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<td>PLO 5</td>
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<td>PLO 6</td>
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