Instructor Information

Dianne Dentice, Ph.D.
Email: denticede@sfasu.edu or access through this course in BrightSpace
Phone: 936-468-2241

Class Meeting time and place: Online

Attendance Policy: Students should spend at least four hours a day navigating the course, reading lecture notes and other materials, and interacting through email and assigned blog assignments

Office hours: By appointment in office or in BrightSpace via chat

COURSE DESCRIPTION: Dating, mate selection, sexual adjustment, communication, in-laws, parenthood, divorce, and remarriage. The course is modular and lecture materials are contained in each Learning Module. There is no textbook required for this course. The course includes two Interactive blogs, three quizzes, and a final short essay on a topic of your choice that relates to marriage and family life.

*Sociology program learning outcomes include the following:

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.

*Student learning outcomes for this course include the following:

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

GOAL:

The goal of this course is to enrich student understanding of contemporary marriage and family life. A secondary goal is to provide an online environment that is dynamic and facilitates learning on several different levels to include student to content, student to student, and student to instructor. Students will gain first-hand experience in an online learning environment. I will do my best to provide prompt responses to your questions via email and F2F office hours during this abbreviated summer semester. Generally, I respond to questions within 24 hours online. Make sure you refer to the course calendar that is included in this syllabus. There is also a calendar in grid form in Getting Started in D2L.

COURSE ASSESSMENT:

Each student will be assessed on the following items: quizzes and blogs. Each quiz consists of multiple-choice questions and short essay questions. Quizzes are worth 100 points and will cover material from each Learning Module. Once you access a quiz you must complete it within the time allotted (usually 100 minutes). FYI, once you access a test, you cannot get out and go back in later. I suggest that to do well on these assessments that you carve out time at a secure computer. If you want the full time to complete your tests, be sure to access the test the full 100 minutes beforehand. I also give an extra credit opportunity at the end of the summer semester for five additional points. That will be in your drop box.

Regarding blog assignments, those dates are not flexible so be sure and complete each of those on the dates listed in your course calendar(s).

GRADING RUBRIC

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Blogs (required x 2)</td>
<td>35 pts. for each post</td>
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<tr>
<td></td>
<td>5 pts. for response to 1 classmate post</td>
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<td></td>
<td>(see course calendar for dates &amp; times) 80 pts.</td>
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<tr>
<td>Quizzes (required)</td>
<td>100 pts. for each quiz x 3</td>
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<tr>
<td>Final essay (required)</td>
<td>100 pts.</td>
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Academic Integrity (4.1)
Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty and 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/student-academic-dishonesty-4.1.pdf.

Withheld Grades Semester Grades Policy (5.5)
Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health and Wellness
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.
**On-campus Resources:**
SFA Counseling Service [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

**SFA Human Services Counseling Clinic** [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services, Room 202 936.468.1041

**Crisis Resources:**
Burke 24-hour crisis line: 1.800.392.8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741

**DISCLAIMER:** This syllabus represents a “best” plan for the course; but, as with most plans, it is subject to change. Any changes will be announced by email or chat. Refer to the timeline for a calendar of dates and times that are important to know for this course. Your course calendar is listed below.

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**Course Calendar**
Maymester, 2024

<table>
<thead>
<tr>
<th>Date</th>
<th>Modules</th>
<th>Activity</th>
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<tbody>
<tr>
<td>May 13</td>
<td>Module 1</td>
<td>Read Learning Modules 1 &amp; 2</td>
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<td></td>
<td>Module 2</td>
<td>Quiz #1 is over these two Modules</td>
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<td></td>
<td><strong>All Quizzes open @ 8:00 AM on Monday, May 13</strong></td>
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<td><em>You will have 100 minutes to complete each quiz</em></td>
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<td><strong>Quizzes all due @ 11:30 PM on Wednesday, May 29</strong></td>
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<tr>
<td>May 16</td>
<td>Module 3</td>
<td>Read Learning Modules 3 &amp; 4</td>
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<td>Module 4</td>
<td>Quiz #2 is over Modules 3 &amp; 4</td>
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<tr>
<td>May 18</td>
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<td><strong>Blog 1 due @ 11:30 PM (Saturday)</strong></td>
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<tr>
<td>May 20</td>
<td>Module 5</td>
<td>Read Learning Modules 5 &amp; 6</td>
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<td>Module 6</td>
<td>Quiz #3 is over Modules 5 &amp; 6</td>
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<tr>
<td>May 25</td>
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<td><strong>Blog 2 due @ 11:30 PM (Saturday)</strong></td>
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The week of May 27 is the last week of Maymester 2024. All quizzes are due on Wednesday, May 29th @ 11:30 PM.