



Sam Houston  
State University

College of Health Sciences



FACS 3369-02 Family Relationships **M 6-8:50 p.m.** - 3 credits & **WRITING ENHANCED (2017 FALL)**

Classroom: **EVANS COMPLEX 260** and Blackboard **SHSU Online** (*check the class Bboard site and your SHSU email at least 5x per week!*) For ONLINE SUPPORT: [SHSU Online Support \(click this link\)](#) or visit <http://online.shsu.edu/campus/support-desk/> (ALSO: see the bottom of this document, page 4, BLACKBOARD!)

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Office Hours: M/W 10-12 & F 10-11 or by appointment (please e-mail in advance; I will respond to your emails/calls in a timely fashion, usually within 24 hours, *except for weekends*)

**COURSE DESCRIPTION:** This course focuses on analysis of the changing and supportive role of the members in the contemporary stages of the family life cycle. Study is made of family heritage and family interaction patterns with an emphasis on individual development. (3-0). Credit 3. **Prerequisite: Junior standing.**

**STUDENT LEARNING OBJECTIVES:** *Upon completion of the course, the student will gain understanding of, interact with, and personally consider foundational close relationship concepts and their practical implications regarding:*

- elements and types of marriage; definitions and types of families
- structural and cultural influences on choices in close relationships
- theoretical frameworks for viewing marriage and the family
- terminology and theories of gender role development
- theoretical and developmental perspectives on love in relationships
- cultural and historical elements related to dating and cohabitation
- sexual values and behaviors; singlehood and same-sex relationships
- cultural, sociological, psychological, and sociobiological factors affecting mate selection and engagement
- developmental aspects of marriage relationships
- concepts critical to positive marital and familial functioning: financial planning; planning children and contraception; parenting; balancing work and family life; stress and crisis events; violence and abuse; forgiveness
- divorce, remarriage, and stepfamilies; aging in marriage and family relationships

**TWO Required Texts:**

\*Olson, D. H., DeFrain, J., & Skogrand, L. (2014). *Marriages and families: Intimacy, diversity, and strengths*, (8<sup>th</sup> ed.). New York: McGraw-Hill Education. ISBN 978-0-07-802692-8 **(Exams will be over this text.)**

\*Markman, H. J., Stanley, S. M., & Blumberg, S. L. (2010). *Fighting for your marriage: Positive steps for preventing divorce and preserving a lasting love*, (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass. ISBN 978-0-470-48951-0

**Group Creative Component Chapter will be assigned from this text -Markman, Stanley, & Blumberg (2010).**

**Writing Enhanced Course** *This is a "W" course, which means that at least 50 percent of your course grade will be derived from writing activities designed to help you master course objectives.* Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Informal writing-to-learn activities may not receive a grade; they are designed to assist you in critical reflection of the course material or activities. **You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.**

## Course Activities / Assignments and Evaluation

Assignment due dates are below. **No late assignments are allowed ! Please plan and work ahead!**

**Late assignments WILL NOT receive any credit; the student earns 0 points.**

### 1) Four (4) Family Relations Practicums (FRP1-4; 3 @ 50 pts each; Premarital Predictors @ 100 pts)

You will complete four (4) Family Relations Practicums (FRPs). These **written assignments** (formal) are designed for practical or applied interaction with course material. Your FRPs will be kept in strict confidence. All assignments will be thoroughly explained in class and/or on Blackboard; **I expect you to watch the videos about each assignment.**

All assignments will be uploaded through **Turnitin** on Blackboard. **Please see the info at SHSU Online “Getting Started with Blackboard” if you are unfamiliar with Turnitin.** You should take advantage of the Turn It In originality report (you have opportunity to resubmit prior to due date/time) to guide you in your submission **up until the final due date/time.** **You will receive a receipt email from Turnitin when you successfully upload an assignment. Keep the email for verification; FREDs happen (ask me). If you miss an assignment and do not have a receipt, I can't count your work.**

**Evaluation of the practicums will be based upon the rubric provided at the end of this syllabus.**

FRP **Family Ties** Due on Blackboard/Turn It In no later than **11:00 p.m.** **DUE: THURS 28 SEPT**  
(you will have opportunity to revise and resubmit this if you wish; check Bboard & email for due date )

FRP **Love Languages** Due on Blackboard/Turn It In no later than **11:00 p.m.** **DUE: THURS 26 OCT**

FRP **What's Love?** Due on Blackboard/Turn It In no later than **11:00 p.m.** **DUE: TUES 28 NOV**

FRP **Premarital Predictors** Due 4x throughout the semester (**9/14; 10/19; 11/16; and 12/1**). See assignment on Bb.

### 2) Creative Component (CC; 100 pts )

Your instructor will randomly assign the class into small groups. Each group will present its findings to the class (teach the class!) on an **assigned chapter from Markman, Stanley, & Blumberg**. The group is not to limit its source material to their books, but should consider and use (and here is the “creative” part) other sources (e.g., your text or others, a popular TV show or magazine, a current or classic movie, internet, etc.). You are to have FUN with this, learn from your group experience about servant-leadership and teamwork, and creatively engage your classmates and instructor. Each group will provide some type of handout or powerpoint for the class to help prepare for the exams.

**Evaluation of the GCC presentation will be based upon:**

Creativity 30 points

Class Engagement 20 points

Clarity 20 points

Applicability 30 points

**3) Learning Log (50 pts):** You will keep a log (e.g., MS Word document) of what you've learned from 5 chapters (you select) in **each of the two required textbooks** (five from each text for **10 chapters total**). Each log will answer the questions below from one chapter in each textbook (each log then has 2 chapters). Select a chapter and answer each of the 5 questions below; do this for the 10 chapters you select. Your answers should be short and to the point; **one page can get this done! You will turn in your log via TurnItIn on 5 different dates by 11:30 p.m. (Sept 7 & 28; Oct 12 & 26, and Nov 9).** **This is an informal writing-to-learn assignment.**

- What one idea from the chapter most interested you and why?
- What was the clearest point in the chapter? What was the foggiest point?
- What do you still not understand about the concept or what questions might you still have?
- If you had to restate one concept in your own terms, what is it and how would you do that?
- How does the chapter build on what came before (you may need to read other chapters! ☺)?

**4) Four Examinations will be given @ 50 points each.**

Four exams will be deployed via Blackboard. Exams will be available as below, consist of at least 50 multiple choice questions, and have a time limit of 80 minutes. You must take the exam during the open time period.

<b>EXAM 1 over Olson et al. (1-3) on Blackboard and available</b>	<b>Tues (8 a.m.)-Thurs (11 p.m.)</b>	<b>12-14 Sept</b>
<b>EXAM 2 over Olson et al. (4-8) on Blackboard and available</b>	<b>Tues (8 a.m.)-Thurs (11 p.m.)</b>	<b>24-26 Oct</b>
<b>EXAM 3 over Olson et al. (9-13) on Blackboard and available</b>	<b>Tues (8 a.m.)-Thurs (11 p.m.)</b>	<b>14-16 NOV</b>
<b>EXAM 4 over Olson et al. (14-16) on Blackboard and available</b>	<b>Tues (8 a.m.)-Thurs (11 p.m.)</b>	<b>28-30 NOV</b>

**EVALUATION TOTAL**

Family Relations Practicums	(3 @ 50 pts; 1 @ 100)	250 points
Creative Component	(1 @ 100 pts)	100 points
Learning Log	(10 @ 5 pts)	50 points
Four exams (50 points each)	(4 @ 50 pts)	200 points

**TOTAL 600 POINTS**

**GRADING**

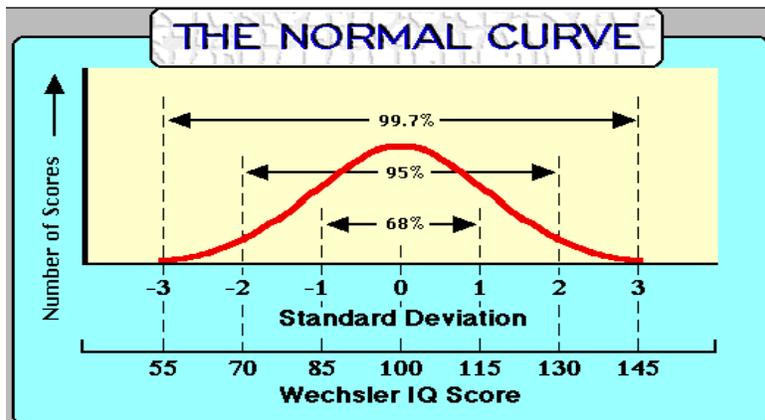
**Earning a Grade or "Grades & the Curve"**

*\* The following is partially based on material developed by Dr. G. Recktenwald*

A curve implements a relative grading system. When a curve is used, there is no fixed score that earns an "A", "B", etc. Instead, the letter grade is an expression of how well any one student performs **relative to the rest of the class**. The following table summarizes the meaning of letter grades. Note that *competence earns a grade of "B"*.

<b>Grade</b>	<b>Meaning</b>
A	Excellent
B	Above Average
C	Average
D	Passing (not necessarily satisfying degree requirements)
F	Failure

The Standard Normal Curve (as applied to Wechsler IQ scores) follows as a heuristic device, illustrating how final grades for this course will be assigned based upon scores earned by students in the class.



Typically, the class average or mean score will correspond to the 100 or mean (0 SD) above. Scores at the mean or 1 SD above will be assigned a C; scores between 1 and 2 SDs above the mean are assigned a B, and so on. The instructor will carefully consider the range and spread (SD) of the exam, and reserves the right to adjust the curve in as fair a manner as possible (I often consider the percentiles, and will adjust the SD as needed). Often this is needed when an exam might be unfairly difficult, or if a small percentage of scores “skew” the curve (aka “curve busters”). **The point is to, as fairly and empirically possible, assign letter grades based upon your position relative to others in the course.**

#### **ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. **Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.** The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cell phones, tablets, laptops, backpacks, purses, etc. may not be at the student's desk or table during exams. If they are in the class during exam time, they **MUST** be placed at front of the room. Students assume responsibility for personal property. See the link at [Procedures in cases of Academic Dishonesty AP 810213](#)

**ACADEMIC GRIEVANCE PROCEDURES for STUDENTS** [AP 900823](#) <http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

#### **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Director of the Office of Services for Students with Disabilities, Lee Drain North Annex, or by calling 936.294.3512, TDD 936.294.3786. **NOTE: No accommodation can be made until the student registers with the Office of Services for Students with Disabilities (SSD).** See the link at [Students with Disabilities AP 811006](#)

#### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. See [Student Absences on Religious Holy Days AP 861001](#)

**CLASS ATTENDANCE:** see [SHSU Class Attendance policy AP 800401](#)

#### **INSTRUCTOR EVALUATIONS:**

Students will have opportunity to complete an online course/instructor evaluation form toward the end of the semester. These are used by your instructor (instructor learns anonymously and after grades are assigned) and by others to improve courses at SHSU.

**BLACKBOARD:** This is an online course. You are expected to visit the class site every other day or at least 3x per week as I will post all assignments, due dates, exams, and more. **You should gain familiarity with SHSU Online, know how to contact the support desk if you experience technical difficulties, and work through "Getting Started with Blackboard."**



## Welcome



Welcome to the **Getting Started with Blackboard** resource for SHSU Online students. Part of having a successful time in your online courses is learning how to operate and interact in the environment where it is placed. This resource will equip you with the tools to be successful in your online course. It will cover how you access course materials, communicate with classmates and your professor, submit assignments, take tests and check your grades.

Below are the learning objectives for this resource as well as where you will go and what you will do next! Good luck on your learning journey, we are excited to be on it with you.

### Learning Objectives

After reviewing the materials of this resource, you will be able to:

- Successfully navigate the Blackboard environment
- Setup and Access your Bb Home
- Understand the basic skills to be a successful online student
- Communicate with classmates and professors online
- Collaborate with classmates using social learning tools
- Submit assignments for class
- Take online tests and surveys
- Check your grades

### Now what?

Continue on your orientation by visiting the **Where do I go from here?** link in the navigation menu. After that you can visit the **Distance Learning** section to continue.

Students find the A – Z content very helpful for navigating the material. Especially learn about taking online tests and Turn It In for your assignments. In addition, Distance Learning is very helpful: *The Essentials and Who to Call*.

### ASSIGNMENTS:

All assignments, explanations, and rubrics will be explained in class and/or posted on Blackboard. **Assignments are due as posted. Late assignments are not accepted. Do not email your assignments to me if you are late.**

**Writing:** Students will be graded on their writing ability in this course (organization, flow, grammar, spelling, and creativity). Students are encouraged to visit the SHSU writing center at Farrington 111 (936-294-3680, [wctr@shsu.edu](mailto:wctr@shsu.edu)). The website is here: <http://www.shsu.edu/centers/academic-success-center/writing/> Also, note the Handouts link in the right column. **Lower Order Concerns** are important areas to master, especially for this course!

**Creative Component Rubric** for Power Point over assigned chapter in Markman, Stanley, & Blumberg:

**Grading Rubric for Power Point Presentation from Markman, Stanley, & Blumberg**

<b>Component</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Sufficient</b>	<b>Needs Work</b>	<b>Not Present</b>
Requirements met: 15 slides min., 1 title slide with topic and name	10	8	6	4	0
Grammar and Spelling	10	8	6	4	0
Use of color, fonts, design, Word Art on all slides	10	8	6	4	0
Different transitions on all slides	10	8	6	4	0
Different animation on text and graphics on all slides	10	8	6	4	0
Scanned or downloaded photo	10	8	6	4	0
Different backgrounds	10	8	6	4	0
Use of suitable sound effects	10	8	6	4	0
Working and appropriate video clip	10	8	6	4	0
Working and appropriate audio clip	10	8	6	4	0

**Total Points Earned out of 100** \_\_\_\_\_

## Survey! Question! Read! Recite! Review!

<p>Before you read, <b><u>S</u>urvey the chapter:</b></p>	<ul style="list-style-type: none"> <li>• the title, headings, and subheadings</li> <li>• captions under pictures, charts, graphs or maps</li> <li>• review questions or teacher-made study guides</li> <li>• introductory and concluding paragraphs</li> <li>• summary</li> </ul>
<p><b><u>Q</u>uestion while you are surveying:</b></p>	<ul style="list-style-type: none"> <li>• Turn the title, headings, and/or subheadings into questions;</li> <li>• Read questions at the end of the chapters or after each subheading;</li> <li>• Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?"</li> <li>• Ask yourself, "What do I already know about this subject?"</li> </ul> <p><b>Note:</b> If it is helpful to you, write out these questions for consideration. This variation is called SQW3R</p>
<p><b><u>R</u>ead:</b></p>	<ul style="list-style-type: none"> <li>• Look for answers to the questions you first raised;</li> <li>• Answer questions at the beginning or end of chapters or study guides</li> <li>• Reread captions under pictures, graphs, etc.</li> <li>• Note all the underlined, italicized, bold printed words or phrases</li> <li>• Study graphic aids</li> <li>• Reduce your speed for difficult passages</li> <li>• Stop and reread parts which are not clear</li> <li>• Read only a section at a time and recite after each section</li> </ul>
<p><b><u>R</u>ecite after you've read a section:</b></p>	<ul style="list-style-type: none"> <li>• Orally ask yourself questions about what you have just read or summarize, in your own words, what you read</li> <li>• Take notes from the text but write the information in your own words</li> <li>• Underline or highlight important points you've just read</li> <li>• Use the method of recitation which best suits your particular learning style but remember, the</li> </ul>

	<p>more senses you use the more likely you are to remember what you read - i.e.,</p> <p>TRIPLE STRENGTH LEARNING: Seeing, saying, hearing-</p> <p>QUADRUPLE STRENGTH LEARNING: Seeing, saying, hearing, writing!!!</p>
<p><b><u>Review:</u> an ongoing process.</b></p>	<p><b>Day One</b></p> <ul style="list-style-type: none"> <li>• After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined.</li> <li>• If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook.</li> </ul> <p><b>Day Two</b></p> <ul style="list-style-type: none"> <li>• Page through the text and/or your notebook to re-acquaint yourself with the important points.</li> <li>• Cover the right hand column of your text/notebook and orally ask yourself the questions in the left hand margins.</li> <li>• Orally recite or write the answers from memory.</li> <li>• Make "flash cards" for those questions which give you difficulty.</li> <li>• Develop mnemonic devices for material which need to be memorized.</li> </ul> <p><b>Days Three, Four and Five</b></p> <ul style="list-style-type: none"> <li>• Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated.</li> <li>• Make additional flash cards if necessary.</li> </ul> <p><b>Weekend</b></p> <p>Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.</p> <p>From the Table of Contents, make a Study Sheet/Spatial Map.</p> <p>Recite the information orally and in your own words as you put the Study Sheet/Map together.</p>

Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.

**Adapted from:** Robinson, Francis Pleasant, (1961, 1970) *Effective study* (4th ed.), Harper & Row, New York, NY.

**SAMMY SAYS: SEE FRP RUBRIC ON THE NEXT TWO PAGES!!!**



	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improvement</b>
<p><b>Organization and Quality of Writing</b></p> <p>(15 pts.)</p> <p><b>Excellent: 13-15</b></p> <p><b>Good: 10-12</b></p> <p><b>Fair: 7-9</b></p> <p><b>NI: 0-6</b></p>	<p>Organization of paper as a whole is logical and cohesive.</p> <p>Connections among paragraphs are clearly articulated.</p> <p>Transitions between paragraphs are smooth.</p> <p>Every paragraph makes one distinct and coherent point expressed in a clear topic sentence. The parts of each paragraph connect logically and persuasively.</p>	<p>Paper fully meets the parameters of the assignment but is not excellent.</p> <p>Paper demonstrates a good grasp of family principles but some awkwardness in applying them.</p> <p>Organization of paper as a whole is logical and apparent, but transitions between paragraphs and some sentences are not consistent.</p> <p>Every paragraph makes one distinct and coherent point and, for the most part, the parts of each paragraph connect logically and effectively.</p>	<p>Paper does not address some aspects of the assignment.</p> <p>Organization of the paper as a whole can only be discerned with effort.</p> <p>Not all parts of the paper fit the organizational structure.</p> <p>Not all the parts of the paper are effectively integrated.</p> <p>In a number of paragraphs, there is not a distinct or coherent point.</p> <p>In a number of paragraphs, the parts do not connect logically.</p>	<p>Paper does not address the assignment.</p> <p>Paper is inconsistent with creative writing principles (i.e. it fails to answer the thesis or writing proposition)</p> <p>Organization of the paper as a whole is not logical or discernable.</p>
<p><b>Clarity and Completeness</b></p> <p>(10 pts.)</p> <p><b>Excellent: 10</b></p> <p><b>Good: 8-9</b></p> <p><b>Fair: 5-7</b></p> <p><b>NI: 0-4</b></p>	<p>Paper clearly identifies a demonstrable central narrative.</p> <p>Provides the reader with a clear sense of direction that will follow.</p> <p>Reveals the organizational structure of the paper.</p> <p>Guides the reader smoothly and logically into sentences and paragraphs.</p> <p>Sentence structure is clear and complete.</p> <p>Quotations are framed effectively in the text.</p>	<p>Paper clearly identifies a central narrative, but with some ambiguity.</p> <p>Gives the reader a reasonably good sense of the nature of evidence that will follow.</p> <p>Paper is, for the most part, precisely worded and unambiguous.</p> <p>Sentence structure is mostly clear.</p> <p>Quotations are framed effectively in the text.</p>	<p>Paper identifies a narrative that is demonstrable, though not stated sufficiently clearly.</p> <p>Does not guide the reader with a clear sense of direction very well.</p> <p>Wording is imprecise or ambiguous fairly often.</p> <p>Sentence structure is often confusing.</p> <p>Quotations are not framed effectively in the text.</p>	<p>Throughout the paper, wording is imprecise or ambiguous.</p> <p>Sentence structure is consistently confusing.</p>

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improvement</b>
<p><b><u>Reflection</u></b> (15 pts.)</p> <p><b>Excellent: 13-15</b> <b>Good: 10-12</b> <b>Fair: 7-9</b> <b>NI: 0-6</b></p>	<p>Paper shows thoughtful and insightful ideas and phrases that the author communicates well.</p> <p>Author connects concepts, narrative, and ideas to reality at some practical level.</p>	<p>Paper has some reference to author's thoughts but not to a high degree.</p> <p>Author somewhat connects, narratives, and ideas to reality.</p>	<p>Paper has little reference to author's thoughts, and shows a lack of depth.</p> <p>Phrasings and connection of personal thoughts are confusing.</p>	<p>Paper has no reference to author's thoughts, ideas and/or feelings.</p> <p>Paper is unacceptably organized.</p>
<p><b><u>Grammar, Syntax, and Spelling</u></b> (10 pts.)</p> <p><b>Excellent: 10</b> <b>Good: 8-9</b> <b>Fair: 5-7</b> <b>NI: 0-4</b></p>	<p>Paper is <b>free of errors</b> and appropriately formatted.</p> <p>There are <b>no</b> incomplete or run-on sentences.</p> <p>There are <b>no</b> spelling or grammatical errors.</p>	<p>There are two or less minor spelling or grammatical errors.</p> <p>There are one to two run-on sentences.</p> <p>There are no spelling errors.</p> <p>&lt; 3 grammatical errors</p>	<p>There are a number of spelling and grammatical errors.</p> <p>There are multiple run-on sentences.</p>	<p>There are multiple grammatical, syntax, and spelling errors.</p> <p>Apparent that paper <u>may have not been read aloud or proof read at all.</u></p>

**NB:** SHSU Academic Success Center (<http://www.shsu.edu/centers/academic-success-center/>) and Writing Center (<http://www.shsu.edu/centers/academic-success-center/writing/index.html>) are for you! In addition, they provide excellent Handouts: <http://www.shsu.edu/centers/academic-success-center/writing/handouts.html> Many students struggle with "lower order concerns" and should review the handouts/tools provided in order to learn and receive the best possible score on the written assignments for this course.