COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: SOC 204 DL1, Marriage and Family  
Semester and Term: SPRING 2015  
Day and Dates: January 12 – March 7, 2015  
Time: online  
Campus Location: Distant Learning  

Course Description:  
Courtship, marriage patterns, social sexual adjustment, social interaction within the family, the family and society.  
Prerequisite Courses: None  
Course Code: HS-PE, LA, SS, SsC  

The desire for lifelong intimate partnership is an ideal sought by most persons since 90% of adults marry at least once in their lifetime. In this course you will think about the meaning and purpose of marriage and family relationships from a variety of perspectives. By reviewing relevant theory and research you will explore how a resilient marriage and family may be formed and maintained. This course examines marriage and family life with an emphasis on healthy marital and family patterns. Issues explored include: review of relevant research in specific areas of marriage, the social purpose of marriage, mate selection, conditions for lifelong partnership, conflict resolution and communication strategies and parenting.  

Instructor & contact information: Lynn Walsh, MSW, M.Div, CME  
Email: lwalsh@bridgeport.edu  

Required Textbook:  
Marriages and Families: Intimacy, Diversity and Strengths by Olson & DeFrain  

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.  

Learning Outcomes:  
Upon completion of this course the student should be able to:  
- Cite working definitions of marriage and family  
- Identify the emotional growth opportunities of marriage and family relationships  
- Identify and apply principles of conflict resolution to a case study  
- Increase discernment of the conditions that give rise to enduring partnerships  
- Critically review an article, chapter or literature selection related to marriage or family.  
- Apply perspectives and frameworks for studying marriage and the family  
- Demonstrate knowledge of the role of marriage in society  
- Give examples of gender and cultural differences in behavior  
- Describe three ways of preparing for parenthood
• Respond to arguments for and against monogamy and/or cohabitation
• Identify options for dating and the mate selection process which better predict healthy relationships
• Synthesize a personal view of the family that emphasizes strengths
• Identify effective strategies for nurturing resilient family dynamics

First Assignment:

1) Purchase textbook and read chapter one.

2) Write an introduction to yourself on the Discussion Board after reading the first question about introductions.

3) There are many important functions or purposes of the family for society, for adults and for children. We will be exploring the many purposes of the family but in our first discussion question we will be discussing the natural and fundamental purposes of the family. Think about the words “natural” and “fundamental” in the United Nations declaration:

“The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.” — Article 16(3) of the Universal Declaration of Human Rights.

Be prepared to discuss your thoughts in the first weeks discussion question about the most important functions that the family fulfills.

Assignments: (Details of each will be given at Weekly MODULES.)

1. Weekly Discussion Questions 300 pts total (30%)
   After completing the readings post your answers, referring to the readings and including your analysis. Respond thoughtfully to at least two other students’ discussion posts. Read the discussion question grading rubric at SYLLABUS to understand grading criteria.

2. Two Tests 200pts. (20%).
   The first on Chapter 4: Communication and Intimacy in week 3 and the second on Chapter 5: Conflict and Conflict Resolution in week 4. (100 pts. each) Multiple-choice timed. Once you start it you have to finish it.

3. Listening/Speaking Exercise and Analysis 150 pts. (15%)
   Follow instructions posted in the Module carefully. First, practice reflective listening with a friend or family member. Next, coach two friends, family members or a couple on effective reflective listening skills. Write an analysis of the process of utilizing the structure, the challenges and what you learned including examples of the actual dialogue. 1,200 – 2,000 words including examples of the dialogue.
Chapter review  100 pts.  (10%)
Write a chapter review of chapter 11: Marriage: Building a Strong Foundation.  approx. 600 words.

Final Case Study Paper  250 pts.  (25%)
Write a research paper on Challenges and Solutions for Healthy Marriages and Families with a specific focus or case study related to an area of student's interest.  1,500 – 2,400 words

Description of Weekly Sessions:

January 12 – 18   Week 1: The Social Context of Marriage and Family
Chapter 1: Perspectives on Intimate Relationships

January 19 -25   Week 2: Theories of Marriage and Family Dynamics
Chapter 3: Understanding Marriage and Family Dynamics

Jan. 26 - February 1   Week 3: Dynamics of Intimate Relationships
Chapter 4: Communication and Intimacy
Chapter 7: Gender Roles and Power in the Family (sections)
Test  One

February 2 -8   Week 4: Dynamics of Intimate Relationships
Chapter 5: Conflict and Conflict Resolution
Chapter 6: Sexual Intimacy (sections)
Test Two

February 9 -15   Week 5: Stages of Intimate Relationships
Chapter 9: Friendship, Intimacy, and Singlehood (sections)
Chapter 10: Dating, Mate Selection and Singlehood (sections)

February 16 -22   Week 6: Resilient Marriages and Families
Chapter 11: Marriage: Building a Strong Foundation
Chapter 12: Parenthood: Choices and Challenges (sections)
Listening/Speaking Exercise Analysis

Feb. 23- March 1   Week 7: Family Challenges and Opportunities
Chapter15: Divorce, Single-Parent Families and Stepfamilies (sections)
Chapter 16: Strengthening Marriages and Families

March 2 - 7 Week 8: Putting It All Together
Chapter 13: Midlife and Older Couples (sections)
Final research paper
Grading Criteria:

Please read the grading rubrics for more details on expectations for assignments and discussion board participation located at “Syllabus”. These will help you understand the grading.

Grade Points can be earned as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion Board questions and response to other students</td>
<td>300</td>
</tr>
<tr>
<td>Two Tests</td>
<td>200</td>
</tr>
<tr>
<td>Chapter Review</td>
<td>100</td>
</tr>
<tr>
<td>Listening Exercise &amp; Analysis</td>
<td>150</td>
</tr>
<tr>
<td>Final Paper</td>
<td>250</td>
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<tr>
<td><strong>Total Possible Points</strong></td>
<td>1000</td>
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Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
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<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
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<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
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ACADEMIC POLICIES

Attendance Policy
Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:
- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.
Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email
account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

**Learning Management System (LMS) - Canvas**
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

**Canvas Tutorial For Students**: https://bridgeport.instructure.com/courses/985903
**For assistance** contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
https://bridgeport.instructure.com/courses/829447/

**Accessing Your Grades & Schedule Online**
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

**Using the Library**
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:
- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

**Using Computers**
Open access computer labs are available at three locations:
- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury
Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
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Directions to IDEAL Campus locations: http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243