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 classroom 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. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four 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 RB2, Marriage and Family
Semester and Term: Spring 2015
Day and Dates: Wednesdays, 2/18/2015 – 3/18/2015
Time: 6pm – 10pm
Campus Location: Stamford

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

Instructor & contact information:
Tiffany A. McCarthy, LCSW
Email: tmccarthy@bridgeport.edu
(203) 526-4363 cell

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
• Describe four alternatives to divorce
• Critically review an article, website, chapter or literature selection
• 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 that reveal character
• Synthesize a personal view of the family that emphasizes strengths
• Identify effective strategies for nurturing resilient family dynamics
First Assignment Prior to the First Class:

**Week 1: The Social Context of Marriage and Family**

**READINGS:**
*Marriage and Family: Intimacy, Diversity, and Strengths*
- Chapter 1: Perspectives on Intimate Relationships
- Chapter 2: Cultural Diversity: Family Strengths and Challenges
- Chapter 3: Understanding Marriage and Family Dynamics

**ASSIGNMENTS:**
- Come to class having completed all Week 1 reading, and prepare to discuss
- Bring to 1st class a 1-2 page essay on “How do you (not a dictionary, our text or other academic tool or article) define marriage and family” Give examples either from your personal experience or social media etc that supports your definitions.
- Topic, Title and Objectives for final research paper for input and approval

**Week 2: Dynamics of Intimate Relationships**

**READINGS:**
*Marriage and Families: Intimacy, Diversity and Strengths*
- Chapter 4. Communication and Intimacy
- Chapter 5. Conflict and Conflict Resolution

**ASSIGNMENTS:**
- Topic, Title and Objectives for Final Research Paper – Review
- Chapter Review due.

**Week 3: Sexuality and Intimacy**

**READINGS:**
*Marriage and Families: Intimacy, Diversity and Strengths*
- Chapter 6. Sexual Intimacy
- Chapter 9. Friendship, Intimacy, and Singlehood

**ASSIGNMENTS:**
- Reading Quiz (Based on Weeks 1-3 Readings)
- Team Presentations

**Week 4: Resilient Marriages**

**READINGS:**
*Marriage and Families: Intimacy, Diversity and Strengths*
- Chapter 8. Managing Economic Resources
- Chapter 11: Marriage: Building a Strong Foundation

**ASSIGNMENTS:**
- Student Presentations
Week 5: Parenting and Strengthening Families

READINGS:
Marriage and Families: Intimacy, Diversity and Strengths
Chapter 12. Parenthood: Choices and Challenges
Chapter 16. Strengthening Marriages and Families

ASSIGNMENTS:
- Final Research Paper Due
- Student Presentations

Assessment
In class student presentations 15
Chapter Review 15
Marriage and Family essay 15
Reading Quiz 15
Team Projects 15
Final Research Paper 25
Total Possible Points 100

Letter Grading Scale:

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Chapter Review
The goal of your review is to concisely summarize and evaluate the chapter so that others who may not be familiar with the content can determine the key ideas and concepts. The reviews generally follow the following format:

- A summary of the major parts/sections of the chapter
- An critical evaluation of the content of the chapter (strengths/weaknesses, agree/disagree and why)
- Relating student’s experiences and perspectives (professionally and/or personally) with the content.

These assignments are designed to help you digest the material covered, and improve your facility in handling academic content. These reviews are to be two-three pages, typed double spaced and 12 point font. No folders or title pages are required. No extra research is required for these assignments – the emphasis is on analysis and using ideas from the course texts. While you are free to include outside information, no extra credit will be given for the additional material. The task will be to make use of
assigned readings and class materials. More details on the assignments will be provided. Use APA style for references.

Late papers or assignments will be docked **10% per diem**

**Student Presentations**
Each student will make a class presentation of one chapter from the text. The chapter you will present on will be decided upon during the Week 1 class. Prepare well for the class presentation. You can use audio/visual aids, PowerPoint, handouts, etc. to support your presentation. It is advisable to create an outline. The content/criteria are similar to the chapter/article review outlined above. Plan on 5-7 minutes for your presentation. For this presentation, consider yourself an ‘expert’ on the content, and be prepared to respond to student comments and questions following your presentation.

**Final Research Paper**
Pick a topic that you think is a pervasive issue of Marriage and Family. The purpose of this paper is that you go deep into a narrow and specific aspect of Marriage and Family that is of professional, academic or personal interest to you. Within the topic area, create a specific and focused title for your proposed paper and a corresponding outline. Bring the topic, title and three objectives to the Week 1 and 2 classes for input and approval by the professor.

**Paper Guidelines:**

**References:**
- Three or more articles from media sources (newspaper, magazine, online media site, etc.)
- Three or more books and/or research/scholarly papers from reliable and sophisticated sources (journals, periodicals, texts, etc.)

Using these sources in addition to the assigned course texts, write a 5-7 page, double spaced, and 12 point font (not including title and reference pages) paper that covers the following:
- General overview of the issue
- How is the issue represented currently is the field?
- What are the origins of the issue?
- What is the current research about this issue?
- Describe how current innovative solutions are impacting the issue?
- What are people and/or systems doing to make changes?
- Wrap up your paper with a well written conclusion

Your paper must have a minimum of six sources listed on your reference page and each must be cited within the text of your paper. In a limited way, tie in your personal and professional experiences/observations/perspectives related to the topic and title. Keep in mind that this is a research paper and not a personal reflection of experiences. Use APA style for references and proofread the paper prior to submission.
Team Projects
During the first class, students will be divided into small teams. Your team will be a source of support during the course. The team will be assigned one or more team projects and resulting presentations. This will be discussed further in the first class.

Attendance & Participation
Participation, attendance and discussion are central to the success of the course. Students will therefore be expected to attend and participate fully in classes. Class attendance is mandatory. The register will be taken at the start of every class. The following are consequences of missing classes or arriving late or leaving early:

- Missing a class: Full Grade Reduction from final grade
- Missing two classes: Automatic “F” for the course
- Arrive between 6:15 – 7:00PM: ¼ Grade Reduction
- Arrive between 7:00 – 7:45PM: ½ Grade Reduction
- Arrive after 7:45PM: Full Grade Reduction
- Leave after 7:00PM: ¾ Grade Reduction
- Leave after 7:45PM: ½ Grade Reduction
- Leave after 8:45PM: ¼ Grade Reduction
ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session 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”).
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause 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-certificate/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:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@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>
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CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
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<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>
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<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](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](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243.