

HDF 212: Families and Close Relationships
Department of Human Development and Family Studies
The University of North Carolina at Greensboro
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Blackboard Web Page

A web page for the course can be accessed through Blackboard, <http://blackboard.uncg.edu>. This page contains a variety of information, including a copy of the syllabus, a course schedule, student grades, a discussion board for student-student communication, and links to study aids provided by the textbook publisher. In addition, students will be able to view and print all the slides shown during a lecture by going to the appropriate location on the web page. We plan to have PowerPoint presentations available for viewing and printing on the web page the day before each class. Some students may find it useful to print out the copies of the slides and bring them to class for ease in note-taking. Students are not required to do this, but it is an available option. This web page is designed to be a resource for students taking the class. The information provided on this site is meant to serve as a supplement, rather than an alternative, to regular class attendance and participation.

Required Textbook

Schacht, C. & Knox, D. (2005). *Choices in relationships: An introduction to marriage and the family, 8th Edition*. Belmont, CA: Wadsworth/Thomson Learning.

Course Description

This course is designed to examine the factors, processes and mechanisms that affect the development and maintenance of marital and familial relationships across the life course. The content of the course, based on current research and theory, emphasizes three primary influences on the development of close relationships: contextual, intrapersonal, and interpersonal factors. Throughout the course, we will (1) critically evaluate popular perceptions about families, (2) seek to understand the relationship between families and the larger society that shapes them, and (3) explore how individuals subjectively experience the family and actively participate in the creation of family life.

Course Objectives

1. To critically evaluate popular perceptions of marriage and family relationships;
2. To provide an overview of theoretical and empirical work on marriage and family relationships;
3. To encourage students to recognize the diversity in the nature and developmental pathways of these relationships; and
4. To provide a framework for assessing the connections between interpersonal and familial relationships and the larger social context (e.g., cultural background, socioeconomic class, parents' work conditions).

Credit Hours

This is a 3 credit course and you are expected to spend, on average, about 6 hours outside of class each week in order to prepare and show mastery of the material. This is approximate and will depend on your level of preparation upon entering the course (introductory sociology and psychology courses will increase preparation).

Class Organization

Because this is a large class, we will primarily use a lecture/presentation format. Lectures will contain material not covered in the text and class input; questions and discussion will be welcomed, desired and encouraged. We consider you and your fellow students essential contributors to the class content and discussion. As the instructors, we contribute most as guides and resource persons. We are not the sole guardians of what you will learn in this course. Instead, we assume that you share equally in the learning process. This assumption requires that you attend class, pay attention and participate in class discussion and activities, complete all class assignments and exams, and read your textbook. Mastery of the material will require review and study. There are some useful study aids on the Wadsworth website. These aids include practice quizzes, flash cards, and questions to structure your thinking about the material.

The website is:

http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M80&discipline_number=14&subject_code=SO19

This url brings you to a page that lists several textbooks. Look for our text. It's by David Knox and Caroline Schacht, 8th Edition. Then, click on the part that is labeled "Student Book Companion Site." This webpage offers you a myriad of useful study aids. Please avail yourself to these resources.

Communication

1. We've created a discussion board in Blackboard for you to use to help one another prepare for the exam and address the questions on the study guide.
2. If you have a specific question regarding an item on a quiz or the exam, we ask that you take the following steps. First, go back to the chapter or notes first. This first step clarifies confusion in 85% of cases. If, after re-reading your notes and the book chapter you are still confused about why a particular answer was scored as correct for the item, email Dr. Helms. Please include the following in your email: a) the exam/quiz item in question, b) your specific concern about the item, c) supporting evidence from the book (include page numbers) or notes (include lecture date and topic) suggesting the item was scored incorrectly.
3. We encourage you to visit us during office hours. We are happy to help with study skills, exam preparation, suggestions for note-taking, questions about the HDFS major or careers in HDFS, and any concerns that may arise during the semester. We encourage you to visit us after exams have been graded to review your exam. Given the size of the class, we suggest that you email us to set up a specific meeting time during office hours (or another time if the office hours are not convenient for you) to ensure our availability.

Course Policies

1. *Academic Integrity* is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the university.

We have a good website that outlines the UNCG academic integrity philosophy and procedures. Please take a look at this at your earliest convenience:

<http://studentconduct.uncg.edu/policy/academicintegrity/>

2. *University Sanctioned Activities:* Students who miss class due to participation in university-sanctioned activities must identify themselves prior to missing class and make arrangements to complete missed work. In addition, students must provide Dr. Helms with a copy of their travel schedule.

3. *Disability Accommodations:* If you need disability accommodations, please see Dr. Helms as soon as possible. All information regarding disabilities is confidential. If you need information about disability services at UNCG, please visit their website:

<http://ods.dept.uncg.edu/>

4. *Emergencies:* If you have any emergency that interferes with your ability to complete the work in this course, please let one of us know immediately. If you cannot come for a scheduled appointment, please contact us ahead of time. Our office phone numbers and email addresses are listed on the front page.

5. *UNCG Support Services:* All of us need formal support services from time-to-time. UNCG offers excellent academic and mental health support services. Please take a look at their offerings at your earliest convenience and contact a support person if you are struggling academically and personally. You also might want to consider accessing these services if now is a time in your life in which you can expend time and energy at increasing your social and academic competence. <http://success.uncg.edu/sss/links/>

6. *Classroom environment:* It is easy to feel anonymous in a large class and to forget that your behavior impacts those around you. It is our expectation that you will treat your classmates with respect via: arriving to class on time, participating in class discussion, listening to others comments attentively, turning off cell phones, and remaining in the classroom for the entire class period. Behaviors that are considered disruptive include arriving to class late, engaging neighbors in conversation, leaving and reentering class, leaving class early, and so on. These behaviors keep you from paying attention, distract others around you and the professor, and are considered inappropriate.

Course Requirements

1. *Exams:* You will take a total of three exams in this class, consisting of multiple-choice, true/false, matching and short answer items. You will be tested on information presented during lectures, class discussions, media presentations, and on your assigned readings. Each exam will be worth a total of 60 points. Examination dates are noted in the course schedule below. **No make-up exams will be given, no exceptions**, so be sure to note the dates in your calendar and schedule travel arrangements, etc. around them. If you miss an exam, a score of 0 will be recorded.

2. *Quizzes and activities*: 12 quizzes on assigned readings, 2 on-line activities, and 2 in class activities provide additional opportunities to learn course content and earn points toward your final grade. Quizzes will be given during class throughout the semester; two on-line activities will take the place of class sessions on the scheduled dates. In class activities will not be announced ahead of time. If you are absent the day of a quiz or in class activity or do not complete the on-line activity during the allotted time-frame, you will not have an opportunity to make up these points. However, you will be able to drop your four lowest scores (For example, you can miss four quizzes without being penalized). There will be a total of 16 opportunities to earn points towards your final grade, but only 12 will be figured into your final grade, with each one being worth 10 points. Thus, it is possible to earn up to 120 points by taking quizzes and completing in-class assignments. Given this extensive opportunity to earn points, **extra credit is not an option** in this course. If you attend class regularly and participate in the on-line assignments, you will have ample opportunity to complete assignments that will contribute to your overall grade. Further, at least two quiz questions are taken from the quiz tutorial from Wadsworth.com for each quiz. You will do **much** better if you review these carefully before each quiz.

Grading Summary

3 exams @ 60 points each	= 180 points (60% of total grade)
12 in class activities at 10 points each	= <u>120 points</u> (40% of total grade)
TOTAL	300 points

Evaluation Scale (Percentage based)

97-100	A+
93-96.99	A
90-92.99	A-
87-89.99	B+
83-86.99	B
80-82.99	B-
77-79.99	C+
73-76.99	C
70-72.99	C-
67-69.99	D+
63-66.99	D
60-62.99	D-
less than 60	F

As illustrated in the above scale, partial scores are not rounded. For example, 79.5% is a C+, not a B-.

Calculating Your Current Grade

Because your four lowest quiz/activity scores will be dropped to calculate your final grade, the total score for your points and the total points for the course are NOT correct in Blackboard, so I will mask this information. Here is how you calculate your grade at any given point. Create a sum of your total points in the course, including quiz/on-line activity scores you plan to count (e.g., 5 of 6 quizzes we have had) and exam scores. This is your numerator. Next, calculate the total points possible for the quizzes/on-line activities and exams you are including (e.g., 25 points for the 5 quizzes and the total number of exam points on the exams you are including). This is your denominator. Now, divide your total points earned (the numerator) by the total number of possible points on those included evaluation mechanisms (the denominator). This is your percent. Use this percent to identify your current grade using the grading scale presented above.

Class Schedule

January	10	Overview and Introduction
	12	The Changing Nature of the American Family Reading assignment: Chpt. 1 (pp. 1-18)
	17	Topic Continued
	19	Diversity and Family Life Reading assignment: Chpt. 1 (19-30) *READING QUIZ: CHPT. 1 (entire chapter)
	24	Theoretical Approaches to Understanding Families
	26	Gender Roles & Relationships Reading Assignment: Chpt. 2
	31	Topic Continued *READING QUIZ: CHPT. 2
February	2	Beginning Relationships: Love and Intimacy Reading Assignment: Chpt. 3
	7	Topic Continued *READING QUIZ: CHPT. 3
	9	Dating and Cohabitation Reading Assignment: Chpt. 4 *READING QUIZ: CHPT. 4
	14	EXAM ONE

- 16 Sexuality and Relationships
Reading Assignment: Chpt. 5 & Chpt. 6 (pp. 143-146)
- 21 Topic Continued
*READING QUIZ: CHPT. 5 & CHPT. 6 (pp. 143-146)
- 23 Partner Selection and Marriage
Reading Assignment: Chpt. 6 (pp. 146-148) & Chpt. 7
- 28 Topic Continued
*READING QUIZ: CHPT. 6 (pp. 146-148) & CHPT. 7
- March 2 Marriage Preparation
*ON-LINE ACTIVITY (no class session)
- 7-9 SPRING BREAK
- 14 Marriage
Reading Assignment: Chpt. 6 (pp. 152-153) & Chpt. 8
*READING QUIZ: CHPT. 8
- 16 Marital Communication
Reading Assignment: Chpt. 9
- 21 Marital Communication Continued
*READING QUIZ: CHPT. 9
- 23 EXAM TWO**
- 28 Intimate Violence
Reading Assignment: Chpt. 14 (pp. 329-344)
- 30 Topic Continued
*READING QUIZ: CHPT. 14 (pp. 329-344 only)
- April 4 Becoming a Parent
Reading Assignment: Chpt. 10 (pp. 225-240) & Chpt. 6 (pp. 140-142)
- 6 Parenting
*READING QUIZ: CHPT 10 (pp. 225-240) & CHPT. 6 (pp. 140-142)
- 11 Diversity in Parenting
*READING QUIZ: CHPT. 11 & Chpt. 14 (pp. 342-348)

- 13 Parenting in Economic Context
*ON-LINE ACTIVITY (no class session)

- 17 Work & Family Relationships
Reading Assignment: Chpt. 12
*READING QUIZ: CHPT. 12

- 20 Divorce
Reading Assignment: Chpt. 15
*READING QUIZ: CHPT. 15

- 25 Remarriage
Reading Assignment: Chpt. 16
*READING QUIZ: CHPT 16

- 27 EXAM THREE**

Note: We reserve the right to change the syllabus as necessary. You are responsible for all changes to the syllabus and all information presented during class time, regardless of whether or not you attended class.