

The University of North Carolina – Greensboro
School of Human Environmental Sciences
Department of Human Development and Family Studies

Dr. Bette T. Beane
HDF 212-81: Families and Close Relationships
Syllabus for Spring, 2006, on-line class

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Overview. This class is designed to examine the intrapersonal issues and interpersonal dynamics that enhance or inhibit the creation and nurturance of intimate and family relationships. In this class we focus on what we know from current research findings about these issues and dynamics. We discuss topics relevant to the development of positive regard and commitment between individuals and in families. Goals of this course are:

- To gain knowledge about theories and current research findings, which enhance our understanding of relationships within the context of family life.
- To gain knowledge about issues facing families and how they develop and maintain caring, joyful, and enduring relationships in a rapidly changing and increasingly diverse society and culture.
- To develop critical thinking skills and the ability to articulate one's ideas verbally and in writing by fully participating in the content and process of this class. *The instructor is not the sole guardian of what you learn.* Your active and consistent engagement in the process of this class determines what you gain from this class.

Policies. As a student of UNCG and of this class, please note these policies:

- You are expected to know fully and abide by the **academic integrity policy** on all exams and all assignments. Cheating or dishonesty of any type is not tolerated. For complete details on UNCG's academic integrity policy, refer to <http://saf.dept.uncg/studiscp/Manual.html>
- You are expected to prepare for and participate in all assignments as scheduled. **Exams are closed book.**
- Should class formats, readings, assignments, or exams not meet your needs for learning about families and close relationships you may contact Dr. Beane for additional assignments tailored to meet your needs. You are encouraged to contact Dr. Beane for assistance or concerns relevant to this class.
- All points earned are posted on Blackboard and remain accessible to you throughout the semester. Review your points regularly and contact the instructor immediately should you think they are not accurate.

Evaluation. At the close of the semester, you will be assigned a grade based on your demonstration of knowledge gained and the ability to apply that knowledge as demonstrated on exams, and participation in discussions. Please see your class schedule for all due dates. Class content includes power point presentations and chapter readings and articles assigned from textbooks.

Requirement	Points Possible
Exams	150 (7 exams @ 20 points each; last exam @ 10 points)
Discussions	40

Total points possible...190

A = 171-190 points (90-100%)	A- 90-94.9%, 171-180.4	A 95-100%, 180.5 - 190	
B = 152-170.9 points (80-89%)	B- 80-82.9% 152-157.6	B 83-86.9% 157.7-165.1	B+ 87-89.9% 165.3-170.9
C = 133- 151.9 points (70-79%)	C- 70-72.9%, 133-138.6	C 73-76.9%,138.7-146.2	C+ 77-79.9%,146.3 151.9
D = 114-132.9 points (60-69%)	D- 60-62.9%, 114-119.6	D 63-66.9%, 119.7-127.1	D+ 67-69.9%, 127.3-132.9
F = 113.9 or < points (59% or <)			

Exams (140 points; see schedule below for biweekly due dates)

Eight (8) exams, each consisting of multiple-choice questions, are scheduled. Exams are not cumulative. **Exams are based on power point presentations, textbook chapter readings, and articles from Annual Editions.** A study guide for each exam is posted on Blackboard. Each exam is available for 72 hours, from Thursday-Saturday and ends at 11:55 p.m. on the Saturday scheduled. See schedule below for details. If you miss an exam for any reason, zero (0) points will be recorded as your grade.

Exams 1-7 are worth 20 points each. Exam 8 is worth 10 points. $140 + 10 = 150$ total points.

NOTE: Once you begin an exam, you have 40 minutes to complete it. If you exit the exam you cannot begin again. Be aware of any situations that can interrupt your internet connection (storms, lack of computer memory, etc.).

Restart your computer before proceeding with an exam. If you encounter technical difficulties, you must contact the professor immediately. Failure to do so may result in not being able to take the exam. More than one request for resetting an exam will result in 10% deduction of points possible, 20% for the next request, and so on.

Discussions (40 points; 1 point per discussion; see schedule below for weekly due dates)

- The textbook for this course is Degenova & Rice (2005), **Intimate Relationships, Marriages and Families 6th Edition**, published by McGraw Hill. An additional book of articles is **Annual Editions: The Family 05/06** published by Dushkin/McGraw-Hill. Readings and articles are assigned for discussions (see schedule, below) as well as the power point presentations.
- Discussions take place on the DISCUSSION BOARD. Discussions are available on Saturday; your first post for EACH discussion must be up by midnight on Wednesdays; your final posts must be completed by midnight on Saturdays.
- Three (3) posts are required for EACH discussion as follows:

One (1) post in response to Dr. Beane's question: minimum of **at least 5 sentences or longer** showing quality of thought.

Two (2) posts in response to other students, minimum of **at least 3 sentences or longer** and show quality of thought.

- To receive credit, you must **post 3 times** in each discussion : **one (1) in reply to the professor's discussion question; two (2) in reply to other students** (respond to 2 different students). Discussion groups are arranged by the first letter of students' last names. You may post more than 3 times but only 3 count toward points. **No partial points are given.**
- Remember to **post on time** and have sufficient **quality and quantity** to earn each point. Most students find this an interesting and enjoyable way to learn and earn points. Discussion groups change mid-term.
- The Article of Choice discussion (May 1-2) is worth 2 points. The assignment will be announced in late April. You will choose to review on any one article not required previously and post a 100 word summary. You will reply to 2 students also.

HDF 212-81 Class Schedule

Power Point slide presentation, (find in Course Documents) = PPT
 Chapter Readings: Intimate Relationships, Marriages, and Families = IRMF
 Articles: Annual Editions: The Family = AETF

Date	Topic	Source	Discussion Assignment
Jan. 9-13	Welcome & Introduction		Practice using Discussion Board (board marked "Welcome"). Review syllabus.
	Intimate Relationships, Marriages and Families in the 21 st Century	IRMF	Chapter 1: pages 2-20, 24-26
	Is the American Family in Trouble?	PPT	concepts
	American Families are Drifting Apart	AETF	Article, pages 7-9
Jan. 16	<i>Martin Luther King, Jr. Holiday</i>		
Jan. 17-20	Theories to Help Explain Family Behavior	IRMF	Chapter 1: pages 26-32
	Family Systems Theory	PPT	concepts
Jan. 19-21	Exam 1		
Jan. 23-27	Gender: Identity and Roles	IRMF	Chapter 3: pages 54-61, 67-76
	The Development of Gender	PPT	concepts
	Are Boys the Weaker Sex?	AETF	Article, pages 12-15
Jan. 30 – Feb.3	Being Single	IRMF	Chapter 4: pages 80-90
	Can Men and Women Be Friends?	AETF	Article, pages 21-25
Feb. 2-4	Exam 2		
Feb. 6-10	Attraction and Dating	IRMF	Chapter 5, pages 108-112, 121-130
	Are You in Love? Problems With Love	PPT	concepts
	Marriage at First Sight	AETF	Article, pages 85-92
Feb. 13-17	Love and Mate Selection	IRMF	Chapter 6, pages 134-146, 155-164
	No Wedding? No Ring? No Problem.	AETF	Article, pages 83-84
Feb. 16-18	Exam 3		
Feb. 20-24	Illusion and Disillusionment.	PPT	concepts
	Happiness Explained	AETF	Article, pages 191-196
	Interracial Intimacy	AETF	Article, pages 34-38
Feb. 27-Mar. 3	Qualities of a Successful Marriage	IRMF	Chapter 7, pages 168-187
	Love Is Not All You Need	AETF	Article, pages 26-29
Mar. 2-4	Exam 4		
Mar. 6-10	<i>Spring Break</i>		
Mar. 13-17	Work, Family Roles, and Material Resources	IRMF	Chapter 9, pages 223-229, 234-243
	Work and Family: Managing Money	PPT	concepts
	For Better or Worse	AETF	Article, pages 151-154
Mar. 20-24	Power, Decision-Making and Communication	IRMF	Chapter 10, pages 246-257
	Hitting Home	AETF	Article, pages 137-141
Mar. 23-25	Exam 5		
Mar. 27-31	Parent-Child Relationships	IRMF	Chapter 13, pages 320-342
	Parenting: The Process	PPT	concepts
	Who's Raising Baby?	AETF	Article, pages 75-79
Apr. 3-7	New Evidence for Never Spanking	AETF	Article, pages 98-105
	The Grandparent as Parent	AETF	Article, pages 129-133
Apr. 6-8	Exam 6		
Apr. 10-13	The Family and Divorce	IRMF	Chapter 16, pages 394-417
	Divorce: His and Hers	PPT	concepts
	Marriage and Divorce American Style	AETF	Article, pages 166-168

Apr. 14	<i>Spring Holiday</i>		
Apr. 17-21	Coming Together: Remarriage & Stepparenting	IRMF	Chapter 17, pages 422-441
	Divorced? Don't Even Think of Remarrying Until You Read This	AETF	Article, pages 174-178
Apr. 20-22	Exam 7		
Apr. 24-28	Family Backgrounds & How They Influence Us	IRMF	Chapter 2, pages 36-40; 49-51
	Family Strengths: Invulnerable Families	PPT	concepts
	Reconnect With Your Family	AETF	Article, pages 200-203
May 1-2	Article of Choice discussion		
May 4-6	Exam 8		
	<i>Happy summer!</i>		

Other Information

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*