

University of North Texas at Dallas
Fall 2011
SYLLABUS

SOCI 3200: Marriage and Family 3 Hrs				
Department of		Sociology & Psychology	Division of	Liberal Arts & Life Sciences
Instructor Name:		Beth Fawcett		
Office Location:				
Office Phone:				
Email Address:		Elizabeth.Fawcett@unt.edu		
Office Hours:		Tuesday & Thursday 1-4pm or by appointment		
Classroom Location:		Dal 2 Rm. 101		
Class Meeting Days & Times:		Tues 7:00-9:50PM		
Course Catalog Description:		Interpersonal dynamics of marriage and family life; role and influence of the family as both a powerful primary group and as a social institution in society; current status of families in the United States plus cross-cultural and historical patterns.		
Prerequisites:		SOCI 1510 or equivalent.		
Required Text:		<p>Title: Exploring Marriages & Families Authors: Karen Seccombe</p> <p>**All other reading material will be provided by the professor in advance either electronically or in hardcopy in class</p> <p>Readings:</p> <ul style="list-style-type: none"> • You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. In the course syllabus the text Exploring Marriages & Families will be abbreviated as M/F 		
Access to Learning Resources:		<p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p>		
Departmental Outcomes: At the end of this course, the student will				
1	Be able to demonstrate knowledge of a substantive area within sociology			
2	Summarize basic issues in the area			
3	Compare and contrast basic theoretical orientations and middle range theories in the area			
4	Explain how sociology contributes to understanding of the area			
5	Summarize current research in the area			
6	Suggest specific policy implications of research and theories in the area			
7	Describe the significance of variations across social categories			
8	Describe the significance of cross cultural variations			
9	Describe social and cultural trends			
10	Generalize appropriately or resist inappropriate generalizations across groups and through historical time			
Course Goals and Overview				
1	Introduce historical and contemporary family patterns			

2	Study the family as a social institution
3	Gain an understanding of family roles
4	Identify the effects of social structures on the family
5	Develop the ability to think clearly about social issues related to the family
Learning Objectives/Outcomes: At the end of this course, the student will	
1	Be familiar with the various definitions of the family and know how these definitions mirror the changing functions of the American family.
2	Have some understanding of racial and ethnic family composition, demographics and diversity.
3	Understand the analysis of family changes on two basic levels: macro and micro; and be able familiar with the constraints that limit our choices: economic forces, technological innovations, popular culture, social movements, and family policies

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class. Students are responsible for keeping up with changes to the schedule.

TOPICS	TIMELINE
Welcome and Introduction to the course	Week 1 8/30
Ch.1 Why study family & other close relationships?	
Ch. 2 Social status: sex, gender, race, ethnicity and social class	Week2 9/6,
Ch. 3 Building relationships	Week 3 9/13
Reflection paper 1 due	
Ch. 4 Love and loving relationships	Week 4 9/20
Ch. 5 Sexual identity, behavior and relationships	Week 5 9/27
Exam 1	Week 6 10/4
Ch. 6 Communication, conflict and power in our relationships	Week 7 10/11
Ch. 7 Marriage	Week 8 10/18
Reflection paper 2 due	
Ch. 8 Thinking about parenthood	Week 9 10/25
Ch. 9 Raising children	
Ch. 14 Families in middle and later life	Week 10 11/1
Exam 2	Week 11 11/8
Ch. 12 The process of divorce	Week 12 11/15
Ch. 13 Family life, partnering, and remarriage after divorce	
Reflection paper 3 due	
Ch. 11 Family stress and crisis: violence among intimates	Week 13 11/22
Ch. 10 Families and the work they do	Week 14 11/29
Reflection paper 4 due	
Conclusion & wrap up	Week 15 12/6
Final Exam	Week 16 12/13, 7:30-9:30

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams (300 points):

There will be three non-cumulative exams designed to measure mastery of course material. Each test is worth 100 points. Each will be a combination of multiple choice, short answer and true/false questions. You will have one class period to complete the exam.

Assignments (200 points):

You will have the opportunity to write 4 reflection assignments at 50 points each. Reflection assignments are short (3-5 page) papers that give you the opportunity to express your thoughts and feelings about a book/article, movie/documentary, or an experience.

You will be asked to find a newspaper article that is relevant to the materials covered in the course, briefly summarize the article and analyze the phenomena discussed sociologically, using ideas and concepts covered in your assigned readings and/or lecture. The article should be more or less recent (published within the last 3 years) and chosen from a major newspaper (e.g., the New York Times, Washington Post, Los Angeles Times, Wall Street Journal). You need to include the title, published date, and the URL of the article so that I can locate the article when necessary.

Things to write about in a reflection paper: You may analyze what you read/saw/experienced, compare and contrast or apply it to major concepts, personal experience, or other class materials. Talk about your reaction to it—what did it remind you of? How did it inspire you? What questions does it bring up for you? How will you use what you learned from this going forward? If your reaction is one of skepticism, do your homework: Find academic or other verifiable and reputable sources that counter what you read/saw experienced and write about your search for more information, rather than on your disbelief.

How to write the paper: Use the concepts and vocabulary that you learn in class. This paper is more formal than a journal entry, so make sure you use formal language and formatting. You must properly cite your sources within the text and include a bibliography using APA format. Your paper should be 3-4 pages, double-spaced, using a standard 12-point font with one-inch margins on all sides. Your paper should include a proper title and page numbers. It should be free of grammatical and spelling errors.

Grading Rubric for Reflection Assignments

These are the main areas I will consider when grading. Please be sure to address these areas.

Content—35 points	Points Earned:
All key elements of the paper are covered. <input type="checkbox"/> Intro, body, conclusion? <input type="checkbox"/> The content is comprehensive, accurate, and/or persuasive. <input type="checkbox"/> Is your response substantive (2-3 pages)?	Comments:
Organization/Development—5 points	Points Earned:
<input type="checkbox"/> Your paper has a structure that is clear, logical and easy to follow. <input type="checkbox"/> Paragraphs flow logically from thesis to conclusion	Comments:
Mechanics—10 points	Points Earned:
<input type="checkbox"/> Rules of grammar, usage and punctuation are followed. Spelling is correct. <input type="checkbox"/> Proper use of ASA or APA writing style including proper references in text. <input type="checkbox"/> Properly formatted reference page.	Comments:
Total—50 points	Total Points Earned:

Final Grading Matrix

Instrument	Value (points or percentages)	Total
Reflection Assignments	4 papers at 50 points each	200
Exams	3 at 100 points each	300
Total:		500

Grade Determination:

A = 448+ pts; i.e. 90% or better

B = 398 – 447 pts; i.e. 80 – 89 %

C = 348 – 397 pts; i.e. 70 – 79 %

D = 298 – 347 pts; i.e. 60 – 69 %

F = ≤297 pts i.e. less than 60%

A grade represents my best professional evaluation of a piece of work. It neither is, nor can be a judgment about the person who submitted the work.

University Policies and Procedures

Students with Disabilities:

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Please use APA style in all your papers.

Unless specified, all assignments should be turned in under the Assignments Function as an attachment on Blackboard no later than midnight on the date that it is due on the schedule.

I do not accept late papers or assignments turned in to me over email. For an extension due to illness or injury a doctor's note is required.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at:

http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Classroom Policies:

1. Do not interrupt the class with electronic devices. Cell phones should be muted and put away before class begins unless approved in advance by the instructor. If a cell phone is in a student's hand or on her/his desk during an exam, it will be assumed the student is cheating. If this simple request goes ignored and becomes a problem I will sanction the entire class for individual students' infractions to this rule. Use of a laptop computer in class must have my approval first.

2. Since I will give you my full attention in class and during appointments, I expect your full attention, as well. Therefore, I *respectfully* ask that you do not sleep; read newspapers, books for other classes, or other outside reading material or engage in personal discussions, text messaging or talking on your cell during class.

3. Punctuality is expected. Please inform me if there are extenuating circumstances that might cause you to be late consistently for class. Likewise, I expect you to stay for the duration of class. If you must leave early, please inform me before class starts and leave as inconspicuously as possible. Tardiness and early departure are distracting to the instructor and to other students.

5. The instructor maintains academic freedom to set the agenda for the class.

If you need help:

Please know that I care about your progress in this course. If you are having any problems this semester (for example, if you are having difficulty understanding the material, or if you find you do not do well on assignments or exams), contact me before it's too late. I am likely to be understanding if you are having problems despite doing all the readings and attending class regularly, and also if you have special circumstances, and I am kept apprised of those circumstances. I will be much less sympathetic if you do not attend class, do not complete the readings, or if you come to me after things have gotten out of control—nor will there be much I can do about it. I aim to be available and accommodating to you, so please make an appointment to come see me. I want you to do well in this class.