

Centrall Christian College of Kansas

Title	Marriage & Family
Code	SS-SO 381
Credits	3
Prerequisites	None

This course is an introduction to many aspects of coupling, marriage and family relationships: dating, sex, singleness, love, childbearing, child rearing, budgeting of time and money, communication, conflict, gender differences, ageing, death, divorce, remarriage, blended families. The important of personal maturity and wise decision making is stressed. Sociological perspectives will be integrated with a Christian worldview, and students will be given opportunity and encouraged to interact with the subject on a deeply personal level. Major sociological theories will be introduced and, to a limited extend, utilized to gain insight into issues.

This course relates intimately to the Departmental Mission; family is perhaps the most important contributor to behavior and identity. Students learn about that influence on themselves and the larger culture. In addition, they are introduced to deeper understandings of why family members behave the way they do and strategies that will contribute to healthier family relationships and therefore a healthier community for tomorrow.

Learning Outcomes: The student will...

- 1....gain a broad overview of the issues of the subject.
- 2.... gain an understanding of a scientific approach to the subject.
- 3....understand how research is accomplished and research and interpret research.
- 4....gain knowledge of terms, concepts, and developments that will enable a better understanding of current issues relating to relationships, marriage, and family.
- 5....integrate concepts of relationships, marriage, and family with a Christian worldview.
- 6....contemplate and make wise decisions concerning the roles and responsibilities of the individual in a family system.
- 7....develop a better understanding of self and how s/he fits into a marriage and a family system.
- 8....be better equipped to make wise choices relating to dating and marriage.
- 9....be better equipped to live for a lifetime in a marriage relationship.

Course Administration

Academic Integrity As a reflection of the Code of Conduct (SPE) and the Lifestyle Covenant (SAS) signed by all students at Central Christian College, it is expected that all work submitted for this course is your own. The submission of any work, without proper citing or referencing, which is not original to you, will be considered plagiarism. Plagiarism is dishonest and illegal. It includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the use of materials prepared by another person or agency on your behalf. Plagiarized assignments may result in one of the following punitive measures:

1. An unsatisfactory grade applied to the plagiarized assignment
2. Dismissal from the course
3. Dismissal from the College

Each student is expected to be honest in his or her work. Cheating is dishonest, a breach of the Code of Conduct, and dishonoring to God. Academic honesty is twofold on the part of the student; first, not to cheat, and second, not to enable others to cheat. Students found cheating will immediately forfeit a passing grade on the assignment and may face other punitive measures.

TURNITIN.COM

To help you in the development of academic integrity, Central Christian College utilizes Turnitin.com. This collaborative environment can help you identify ways in which your research and writing may improve. Your instructor will post the Turnitin course ID associated with this course during the first week of the course.

Final GradeIf you perform well in this class you are assured to receive a grade that reflects your level of competence. This does not mean you should expect to receive a superior grade for fulfilling the basic requirements of the course. Students desiring an above average or superior grade will need to plan accordingly.

The following grading scale is used in determining all grades, including final grades:

All assignments are graded on a 100% grading scale.

GradePoints

A95-100

A-90-94

B+87-89

B84-86

B-80-83

C+77-79

C74-76

C-70-73

D+68-69

D65-67

D-63-64

F 0-62

Letter grades are given for all coursework in the Degree Program. Any course in which the learner receives an “F” must be repeated in order to complete the program.

Attendance:This course is presented in weekly units. The weekly attendance period begins Tuesday at 12:00 am CST and ends on Monday at 11:59 pm CST. You must log in on at least three separate days of each unit’s week.

The attendance policy for this course is based on the instructor’s respect for the student as fellow learner. While the weekly format and course text(s) provide the basis for your learning experiences, much of your learning depends upon the extent you interact with your fellow learners and facilitator. Your level of interaction can not only increase your own educational experience, it can also amplify the effectiveness of the group learning process. Your collaboration and input are vital.

If you choose not to make class attendance a priority, please keep in mind the following.

Excessive misses or tardiness will be reported to the Student Development and Academic Office. You will be held responsible for all announcements and assignments given in class, therefore tardiness as well as attendance should be carefully monitored. If you are absent when a quiz or in-class assignment is given, there will be no make-up work assigned. I reserve the right to discriminate against any student who misses and excessive, but arbitrary, amount of classes. Such discrimination can include anything from a private conference to deduction of grade points to a simple thumb up or thumb down on a borderline final grade. The converse is also true since conscientious attendance might aid the advancement of a borderline grade.

A college degree assumes that a student not only completed required coursework, but also attended and participated in the class. In the college world we call that seat-time. A student who

chooses to not interact with his or her classmates and facilitator, undermines the value the online educational experience, and also cheats future co-workers and constituency.

Assessment:No quizzes or tests will be used in this course. The design of this course is to promote personal reflection and discussion with other learners. Therefore course assignments, depth of the discussion posts, and final project will be used to assess how well the student is mastering the material.

Participation:Students are expected to share their insights and viewpoints, even if they disagree with the perspective of the College, course material, or facilitator. Central Christian College promotes the free expression of ideas, even if they are fervently expressed. However, the College does require that any expression of agreement or disagreement would be communicated in a civil and respectful manner.

Academic Accommodations:Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the Central Christian College of Kansas Success Center Director (1-800-835-0078). The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the Success Center Director before accommodations can be provided. Please click on the link below to access the information.

Students with Disabilities

Additionally, the documentation process is found in Doc Sharing. If you have questions about the process, please contact: Mrs. Pat Muntz at Central Christian College at 1-800-835-0078 or pat.muntz@centralchristian.edu

Accommodations will only be made after written verification of the eligibility has been received by the Facilitator. It is the student's responsibility to initiate contact with the Success Center and request that an official communication is sent to the facilitator, verifying the disability and specifying the accommodation.

TechnologyWhen committing to earning your degree online, you will want to ensure that you have regular access to the proper technology, as well as high-speed Internet.

At CCC, malfunction or failure of students' technology is not an accepted reason for late submission of work. It is the sole responsibility of the online student to procure the technological hardware (desktop, laptop, tablet, etc.) necessary for completing course assignments.

Should a student experience technical difficulties with his/her Internet connection or primary device used for completing coursework, it remains their responsibility to find alternative means of completing and submitting course assignments. In the event of technological failure, students are strongly encouraged to implement their "Plan B". This may include using computers available at public libraries, borrowing computers from friends, relatives, or neighbors, accessing high speed internet at alternative locations, etc.

The 24/7 eCollege Helpdesk is available to assist users who experience difficulties within the Online Campus: helpdesk@ghe.college.com or 1-877-842-9731

For a list of free Wi-Fi locations, visit: <http://www.wififreespot.com/>

Late PolicyAs this is an accelerated course delivery format, no late submissions will be accepted. If there are extreme or extenuating circumstances, please contact the facilitator as soon as possible.

Coursework

ReadingsThe text for this course were chosen to not only to introduce the student to the basic topics of the course, but also to stimulate thought and interaction. One rule to remember is; Don't take the readings as gospel. Just because it sits there in black and white doesn't necessarily make it true. The student needs to filter all the course material through a critical and analytical perspective. Be sure to call upon Scripture, reasoning skills, historical perspectives, and personal experience when engaging a topic. Some of the reading may evoke some strong disagreement with accepted principles or beliefs. Don't get nervous, the text may have been chosen for that specific reason. Part of what needs to be learned is the ability to reasonably articulate disagreement with evidence and reason. The student should not just peruse the reading, but to scrutinize it by taking the time to read and reflect. Look to James 1:22-24 as motivation for this concept.

There may be times that the course or the facilitator will not discuss all the assigned readings. Again, much of what is read is there to build a foundation for in-class discussions. If there are specific questions or comments please bring them up, otherwise a learning opportunity may be lost.

See the attached schedule for a listing of assigned readings.

DiscussionYou are expected to engage the entirety of the readings that are assigned and be prepared to intelligently discuss the contents. Questions will be posted related to each chapter and you are expected to comment on or to summarize the main ideas of the readings. You should look up terms in the text/readings for which you are not familiar. Obviously, absences (or limited logins) will adversely affect your grade, since you will have limited opportunity to participate in the discussion. Therefore, discussion threads cannot be made up after the week closes.

A minimum expectation for discussion assumes that you will make at least one original comment (minimum of 150 words) in response to each discussion prompt by Thursday of each week, and responses to at least two other classmates. These messages must be posted over the course of three separate days each week.

Application Assignment

Each week the student will have the opportunity to complete at least one Apply Assignments. These assignments have been designed to challenge the student to move beyond the text and course interface, to apply the assignment or synthesize information discussed in the course. These assignments vary in type and scope, but often require a written submission. Students should pose questions to their course facilitator if the requirements of the assignment are unclear.

Coursework

Assessments over "Class Work"

1. Video Review Sheets / Summaries

Video links are on the portal in the Hyperlinks section. Video review sheets, a guide to note taking, will be available on the student portal in the Course Documents section, which will need to be printed and turned in. Students may also be asked to take notes and turn in a written summary of the various videos we watch in class.

2. Cooperation / Participation

Cooperation / Participation: This is a fairly significant portion of your grade, based on the belief that student learning takes place in class even though it may not be measured in a test or another assignment. However, one does NOT learn much, and cannot cooperate or participate, when not in attendance. Attending class, though essential, however, is not enough to receive these points: you must also be engaged: eyes up front, pen in hand!

The professor will keep two sets of attendance records: One will be for being physically present; the other will be for being mentally present and engaged. If texting or disruptive/excessive talking (etc.), the student will not get credit towards “Cooperation / Participation,” and may even be asked to leave if it becomes excessive.

(This section is partially repeated above in “Class Participation” under “Course Administration.”)

3. Worksheets Over the Book

Pages of questions will be on the student portal in the Course Documents section. They are to be completed typed or printed & hand written in, and then handed in at the beginning of the class (the day it says it is due).

4. Essays, Budget & Final Exam

Essays: Several will be assigned throughout the semester. A separate page will be distributed with specifics. Follow APA 6th ed. formatting.

Final Exam: The “final exam” will be a comprehensive exam of specific ideas, and things learned from the course. A study guide will be provided.

Budget Assignment: You and a partner will prepare a projected budget on a spreadsheet. (If you are married or engaged, you should use your significant other as your partner, even if he/she is not in the class.) You will reflect income and expenses for either (1) a newly-wed couple with one income, with maximum **combined** income of \$24,000, [one full-time job at \$11.53/hour] (2) a couple with children, mortgage, etc., with a combined income of \$50,000, or (3) your own actual budget if you are married or engaged.

Budgets not in a spreadsheet format will receive no higher than a “B” grade. In addition, you and your partner will EACH (separately) write a paragraph (200 words minimum) addressing how this assignment was made easier or more difficult by having to work with a partner, and what you learned and will take away from doing this assignment. (An additional sheet with more information will be distributed with specific requirements for this assignment.)

5. Writing Project (Options A-D): Choose ONE of the following options

Utilize APA format and correct grammar for all assignments. (cover page and reference page – though this will be a bit different for Option A.) ***The final written part for this assignment will be turned into Turnitin.com as well as printed out and turned in on the assigned due date.

A. Magazine Annotated Bibliography

- a) Students will find and “highlight” a total of 10 substantial articles (5 must be scholarly research articles) on some of the topics listed below. Print out copies of the articles and staple, clip them together or put into a neatly arranged notebook/folder. The articles may be from magazines, newspapers, Internet sites, online scholarly database, etc.
- b) The student will then highlight the main ideas, important points, what you found interesting, etc. on the printed out articles. The highlighting will be the major portion of the grade, make sure you are not simply highlight the first page of the article or highlighting just the subheadings: be specific demonstrating that you have actually read each article thoroughly.
- c) After each bibliographic listing (the listings will be in APA format), 5-7 sentences will be written to succinctly summarize each article. This Annotated Bibliography will be printed out and turned in with your binder/folder AND turned in on Turnitin.com.

Following is the topical list; it is not exhaustive, though any article chosen should have an obvious correlation to families/marriage/relationships.

- 1) Love - (For instance: What is love? How do you know if you're in love? How do you stay in love? Should you marry someone you don't love? Is love alone an adequate basis for marriage? What does sex have to do with love?)
- 2) Values which make marriages strong or weak 3) Religion in marriage or biblical ideas relating to marriage
- 4) Gender differences 5) Singlehood
- 6) Premarital intimacy/rape/cohabitation/sexual purity 7) Sexuality in marriage/sexual roles/sexual problems
- 8) Communication/problem solving/how to fight fair 9) Family financial issues
- 10) Parenting 11) Problems (ex: divorce, abuse, alcohol, adultery)
- 12) Family Planning (ex: reasons to have or not have kids, when to have kids, contraception, abortion)
- 13) Special circumstances and relationships (ex: remarriage/blended families/interracial or interfaith marriages)

B. Book Report

Read a non-fiction book of at least 100 pages related to a topic in marriage and family, and write a three page book summary. The book should NOT be one of the assigned course textbooks (nor

should it be a novel/fictional). Utilize APA format in the documenting your source (in-text with page numbers).

You are not limited to the following, if you want to use a different book, you MUST get permission from me first. Here are some good and recommended books:

On Marriage:	On Parenting or Family	On Relationships
<i>Cherish</i> by Gary Thomas		
<i>Devine Design</i> by MacArthur		
<i>Saving Your Marriage Before it Starts</i> by Les&Leslie Parrott	<i>How to Talk So Kids Will Listen & Listen So Kids Will Talk</i> by Adele Faber & Elaine Mazlish	<i>Sacred Search, Love is a Decision</i> , by Gary Smalley
<i>Sacred Marriage</i> by Gary Thomas	<i>The Birth Order Book</i> , by Kevin Lehman	<i>The Blessing</i> , by Gary Smalley & John Trent
<i>Love & Respect</i> , by Emerson Eggerichs	<i>Bringing Up Boys</i> , by James Dobson	<i>For Men Only. AND/OR For Women Only.</i> By Shaunti & Jeff Feldhahn
<i>Meaning of Marriage</i> by Timothy Keller	<i>Making Men</i> by Chuck Holton	<i>Boundaries in Dating</i> by Cloud & Townsend
<i>What did you Expect?</i> By Paul Tripp	<i>Man Maker Project</i> by Chris Bruno	<i>Kingdom Man</i> by Tony Evans
<i>His Needs, Her Needs</i> , by Willard Harley	<i>Artificial Maturity</i> by Tim Elmore	<i>Kingdom Woman</i> by Tony Evans
<i>Why him? Why her? Finding real love by understanding personality type</i> by Helen Fisher	<i>Generation iY</i> by Tim Elmore	

C. Interview Assignment:

You will do three interviews of couples (the interviews you choose need to be of couples significantly different – i.e. age range like a young couple and an elderly couple, or a couple with young children and one with no kids, or an interracial couple or one who has a significant age gap, remarriage, widow/widower, etc.), a single parent, couple living together, or a person who is single (and over the age of 27). Prepare a summary of the discussion about what you gained/learned from the interview about relationships, marriage, and/or family, how it pertains to what has been learned in class, how it has impacted you personally, and/or how it aligns with or contradicts a Christian worldview. (Write three FULL pages minimum for each interview, typed,

double spaced, 12 point Times New Roman, attach the questions asked & their responses at the end of the paper). You are responsible to select the subject(s) and set an appointment.

D. Movie(s) Review:

Watch two of the following movies pertaining to relationships, marriage, and family issues (each movie must be from a different category). This is not an exhausted list, though if you want to choose something other than the ones listed, you will need to get the professor's approval first. Write a three page reflection for EACH movie (APA format) on how what you've learned in class can be seen in the film, **NOT** a synopsis about the film.

Singleness/Dating: *Old Fashioned, How to be Single, The Break-Up, 10 Things I Hate About You, Holiday, Single Mom's Club, Becoming Jane, Jumping the Broom, Guess Who, You've Got Mail, When Harry Met Sally, My Bestfriend's Wedding, Friends with Benefits, How to Lose a Guy in 10 Days, Hitch, 500 Days of Summer, Enchanted, Deliver Us from Eva, Her, The Back Up Plan, Think Like a Man*

Marriage: *War Room, Temptation, Why Did We Get Married 1 or 2, Fireproof, Marriage Retreat, Father of the Bride 1 or 2, A Mirror with Two Faces, No Greater Love, Julie & Julia, Cinderella Man, Shadowlands, Couples Retreat, Date Night, Case for Christ, Four Christmases, Hope Springs, Just Married, The Marriage Chronicles, The Money Pit, The Story of Us, Unfaithful, Waiting to Exhale, Sacred Vow,* **Family, Divorce, and Other:** *Courageous, Dan in Real Life, Revolutionary Road, Crazy Stupid Love, First Wives Club, The Incredibles, The Family Man, The Family Stone, Life as We Know It, Meet the Fockers, Monster-in-law, The Big Wedding, How Stella Got Her Groove Back*