

HREL 202, The Family, Syllabus (3 credits)

COURSE DESCRIPTION

Students explore courtship, marriage, and family relationships from both a biblical and cultural perspective. Prerequisite: PSY 103 Introduction to Psychology or SOC 103 Introduction to Sociology.

REQUIRED TEXTS & RESOURCES

Slonik, A. & Slonik, J. (2014) Family in transition. USA: Pearson Publishing. ISBN- 13: 978-0205215973 ISBN-10: 0205215971

Videos

Week 1: The Role of Family and Social Change <https://youtu.be/d-u3khwsUsc>

Week 2: Female, Educated and Perpetually Single <https://youtu.be/dE8UHCDVYB8>

Week 3: What did you Expect <https://youtu.be/hY6P23ZAIGI>

Week 4: Parenting in the Modern World <https://youtu.be/MZbhgk4S7dA>

Week 5: How Parents are sharing the load <https://youtu.be/HyXngiwaf4Q> Violence a Family Tradition <https://youtu.be/WLMJHdySgE8>

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

Learning Activities	Graded Assignments	
Week 1	Unit 1: What is Family?	
	Review: Videos	
	Reading: Part 1, Chapters 1,2	
	Threaded Discussion: Familistic Package	Due Week 1, Day 5
	Threaded Discussion: Video Case Study Changing Face of Family	Due Week 1, Day 5
	Assignment: Current Event Journal – Family Life	Due Week 1, Day 7
	Group Preparation – Discuss Topic	Due Week 1, Day 7
Week 2	Unit 2: Changing Gender Roles, Sexuality and Society	
	Review: Videos	
	Reading: Part 2, Chapter 3	

	Threaded Discussion: Inequity in the Workplace	Due Week 2, Day 5
	Threaded Discussion: Video Case Study, Female, Educated and Perpetually Single	Due Week 2, Day 5
	Assignment: Application Activity- Effects of Gender Flexibility on Children	Due Week 2, Day 7
	Group: Final Project Preparation - Topic Identification	Due Week 2, Day 7
Week 3	Unit 3: Marriage, Divorce & Step Families	
	Review: Videos	
	Reading: Part 2, Chapters 4, 5	
	Threaded Discussion: God's Design for Marriage	Due Week 3, Day 5
	Threaded Discussion: Video Case Study, What did you expect?	Due Week 3, Day 5
	Assignment: Application Activity, Modern Step Families	Due Week 3, Day 7
	Group: Final Project Preparation – Share sources	Due Week 3, Day 7
Week 4	Unit 4: Parenting	
	Review: Videos	
	Reading: Part 3, Chapters 7,8	
	Threaded Discussion: Parenting I Kings 3:16-28	Due Week 4, Day 5
	Threaded Discussion: Video Case Study, Parenting in the Modern World	Due Week 4, Day 7
	Assignment: Current Event Journal- Gay Parenting	Due Week 4, Day 7
	Group: Final Project Preparation – Collaborative Outline	Due Week 4, Day 7
Week 5	Unit 5: Work and Economics	
	Review: Videos	
	Reading: Part 4, Chapters 9, 10	
	Threaded Discussion: Proverbs 31	Due Week 5, Day 5
	Threaded Discussion: Case Study, How Parents are sharing the Load	Due Week 5, Day 5
	Assignment: Application Activity, Instability of Middle class Families	Due Week 5, Day 7
	Group: Final Project Preparation – Submission of individual portions for review	Due Week 5, Day 7
Week 6	Unit 6: Family Troubles	
	Review: Videos	
	Reading: Part 4, Chapter 12	
	Threaded Discussion: Incest, Rape, Murder 2 Samuel 13	Due Week 6, Day 5
	Threaded Discussion: Video Case Study Children of the Incarcerated	Due Week 6, Day 5
	Assignment: Current Event Journal, Family Violence	Due Week 6, Day 7

	Group: Final Project Preparation –Finalization of Project	Due Week 6, Day 7
Week 7	Unit 7: Christian Perspective	
	Reading: , Part 4, Chapter 11	
	Threaded Discussion: Adopted, Ephesians 1:3	Due Week 7, Day 5
	Threaded Discussion: What's Next	Due Week 7, Day 5
	Final Exam	Due Week 7, Day 5

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (14/20pts)	280
Assignments (6/50pts)	300
Video Reviews (6/50pts)	300
Group Presentation Preparation (6/20)	120
Group: Final Project (1/200pts)	200
Total Points:	1100

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

Goal 1: Upon completion of this course students will demonstrate an understanding of the theoretical foundation for understanding issues and dynamics of the family.		Program Objective(s)
	Objective 1.1: Students will explain major elements of developmental, psychological, sociological theories to understand evolving perspectives on the family, dating, marriage, childrearing and divorce.	HREL 1.1, 1.2,
	Objective 1.2: Students will demonstrate an understanding of the fundamentals of individual and social dynamics to explore family structure, customs about dating and marriage, childbearing, parenting and divorce.	HREL 1.2, 1.3, 1.4
	Objective 1.3: Students will integrate psychological and sociological theory with biblical and theological insights in comparing and contrasting the varieties of theories and techniques employed in understanding the family historically and currently.	HREL 1.2, 1.4,
	Objective 1.4: Students will distinguish between healthy and unhealthy patterns in the life, work, and ethics of family life.	HREL 1.3, 1.4,
Goal 2: Upon completion of this course students will apply the basic skills and professional attitudes pertinent to helping professionals working with families.		
	Objective 2.1: Students will demonstrate an integration of personal strengths and the application of professional standards and principles for helpers who work with families.	HREL 1.2, 1.5, 2.2, 2.3, 2.4 PSYC 1.4, 2.2, 2.3
	Objective 2.2: Students will demonstrate effective listening and other basic counseling skills utilized in helping relationships within family systems.	HREL 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4 PSYC 1.1, 1.2, 1.3, 2.3
	Objective 2.3: Students will assess the significance of the interaction between families and both micro and macro systems, recognizing the influence of history, culture, race, religion, ethnicity, socioeconomics, gender and education.	HREL 1.1, 1.2, 1.4, 2.1, 2.3 PSYC 1.1, 1.3, 2.1

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website

(<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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