

Course Syllabus

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SOSC 2513

Family Studies

Course Description

The family as a Christian institution. Analysis of the changing American family, the family in relation to personality

development of its members, interaction among kin, changing familial roles, parenthood, and aging.

Course Prerequisites

There is no prerequisite noted for this class.

Required Materials

Lamanna, M.A., Riedmann, A., and Stewart, S. D. (2018, 2015). Marriages, Families, and Relationships: Making Choices in a Diverse Society, 13th Ed. Stamford, CT: Cengage Learning.

ISBN-13: 978-1337109666

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

Program Learning Outcomes

PLO#1	Demonstrate knowledge of significant facts, theories, and issues within human services~ this includes interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

PLO#2	Display knowledge, skills, attitudes, and values consistent with an understanding and appreciation of multi-cultural issues with multicultural clients, including: individual, interpersonal, group, family, organizational, community, and societal.
PLO#3	Display the critical thinking skills and research skills necessary to interpret and contribute to current practices in human services.

Course Learning Outcomes

CLO#1	Define the family functions & structures as it pertains to the postmodern family and the American family of today. (Assessment-Article Review & Television Show of the 50's in discussion)
CLO#2	Explore relationships and families from the various theoretical perspectives. (Assessment- Genogram)
CLO#3	Discuss from a theoretical perspective sexual development, sexual identity, sexual value & sexual responsibility. (Assessment-Genogram)
CLO#4	Describe the various living arrangements for individuals in intimate relationships. (Assessment- Quizzes & paper)
CLO#5	Assess Marriages & Families: Social Institutions, Private Relationships, & Communication in Relationships, Marriages & Families. (Assessment- Discussions & paper)
CLO#6	Examine trends with parenthood and raising children in a diverse society. (Assessment- Quizzes & paper)
CLO#7	Define family stressors, crisis, and resilience from a theoretical perspective. (Assessment-Article Review & Discussions)
CLO#8	Examine vital topics & the dynamics pertaining to Marriage & Family in areas such as~ divorce; blended/stepfamilies & multigenerational families. (Assessment- Quizzes & paper)

Course Learning Assignments and Assessments

Grading

Weekly Online Quizzes (7 quizzes @ 10 points each)	30%
Article Review (1 review worth 50 points)	5%
Discussion Thoughts (7 discussions @ 40 points each)	30%
Family Genogram Assignment (50 points)	10%
Final Family Topic Paper (100 points)	20%
Other Assignments	5%
Total	100%

Weekly on-line quizzes (7 quizzes @ 10 points each) – 30%

Students are expected to complete and submit one on-line quiz pertaining to designated chapters from the text before each session. The online quiz questions may be comprised of true/false, multiple choice, and matching questions. If a student has studied all of the required chapters, he/she should do well on the quizzes. Quizzes are open book, which means that students may refer to the text to complete a quiz. All quizzes will be available and must be completed via the course site. Quizzes not submitted in this manner will not receive credit. In order to receive credit, quizzes must be completed by designated due dates/times.

Article Review (1 review worth 50 points) – 5%

Each student is expected to complete and submit one article review in Session three. The permalink for the peer reviewed article is listed below. You must click on the link and it will take you directly to the SWU Rickman Library. You will need to type in your SWU username & password which should gain you direct access to the article. The article review should follow a structure wherein students summarize the article and add their own comments, analysis, observations and reactions. The review should end with a full APA style citation for the article that is being reviewed. All papers are to be written in the third person as a professional paper. The summary of the article must be less than half of the review; the student's comments, analyses, and reactions must be the remainder of the review. A very good rule of thumb for the student is to keep the summary of the article to one page (which means that the summary will be very general), and reserve the remainder of the review for his/her comments, reactions, and analyses. The summary of an article must cover the entire article; the student should focus on the general points and logic of the article. In the comments/analysis/observations/reactions, the student may focus on a part of the article or selected points from the article. Students should mention a couple of things that they specifically learned from the article, as well as their personal reactions and analysis. It is appropriate to synthesize the article with material encountered in this or other courses. Students are reminded that the instructor has read all the material in the course; it is the student's job to convince the instructor that he/she has read and thought about the material. The instructor wants to see evidence that the student worked to understand the material. The reviews should have a minimum word count of 650 words (i.e., 2 full pages) and a maximum word count of 1300 words (i.e., 4 full pages), written in double-spaced word-processed pages (10-12 point font size, and maximum 1 inch margins). Failure to meet the formatting and minimum word count requirements may result in a . deduction of 1 point for each requirement (i.e., word count, font size, margins) that is not met. Students are reminded again to keep the summary of an article to no more than half of the review. Failure to include a clearly discernible comments/analysis/observations/reactions portion of the paper will automatically make the review inadequate - 3 points out of 6, or less. The instructor will grade each Article Review in terms of the amount of thought it reflects. Particular attention will be paid to the following dimensions: 1) organization; the writing and structure of the paper should flow smoothly and clearly, without awkward or unclear sentences, 2) content or critical analysis; the quality of thought, revealed in the quality of the summary of the article, and the quality of the analysis, comments, or observations, 3) grammar and mechanics: the presence or absence of ungrammatical sentences or spelling errors. See rubrics for marking and writing the article review.

PERMALINK FOR REQUIRED ARTICLE

Session Three:

Goodman, M. A., Dollahite, D. C., Marks, L. D., & Layton, E. (2013). Religious Faith and Transformational

Processes in Marriage. *Family Relations*, 62(5), 808-823. doi:10.1111/fare.12038

<https://ezproxy.swu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=91824783&sit e=eds-live>

See grading rubric and additional resource.

Discussion Thoughts (7 discussions @ 40 points each) – 30%

The discussion thoughts are an opportunity for students to share candidly about the discussion topic listed. Discussions are also an integral part of this course where much of our class integration will take place. Essentially, this is where we will have our class discussions. In a face-to-face course, if someone asked a question, everyone would benefit from hearing the response. Similarly, in the Discussions, our responses to each other will prove useful to all of us. Each student is required to submit an initial posting worth 2 points, and 2 responses – each worth one point. As a part of all Discussions, participants are expected to post an original response as well as a response to at least two other contributors. Please avoid responses like, “I agree,” or “This was really good.” Instead, push yourself to engage in a meaningful dialogue with your peers, providing well-thought-out points instead of “shoot from the hip” answers. For example, if you agree, explain why. See grading and posting rubrics.

Keep in mind that the perceptions of other members of the class toward you will be almost entirely driven by your postings; consider the perception that you want others to have of you. All your online communications should be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. In order to receive full credit, each student is required to submit the initial posting by 11:59pm on Wednesday and a respond to at least two classmate by 11:59pm on Saturday.

Family Genogram/Paper Assignment (50 points) – 10%

Students will construct a genogram of their family of origin (Family you are born into) and write a brief paper (Maximum of 2 pages-word document; Times New Roman; 12 font) that explains key generational patterns of their family dynamics. A minimum of three generations should be presented (the student’s generation, his/her parents and their siblings, and his/her grandparents and their siblings,). The Genogram can be constructed on a power point or word document.

In the paper, students will discuss two or three important generational themes and the effect of those themes on their own spiritual, mental, emotional & social development. (Please only share information that you feel safe & comfortable sharing.) Your paper should include some of the following information:

- o Names, nicknames, year of birth (or approximate age), severe illnesses, marriages, separations, divorces, death.
- o Geographic Locations
- o Siblings in order with the oldest on the left

- o Ethnicity, religious affiliations
- o Family & Relational patterns

**Students can also review the “52 Questions for Writing Your Life Story” handout in canvas to support writing their paper.

** This is a TWO-PART assignment~ Genogram and the two page support paper. In order to receive full Credit, both components of the assignment must be completed and uploaded to canvas.

Note: Genograms can be conducted using Genopro or a comparable genogram program. Helpful links are listed below:

<http://www.genograms.org/components.html> [_ \(http://www.genograms.org/components.html\)](http://www.genograms.org/components.html)

[_ \(http://www.genograms.org/components.html\)](http://www.genograms.org/components.html) <http://www.genopro.com/genogram/rules/>
[\(http://www.genopro.com/genogram/rules/\)](http://www.genopro.com/genogram/rules/)

[Genogram Instructions - Marriage and Family](https://www.youtube.com/watch?v=nGXEnLrR3EY) [_ \(https://www.youtube.com/watch?v=nGXEnLrR3EY\)](https://www.youtube.com/watch?v=nGXEnLrR3EY)



[\(https://www.youtube.com/watch?v=nGXEnLrR3EY\)](https://www.youtube.com/watch?v=nGXEnLrR3EY)

[How to Make a Genogram](https://www.youtube.com/watch?v=KM7gLOrF8TQ) [_ \(https://www.youtube.com/watch?v=KM7gLOrF8TQ\)](https://www.youtube.com/watch?v=KM7gLOrF8TQ)



[\(https://www.youtube.com/watch?v=KM7gLOrF8TQ\)](https://www.youtube.com/watch?v=KM7gLOrF8TQ)

See grading rubric.

Final Family Topic paper (100 points) – 20%

Students will be encouraged to complete a Final Family Topic paper on a family topic selected. The paper should be written using APA format. This paper is worth 20 points. It should be 7-10 pages, doubled spaced pages, with a 10-12 point font size, and a maximum 1 inch margins). An abstract is essentially a 50-75 word summary of your entire paper. The references page should be the last page of the paper. Thus, the research paper should contain, in order, Title page, the Abstract, Introduction, Body, Conclusion and the References page. You are required to have at least 10 peer reviewed sources for your references. Among other factors, marking will take into account: clarity of thought and writing,

quality of insight and understanding, grammar and spelling, correct citation for references and compliance with the following APA format.

You are encouraged to visit the following site to help with writing your research paper. Please view the URL: "Basics of APA Style Tutorial" <http://flash1r.apa.org/apastyle/basics/index.htm>

You are also encouraged to visit & utilize the 'Purdue Online Writing Lab' below for additional writing support.

<http://owl.english.purdue.edu/owl/resource/560/01/>

[\(http://owl.english.purdue.edu/owl/resource/560/01/\)](http://owl.english.purdue.edu/owl/resource/560/01/)

The research paper must have at least FIVE to TEN reasonably up-to-date (after 2008) citations beside your text (if you cite the text). It is important to note that the most current and accurate information is NOT found on the Internet or in books; the most current and accurate information is found in professional journals. THEREFORE, OF THE FIVE to TEN REFERENCES YOU ARE EXPECTED TO INCLUDE, AT LEAST THREE CURRENT PROFESSIONAL PEER REVIEWED JOURNALS. Please note that newspapers, and magazines such as "Psychology Today," "Parents," "Time," "Newsweek," and so on, are NOT professional literature and DO NOT COUNT as citations. You are encouraged to use Infotrac or ERIC (PDC) or Medline (or PsychLit) to search for articles addressing your topic. IF you cite a book, ensure you provide a full reference for the book. If you use the internet to obtain information, be aware that your internet sources MUST BE PROPERLY CITED APA STYLE. That is, material from the internet which is not accurately and properly described and cited is not acceptable as a reference. An additional note - if you are writing a paper about psychological disorders, the gold standard for information about such disorders is the DSM V- The diagnostic and statistical manual of mental disorders of the American Psychiatric Association, 5th edition.

See grading rubric and additional resource.

Other Assignments (includes attendance / participation) – 5%

There are some assignments in the course that do not cover course content, but prepare you for participation in, and contributions to the course. These assignments include providing your contact information, your completion of the syllabus review quiz, and your selection of your Final Family Topic paper and references. Completion of these assignments counts toward your course grade.

Online course attendance is based on completion of assignments by the due date/time posted within the course site. Online activities consist of quizzes on readings, Discussions, e-mail, and uploaded assessments. You must submit a minimum of one complete assignment for a given session to be counted for attendance that session.

There is 1 point allotted toward your grade for attendance at each session.

****See grading rubrics and other resources.**

GRADE EQUIVALENCY TABLE

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
96-100	A	4.0
92-95	A-	3.7
88-91	B+	3.4
84-87	B	3.0
80-83	B-	2.7
76-79	C+	2.4
72-75	C	2.0
68-71	C-	1.7
64-67	D+	1.4
60-63	D	1.0
<60	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Hybrid courses are a combination of online and classroom activities. Students are expected to attend all campus class meetings as well as to adhere to posted online deadlines for assignments. Face-to-face sessions are held once a week for three hours, and attendance is mandatory. Classroom attendance will be taken in class by the instructor.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each session. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) [_ \(http://www.swu.edu/about-swu/technology-services/computer-recommendations/\)](http://www.swu.edu/about-swu/technology-services/computer-recommendations/) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty









Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.







No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).




Accommodations for Students with Disabilities

Southern Wesleyan University is committed to providing equitable access to learning opportunities for all students. Accommodations can be made for students with disabilities, as outlined in “Services for Students with Disabilities” found in mySWU’s Student tab under The Learning Center. Any student desiring accommodations must send the request and all documentation to the Student Success Coordinator in Rickman Library 224. Call 864-644-5036 for more information.

Course Summary:

Date	Details	Due
Thu Jul 1, 2021	 Discussion Thoughts~ Week One https://swu.instructure.com/courses/3069264/assignments/31963874	due by 11:59pm
	 Attendance and Participation https://swu.instructure.com/courses/3069264/assignments/31963890	due by 11:59pm
	 Contact Information Assignment https://swu.instructure.com/courses/3069264/assignments/31963891	due by 11:59pm
Sun Jul 4, 2021	 Final Family Topic Paper & references https://swu.instructure.com/courses/3069264/assignments/31963894	due by 11:59pm
	 Session One-Getting To Know Each Other https://swu.instructure.com/courses/3069264/assignments/31963885	due by 11:59pm
	 Syllabus Review Quiz https://swu.instructure.com/courses/3069264/assignments/31963865	due by 11:59pm
Mon Jul 5, 2021	 Quiz # 1 https://swu.instructure.com/courses/3069264/assignments/31963858	due by 11:59pm
Thu Jul 8, 2021	 Discussion Thoughts ~ Week Two https://swu.instructure.com/courses/3069264/assignments/31963884	due by 11:59pm

Date	Details	Due
Mon Jul 12, 2021	 Quiz #2 (https://swu.instructure.com/courses/3069264/assignments/31963862)	due by 11:59pm
Thu Jul 15, 2021	 Discussion Thoughts~ Week Three (https://swu.instructure.com/courses/3069264/assignments/31963876)	due by 11:59pm
Sun Jul 18, 2021	 Article Review (https://swu.instructure.com/courses/3069264/assignments/31963888)	due by 11:59pm
	 Quiz # 3 (https://swu.instructure.com/courses/3069264/assignments/31963872)	due by 11:59pm
Thu Jul 22, 2021	 Discussion Thoughts~ Week Four (https://swu.instructure.com/courses/3069264/assignments/31963878)	due by 11:59pm
Sun Jul 25, 2021	 Quiz # 4 (https://swu.instructure.com/courses/3069264/assignments/31963863)	due by 11:59pm
Thu Jul 29, 2021	 Discussion Thoughts~ Week Five (https://swu.instructure.com/courses/3069264/assignments/31963879)	due by 11:59pm
Sun Aug 1, 2021	 Quiz # 5 (https://swu.instructure.com/courses/3069264/assignments/31963866)	due by 11:59pm
Thu Aug 5, 2021	 Discussion Thoughts~ Week Six (https://swu.instructure.com/courses/3069264/assignments/31963882)	due by 11:59pm
Sun Aug 8, 2021	 Family Genogram /Paper Assignment (https://swu.instructure.com/courses/3069264/assignments/31963892)	due by 11:59pm
	 Quiz # 6 (https://swu.instructure.com/courses/3069264/assignments/31963860)	due by 11:59pm
Thu Aug 12, 2021	 Discussion Thoughts~ Week Seven (https://swu.instructure.com/courses/3069264/assignments/31963883)	due by 11:59pm

Date	Details	Due
Sun Aug 15, 2021	 Final Family Topic Paper (https://swu.instructure.com/courses/3069264/assignments/31963893)	due by 11:59pm
	 Quiz # 7 (https://swu.instructure.com/courses/3069264/assignments/31963871)	due by 11:59pm
	 Roll Call Attendance (https://swu.instructure.com/courses/3069264/assignments/33320641)	