

**SOC204 MARRIAGE & FAMILY  
IDEAL PROGRAM  
COURSE SYLLABUS**

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

**The IDEAL Program assumes joint responsibility in the learning process.** The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

**To participate in the IDEAL Program, it is expected that you will do the following:**

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course.**

**Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.**

**Cheating and Plagiarism**

It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook

**E-mail correspondence**

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

### **Ethics Statement of Confidentiality**

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

### **The IDEAL Program**

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### **The IDEAL Program**

#### **SOC204 SOCIOLOGY OF MARRIAGE & FAMILY**

Spring 2013

Wednesdays

August 28 September 4, 11, 18, 25

6:00-10:00pm

Stamford Campus

**Instructor: Charles Phillips PhD**

**Email: cphillip@bridgeport.edu**

**Course Description:** This course applies the sociological imagination to marriage and family life. The institutions of marriage and family are examined within a cross-cultural context with an emphasis on resilient marital and family patterns across the lifespan. Issues explored include review of relevant theory, research and reflection in the following areas of marriage and family studies:

- ✓ The social purpose of marriage
- ✓ Sexual intimacy
- ✓ Mate selection
- ✓ Conditions for lifelong partnership
- ✓ Conflict resolution
- ✓ Communication strategies in families
- ✓ Divorce
- ✓ Marital stages
- ✓ Parenting.

### **Objectives:**

Upon completion of the course you should be able to:

- ✓ Identify social forces shaping your personal life and the lives of significant others.

- ✓ Cite important personal and relationship issues as you think about the meaning and purpose of marriage and family relationships from a variety of perspectives.
- ✓ Demonstrate knowledge of the role of marriage in society.
- ✓ Identify the emotional growth opportunities and challenges of forming and maintaining a resilient marriage.
- ✓ Identify and apply relationship skills that serve to develop and maintain satisfying intimate relationships.
- ✓ Complete a family mapping case study.

### **Required Text**

Olson, D.H. and DeFrain, J. (2006). Marriages and Families: Diversity and Strengths (5<sup>th</sup> edition). McGraw-Hill ©2011.  
ISBN- 9780078111570

### **Course Assignments:**

#### **To be completed prior to first class session.**

1. Read Chapters 1-3 in Olson & DeFrain (2011)
2. Be prepared to give input into the class discussion around the discussion questions.
3. Be prepared for an online quiz on the readings.

### **In-class Participation 40%**

A portion of the grade will be based on your participation in class discussion, participation in group activities and quizzes. This includes arriving on time and remaining in class until it ends. It is expected that one should come prepared to class with having read required material which will be evident in the students ability to partake in class discussions related to the text. Participation will also be measured by a student's ability to understand text and presented material by applying it when in class discussions and role-plays are facilitated. Opinions, experiences and the demonstration of critical thinking are all encouraged.

### **Final Exam 25%**

### **Family Mapping Project 25%**

### **Final Wrap up Paper 10%**

**Week One (August 28)**

Readings

Olson and DeFrain (2011) chapters 1-3

Take quiz #1 in class

## **Week Two (September 4)**

### Readings

Olson and DeFrain (2011) Chapters 4 -7

Take quiz #2 before class

## **Week Three (September 11)**

### Readings

Olson and DeFrain (2011) chapter 8-11

Take quiz # 3 before class.

## **Week Four (September 18)**

### Readings

Olson & DeFrain (2011) chapters 12-16

### Discussion Questions

Take quiz #4 before class

## **Week Five (September 25)**

### **Final Exam**

FAMILY MAPPING CASE STUDY due

The purpose of the Family Case Study is to help people become more aware of family dynamics and to better understand and appreciate the complexity of a family system. The *Couple and Family Map* provides the framework for understanding a family on the dimensions of cohesion, flexibility, and communication. The *Family Circumplex Scales* in Resource Section A of the text (see handout) provides the instructions and scales for completing the *Family Case Study*.

This study requires you to use the Family Circumplex Scales based on the Couple and Family Map, rate your family of origin, your current marriage/family, some other real family (not friends or colleagues), or a family depicted in a television show or a movie.

If you use your own family you can base the ratings on your knowledge of the family system. Those rating a family they do not know will need to do a semi-structured interview as described in Resource Section A (see handout).

Appropriately title each section as 'Part 1, A, B, C, D, E; Part 2 A, B, C' etc. Late papers will be docked 10%.

**You should report in the following 4 part report format:**

## **Part 1**

### **Background Information on the Family (1–2 pages) (Chapter 2) (15%)**

Briefly describe the following characteristics of the family:

- A) Composition of the family, including age, gender, and sibling order including yourself (if it is your family) (*4 points*)
- B) Occupation of parent(s), education achieved, income, and family social class (*5 points*)
- C) Size and type of community or communities in which the family lives (*2 points*)
- D) Location of and connections with extended family (*3 points*)
- E) Ethnic background (White, African American, Hispanic, Asian, Multicultural, etc.) *1 point*)

## **Part 2**

### **Family Profile Summary (1 page) (Chapter 3) (15%)**

Complete the Couple and Family Map Rating Form in Resource Section A of the text (see handout)

- A) List the results of the family assessment on the one-page form. (*5 points*)
- B) Then summarize the results and rate the family on the three dimensions of family cohesion, family flexibility, and family communication. This means rating the family on each of the concepts and then making a global rating related to the three major dimensions using the 1–8 rating scale. (*5 points*)
- C) Locate the family on the Couple and Family Map and describe as one of the 16 types of couple and family relationships. (*5 points*)

## **Part 3**

### **Commentary and Illustrations (3–4 pages) (Chapter 3) (60%)**

After the rating is completed, write a summary of why you chose the rating for each dimension. This may require using information from Part 1 (Background Information of the Family). Do this for all three dimensions (cohesion, flexibility, and communication).

- A) Explain the rating for the 1<sup>st</sup> dimension (*20 points*)
- B) Explain your rating for the 2<sup>nd</sup> dimension (*20 points*)
- C) Explain your rating for the 3<sup>rd</sup> dimension (*20 points*)

## **Part 4**

### **Family Strengths Across Ethnic Groups (1 page) (Chapter 2) (10%)**

Based on the results of the family assessment, identify two of the strengths of the family case study with the strengths outlined by the researchers in *Marriages and Families: Intimacy, Diversity and Strengths* (Olson and DeFrain) for the case study's ethnic group. As part of this section you can acquaint the family with the family strengths chart and ask them to identify the strengths in their family and to compare it with the findings about family strengths in their ethnic group.

- Family strength #1 for the case study's ethnic group identity in comparison with the case study's ratings and/or experience (*5 points*)
- Family strength #2 for the case study's ethnic group identity in comparison with the case study's ratings and/or experience (*5 points*)

Paper Checklist: In addition to the former, please adhere to the following criteria:

Use 1" margins on all sides

Include a cover page and reference page

Use 12-point font throughout your paper, including the title page

Include in-text citations (You should have at least one citation per paragraph - see pages 207+ in the APA manual)

Include subheadings (page 113 in the APA manual)

Write your assignment based on the following instructions:

Write a paragraph or two as a brief introduction to your paper. In other words, tell your reader what you are going to discuss in the paper. (Refer to page 15 in the APA 5<sup>th</sup> Edition Manual for further guidance regarding the introduction)

Divide your sections, which will include the introduction, main areas of discussion, and conclusion. Each of these components must have a sub-heading.

Refer to page 113 in the APA manual regarding the levels of headings.

Write a conclusion, which summarizes the key points made within your paper.

Adhere to the writing guidelines (**APA 5<sup>th</sup> Edition Style**). Papers that do not adhere to these guidelines will not be accepted and a late penalty will apply.

### **Wrap-up Paper**

The focus of this assignment is an overall reflection and celebration of what the course has meant to you in the process of your personal discovery as you worked to fulfill the learning objectives. Provide specific passages of the text (with proper citations) that provided insights that will impact your personal and professional life. No credit will be given for broad general comments (e.g. the course material was exciting, dull, interesting...etc.) that lack a comprehensive explanation or detailed analysis. I encourage you to wait until the last week of the course to complete this assignment.

1. What aspects of the course had the most impact on the development of your social imagination in relationship to personal relationships? Provide specific examples and relate to the relevant passages in the textbook.
2. What challenged you and stretched your mind to move beyond personal opinions and critically examine the issues around social problems.
3. What aspect touched you emotionally? Where there some aspects of the facts or presentations of facts that made your feel compassion, anger, warmth, despair? How did those feelings lead to insights or realizations about the nature and/or amelioration of social problems?

4. What elements will potentially have a lasting impact?
5. What learning objectives and/or passages from the text have impacted how you think about yourself and others? How?
6. How has your perspective on contemporary challenges of marriage and family relationships changed or developed through your learning experience during this course?

## Overall Evaluation

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Percentage-wise, each assignment will count as announced in the syllabus (e.g., 25% of the final grade). Each assignment, including the quiz, will be given a numerical grade (see below). At the end of the course, a letter grade will be given based on the total points for all the assignments.

### Grading Scale

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
100-94	A	76-74	C
93-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	Below 60	F

### Course Performance and Grading Criteria

In general, the end of course performance criteria or expectation for each letter grade can be defined as follows:

Grade	Requirements & Performance Criteria
A	Students achieving this level will have demonstrated the

	<b>following:</b>
	1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.
	2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.
	3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.
	4. Clear expression of ideas, with papers containing very few grammatical or stylistic weaknesses.
	5. All assignments completed and submitted within the time allowed.
<b>B</b>	<b>Students achieving this level will have demonstrated the following:</b>
	1. All of the "A" work, but with less accomplishment.
	2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.

	3. A critical stance, with some effort, not always successful, to defend that stance.
	4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.
	5. Very clear expression of thoughts and ideas.
<b>C</b>	<b>Students achieving this level will have demonstrated the following:</b>
	1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.
	2. Some attempt to take a critical stance, but with little effort or success in defending that stance.
	3. Some attempt to find personal meaning.
	4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses, which create difficulties.
<b>D</b>	<b>Students achieving this level will have demonstrated the following:</b>
	1. Genuine efforts to understand, with some demonstrated

	understanding of readings and issues, but with serious deficiencies.
	2. Generally lacking in critical stance or in a defense of that stance.
	3. Lack of understanding or an attempt to find personal meaning.
<b>F</b>	Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

## ACADEMIC POLICIES

### Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

### **IMPORTANT:**

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C").**
- **Missing two or more class sessions will be cause for a failing grade.**

### Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

### Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

### **Starting Fall 2012**

- Add and/or Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session.....0% Tuition Refund

**\*\*Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.**

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

### **Cell Phones**

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

### **Academic Dishonesty**

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:  
[http://www.indiana.edu/~istd/plagiarism\\_test.html](http://www.indiana.edu/~istd/plagiarism_test.html)

## ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290.  
**Online Tutoring** is available at: [www.etutoring.org](http://www.etutoring.org). To use this free service you must have a UBNet account.

### Obtaining a UBNet Account

Every registered student should obtain a UBNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to:  
<http://www.bridgeport.edu/ubnet> - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNet account (takes 24 hours), login at:  
<http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

### Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”

3. Click on "My Grades."

If you are carrying a financial balance, access to WebAdvisor will be restricted.

## Using the Library

You can access the library through the library's website: <http://www.bridgeport.edu/library>.

Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNet account (see above).

## Using Computers

Open access computer labs are available at three campuses:

- Bridgeport – 1<sup>st</sup> floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>
- Waterbury – Computer Lab; Check open hours at: <http://www.bridgeport.edu/waterbury>

## Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, ([www.bridgeport.edu](http://www.bridgeport.edu)). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

## IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.edu
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

## CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	<a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a>
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

**Directions to IDEAL Campus locations** <http://www.bridgeport.edu/pages/2260.asp>

To fill out your financial aid report to the Federal Government, please go online to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.  
Federal Student Aid Information: 1-800-433-3243