

**IDEAL PROGRAM
SOC 204, COURSE SYLLABUS
ONLINE**

Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. 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 courses 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. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. **If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade.**
4. Login to your course a minimum of three times per week.
5. Complete all assignments to the best of your ability.
6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

Cheating and Plagiarism

It is the student's responsibility to familiarize himself or herself 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).**

Have questions about taking an online course? Go to:

http://www.bridgeport.edu/Media/Website%20Resources/documents/continuinged/dl/Taking_online_classes.htm

The IDEAL Program

SOC204 MARRIAGE & FAMILY

Summer 2013

Online

July 1 – August 23

Course Description: This course examines marriage and family life with an emphasis on healthy marital and family patterns across the life-span within a cross-cultural context. Issues explored include: review of relevant research in specific areas of marriage, the social purpose of marriage, sexual intimacy, mate selection, conditions for lifelong partnership, conflict resolution and communication strategies in families, divorce, marital stages and parenting.

Instructor: Lynn Walsh, MSW, M.Div, CME

Email: lwalsh@bridgeport.edu

Purpose and Objectives: The desire for lifelong intimate partnership is an ideal sought by most persons since 90% of adults marry at least once in their lifetime. In this course you will think about the meaning and purpose of marriage and family relationships from a variety of perspectives. By reviewing relevant theory and research you will explore how a resilient marriage and family may be formed and maintained. You will begin to articulate your own views on marriage and family in a final reflection paper. Upon completion of the course students should be able to

1. Cite working definitions of marriage and family
2. Demonstrate knowledge of the role and purpose of marriage in society
3. Identify the emotional growth opportunities of marriage and family relationships
4. Identify and apply principles of conflict resolution
5. Increase discernment of the conditions that give rise to enduring partnerships
6. Demonstrate reflective listening in a communication skill exercise
7. Give examples of gender and cultural differences in behavior
8. Describe three ways of preparing for parenthood and healthy relationships.
9. Respond to arguments for and against monogamy and/or cohabitation
10. Identify options for dating and the mate selection process that reveal virtues
11. Synthesize a personal view of the family that emphasizes strengths
12. Identify effective strategies for nurturing resilient family dynamics

Required Texts:

Marriages and Families: Intimacy, Diversity and Strengths by Olson & DeFrain
978007811157-0 7th edition, 2008, McGraw-Hill

WEEKLY AGENDA: TOPICS, READINGS, ASSIGNMENTS

(Unless otherwise indicated, readings are from Marriage and Families: Intimacy, Diversity and Strengths)

July 1 - 7 Week 1: The Social Context of Marriage and Family

Chapter 1: Perspectives on Intimate Relationships

July 8 - 14 Week 2: Theories of Marriage and Family Dynamics

Chapter 3: Understanding Marriage and Family Dynamics

July 15 - 21 Week 3: Dynamics of Intimate Relationships

Chapter 4: Communication and Intimacy

Chapter 7: Gender Roles and Power in the Family (sections)

July 22 - 28 Week 4: Dynamics of Intimate Relationships

Chapter 5: Conflict and Conflict Resolution

Chapter 6: Sexual Intimacy (sections)

July 29 - Aug. 4 Week 5: Stages of Intimate Relationships

Chapter 9: Friendship, Intimacy, and Singlehood (sections)

Chapter 10: Dating, Mate Selection and Singlehood (sections)

Aug. 5 - 11 Week 6: Resilient Marriages and Families

Chapter 11: Marriage: Building a Strong Foundation

Chapter 12: Parenthood: Choices and Challenges (sections)

Aug. 12 - 18 Week 7: Family Challenges and Opportunities

Chapter 15: Divorce, Single-Parent Families and Stepfamilies (sections)

Chapter 16: Strengthening Marriages and Families

Aug. 19 - 23 Week 8: Putting It All Together

Chapter 13: Midlife and Older Couples (section)

ASSIGNMENTS

1. **Two Tests** 200pts.
On Chapter 4: Communication and Intimacy in week 3 and on Chapter 5: Conflict and Conflict Resolution in week four. (100 pts. each) Multiple-choice timed. Once you start it you have to finish it.
2. **Listening Exercise and Analysis** 150 pts.
First, practice reflective listening with a friend or family member. Then coach two friends, family members or a couple on effective reflective listening skills. Write an analysis of the process, the challenges and what you learned including some of the dialog.
3. **Chapter review** of chapter 11: Marriage: Building a Strong Foundation. Approximately 500 to 700 words. 100 pts.

4. **Final Paper** on the Benefits, Challenges and Solutions for Healthy Marriages and Families with a focus on a specific area of student's interest. 250 pts.

5. **Criteria for Chapter Review**

The goal of your review is to concisely summarize and evaluate the chapter so that others who may not be familiar with the content can determine the key ideas and concepts. Remember you may cite some of the text but for most of the paper you need use your own words. The reviews generally follow the following format:

- A summary of some major parts/sections of the chapter on the benefits of marriage and what makes marriages strong and successful
- An critical evaluation of at least one point in the chapter (strengths/weaknesses, agree/disagree and why)

These assignments are designed to help you digest the material covered, and improve your facility in handling academic content. This review is to be typed double spaced and 12 point font, approx. 2-3 pages. Put "chapterReview" and your name (ChapterReviewJSmith) on the document file title. Late papers will be docked 10% per diem.

Final Paper

Your final essay will include

- 2 articles from media sources (newspaper, magazine, online media site, links provided in the class are helpful, etc.)
- 2 research/scholarly papers from reliable and sophisticated sources (journals, periodicals, texts, etc.)

Using these 4 sources plus your text or course readings, write a 5-6 page (not including Resource page) , double spaced, and 12 point font paper that covers the following:

1. General overview: What are the benefits of marriage to adults, children, and society in **general**? Aprox. 1 ½ to 2 pages
2. Now choose a focus: In writing the rest of your paper, narrow your focus to one particular stage in life (such as raising children, premarital couples, young adults, etc.) or one population (such as divorced families, step families, gay couples , cohabitating couples, inter-cultural /faith couples , etc.). Please briefly state this focus. Now answer this: What are the challenges to having successful, healthy marriage and families of this kind? Aprox. 1-2 pages
3. While addressing your focus: What can be done by individuals, couples, parents and/or society to prevent unhealthy marriages and families and make healthy ones stronger? Aprox. 2 pages
4. Conclusion/Reflection: From your own experience and /or relationship goals, what information, skill or concept mentioned in your paper was most helpful for you personally? Aprox. ½ page

Remember to put "FinalPaper" and your name in the document file title (FinalPaperJSmith). A strong paper will use research findings and statistics from your sources to support your points. All sources must be properly cited using APA or MLA format both within the paper and at the end as a list of references. Your paper must have a minimum of 4 sources listed on your reference page and each must be cited within the text of your paper. A plagiarized paper will receive an F – so cite your sources. Points will be deducted if your paper has many grammatical and/or spelling errors. Late papers will **not** be accepted except under extreme circumstances. Late papers when accepted will be docked 10% per diem.

Grading Criteria

Please read the grading rubrics for more details on expectations for assignments and discussion board participation located at "Syllabus". These will help you understand the grading.

Grade Points can be earned as follows:

Discussion Board questions and response to other students	300
Two Tests	200
Chapter Review	100
Listening Exercise & Analysis	150
Final Paper	250
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Total Possible Points	1000

Grading

94-100	= A
90-93	= A-
87-89	= B+
83-86	= B
80-82	= B-
77-79	= C+
73-76	= C
70-72	= C-
69-60	= D
59 or less	= F

Websites:

www.healthymarriageinfo.org

National Healthy Marriage Resource Center

<http://www.acf.hhs.gov/healthymarriage/>

ACF Healthy Marriage website:

ACF African American Healthy Marriage (AAHMI)

http://www.acf.hhs.gov/healthymarriage/aa_hmi/AAHMI.html

<http://ssw.unc.edu/jif/aahmi/>

AAHMI Connecting Research to Practice Conference

www.smartmarriages.com

Website of the Coalition for Marriage, Family and Couples Education

www.divorcebusting.com

Website dedicated to finding alternatives and strategies to avoid divorce

www.saafamilies.org

Step Family Association

ACADEMIC POLICIES

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.

Attendance Policy

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will be dropped from the course. If you cannot participate in all the course activities you should consider dropping the course.

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

- Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start date.....100% Tuition Refund
- Drop prior to the second week of the course.....75% Tuition Refund
- Drop prior to the third week of the course.....50% Tuition Refund
- Drop during/after the third week of the course.....0% Tuition Refund

****Please note students will not be automatically dropped for not participating during the first week. Lack of participation for one week will reduce the final grade by one letter grade. If you have to miss the first week of the online course, *you must contact your instructor* in writing before the 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>

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

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. To use this free service you must have a UBNNet account.

Obtaining a UBNNet Account

Every registered student should obtain a UBNNet 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 UBNNet 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 UBNNet 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 UBNNet username and password. To access WebAdvisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNNet 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 UBNNet account (see above).

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.eud

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	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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**To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243**