



COURSE SYLLABUS

HSV 361-WA Marriage and the Family Self-Paced Web

Instructor Information

Instructor Name: Mee-Gaik Lim, Ph.D., LPC-S, LMFT-

UIU Faculty Email: limm62@uiu.edu

Telephone Number: 830-708-6762

Availability: Monday-Friday; 9:00-2:00 pm CST

I will respond to your e-mails and phone calls with 24 hours. I will have regularly scheduled virtual office hours on Monday-Friday from 9:00-2:00 pm CST to respond to any class related questions. You can contact me via Skype or phone during these hours. Also, feel free to use 'General Course Questions' area to ask course related questions.

If you need administrative assistance, please contact Upper Iowa University:

Self-Paced Degree Program
Upper Iowa University
PO Box 1857
Fayette, IA 52142
Toll free: 800.553.4150
Fax: 563-425-5287
E-mail: selfpaced@uiu.edu

Contact the UIU IT helpdesk for assistance with your **UIU email** or **myUIU access**.

Phone: 563-425-5876
Email: helpdesk@uiu.edu
Website: www.uiu.edu/helpcenter

Course Description

Semester Credits: 3 semester credits

Catalog Course Description: This course represents a sociological approach to understanding the family as a social institution; courtship, marital and family practices, the family as an agent of socialization, and changes in the family in the 20th century.

Prerequisites: SOC 110

As a requirement of HLC Accreditation, all UIU courses, regardless of meeting schedule or instructional mode, follow the Federal Credit Hour Definition. As such, each credit hour earned at UIU is equivalent to a minimum of 45 hours of student engagement.

For more information on how specific instructional modes meet this requirement, please see *UIU's Policy Guidelines for Instructional Time Expectations*: [UIU Policies](#).

Course Materials

It is the student's responsibility to make sure she/he has access to all required course materials by the start of the session.

Required Textbooks

Cox, Frank D. (2014). *Human Intimacy: Marriage, the Family, and its Meaning*: Cengage Learning ISBN: 978-1-133-94800-1

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-0561-5.

Ordering Textbooks

Purchase your textbook through the online university bookstore, [MBS Direct](#), or by phone at (800) 325-3252.

Course Objectives

1. Identify theoretical definitions of family.
2. Recognize characteristics of intimate relationships including "stages of love".
3. Analyze and describe the effects of social, economic, political, biological, and generational changes on families.
4. Analyze the cause and effect of problems in social and family relationships.
5. Identify the social institutions of marriage and parenthood and explore the cultural impacts on them.
6. Evaluate how the family is an agent of socialization specifically regarding parenting issues.

Program Student Learning Outcomes

Social Science

Program Goal A: UNDERSTANDING HUMAN SOCIAL BEHAVIOR – Students will demonstrate familiarity with the basic concepts underlying disciplines within the Social Sciences

Student Learning Outcome 1 (relates to Peacock Pillar 1): KNOWLEDGE BASE - Students will demonstrate familiarity with the major concepts and theoretical perspectives pertinent to their chosen emphasis, or in human social behavior more generally

SLO 2 (PP 5&6): SOCIOCULTURAL AWARENESS - Students will recognize and understand various types of social inequality and the impact types of inequality have on individuals, institutions, and societies.

Program Goal B: SOCIAL SCIENCE SKILLS- Students will demonstrate mastery of critical thinking as well as research and communication skills pertinent to the social sciences

SLO 3 (PP 2, 3&4): RESEARCH - Students will understand and apply the basic research methods of their chosen emphasis (or capstone), including research design, data/evidence analysis, and interpretation.

SLO 4 (PP 3): CRITICAL THINKING - Students will approach the social sciences with a spirit of skeptical inquiry, and utilize scientific approaches to solve problems related to human behavior and society.

SLO 5 (PP 4): COMMUNICATION - Students will be able to communicate social science theory and their own research findings effectively in a variety of formats.

Human Services

1. Program Outcome: Awareness of Sociocultural Diversity
 - SLO: Students will recognize, understand, and respect the complexity of sociocultural and international diversity as it relates to human services.
2. Program Outcome: Awareness of Societal Inequality and Political Processes
 - SLO: Students will recognize, understand, and respect the impact of social inequality and the consequences that political processes and policies have on individuals, families, and human services organizations.
3. Program Outcome: Awareness of Ethical Standards and Practices
 - SLO: Students will recognize, understand, and respect the commitment to the use of ethical standards and guidelines within their interactions with others in the human services field.
4. Program Outcome: Awareness of Individual and Relationship Dynamics
 - SLO: Students will recognize, understand, and respect the complexity of relationships, including interacting professionally with individuals, families, and groups when working in the human services field.

Course Requirements and Grading Criteria

Course Requirements

The course is completely developed in uiuLearn and consists of 8 units. All course materials will be available and all work should be completed in uiuLearn. Completion of a unit will release the subsequent unit. Even though you do not attend a regular classroom in the traditional sense and keep up with a set schedule of assignments, it is important to maintain a regular schedule, if possible, to complete all course work. It is too easy to set work aside and decide to do it later.

Student Autobiography

Student Autobiography is the first assignment in Unit 1. *Introductions:* Kindly write an introduction about yourself. Feel free to use the following guidelines to tell me about yourself (your educational aspirations, professional history, family, hobbies, social interests, etc). Submit this autobiography as an MSWord document to the Student Autobiography assignment Dropbox under Unit 1 in uiuLearn.

Assignments

There are three assignments for each unit.

Chapter Review Questions (Unit 1-8):

Answer any two Chapter Review Questions. Each question response should be at least one paragraph in length (about 4 – 5 sentences) and must be prepared in a word processing program (i.e. Microsoft Word, Microsoft Works). Submit your response to Turnitin for review. Submit the completed assignment in the Dropbox for that unit.

Application Activity (Unit 1-8):

Conduct a mini survey interview of two friends and have them respond to specific questions designed for the unit. Submit the completed assignment in the Dropbox for that unit.

YouTube Activity (Unit 1-6):

Select a YouTube clip related to each unit's topic (Ex: Traits of healthy family functioning; Guidelines to couple's communication; Strengthening intimacy in relationships; Raising responsible children; Effective strategies to communicate with teens; etc.). After you review the clip, write a three to four paragraph summary of information learned from the YouTube clip. Submit the completed assignment in the Dropbox for that unit.

Movie Review (Unit 8):

Watch a video that is directly related to materials presented in class. Thereafter, write a two-to three-page paper reflecting on the content of the movie and what you learned from this movie as it relates to building constructive family dynamics.

Sample Movie List: Eulogy, Away We Go, The Family Stone, Away We Go, The Kids Are All Right, The Squid and the Whale, Hannah and Her Sisters, The Kids Are Alright, Lymelife, Rachel Getting Married, An Unfinished Life, etc.

Final Assessment

Select a topic of interest from the list below. Put together a PowerPoint or Prezi presentation that will help educate a community group, non-profit organization or high school students on the selected topic. Ensure that there are at least 15 slides. Remember to give credit to sources used.

(Note: You are not required to present the PowerPoint or Prezi to any group unless you want to do so.)

Topic List:

- Dating bill of rights
- Portraits of healthy families
- Raising socially responsible teens
- Keys to healthy discipline
- Building blocks of healthy relationships
- Roadmap to maintain healthy coupleness
- Effective ways to strengthen parent-teen relationships
- Intimacy 101
- ABCs to healthy sexual etiquette
- Portraits of healthy sexuality
- Roadmaps to maintaining healthy peer relationships
- Topic of choice

Grading Criteria

The course letter grade will be based on the following grading criteria.

Activity	Points
Student Autobiography	20 pts
Chapter Review Questions (Up to 30 points per week) .	240 pts
Application Activity (Up to 30 points per week)	240 pts
YouTube Activity (Up to 50 points per week)	300 pts
Movie Review	100 pts
Final Assessment	100 pts
Total	1000

Grading Scale

Letter Grade	Percent	Points
A	93-100%	930 – 1000
A-	90-92%	900 – 929
B+	87-89%	870 – 899
B	83-86%	830 – 869
B-	80-82%	800 – 829
C+	77-79%	770 – 799
C	73-76%	730 – 769
C-	70-72%	700 – 729
D+	67-69%	670 – 699
D	63-66%	630 – 669
D-	60-62%	600 – 629
F	0-59%	0 – 599

Grades and Feedback

I will post grades and feedback in the Gradebook within 7-10 days of student submission.

Course Schedule

Unit	Topics of Study	Activities	Assessments
Unit 1	Ch 2 Human Intimacy, Relationships, Marriage and the Family Ch 5 Communications in Intimate Relationships	Review <ul style="list-style-type: none"> • Course Syllabus • About the Instructor • Read Ch 2 and Ch 5 • • Lecture Notes 	Complete <ul style="list-style-type: none"> • Student's Autobiography • Chapter Review Questions • Application Activity • YouTube Activity

Unit	Topics of Study	Activities	Assessments
Unit 2	Ch 6 Dating, Single Life, and Mate Selection Ch 7 Marriage, Intimacy, Expectations, and the Fully Functioning	<ul style="list-style-type: none"> • Read Ch 6 and Ch 7 • Lecture Notes 	<ul style="list-style-type: none"> • Chapter Review Questions • Application Activity • YouTube Activity
Unit 3	Ch 8 Human Sexuality	<ul style="list-style-type: none"> • Read Ch 8 • Lecture Notes 	<ul style="list-style-type: none"> • Chapter Review Questions • Application Activity • YouTube Activity
Unit 4	Ch 9 Family Planning, Pregnancy, and Birth	<ul style="list-style-type: none"> • Read Ch 9 • Lecture Notes 	<ul style="list-style-type: none"> • Chapter Review Questions • Application Activity • YouTube Activity
Unit 5	Ch 10 The Challenge of Parenthood	<ul style="list-style-type: none"> • Read Ch10 • Lecture Notes 	<ul style="list-style-type: none"> • Chapter Review Questions • Application Activity • YouTube Activity
Unit 6	Ch 11 Family Life Stages: Middle Age to Surviving Spouse	<ul style="list-style-type: none"> • Read Ch 11 • Lecture Notes 	<ul style="list-style-type: none"> • Chapter Review Questions • Application Activity • YouTube Activity
Unit 7	Ch 13 The Dual Earner Family: The Real American Revolution	<ul style="list-style-type: none"> • Read Ch 13 • Lecture Notes 	<ul style="list-style-type: none"> • Chapter Review Questions • Application Activity • Power Point Assignment
Unit 8	Ch 14 Family Crisis	<ul style="list-style-type: none"> • Read Ch 14 • Lecture Notes 	<ul style="list-style-type: none"> • Chapter Review Questions • Application Activity • Movie Review

Course Expectations

Email

Upper Iowa University employees and students are issued an UIU email account (doej@uiu.edu). University email communications will only be sent to UIU email address. Faculty and staff are not obligated to respond to students using non-UIU email accounts.

Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the [Student Handbook](#) (pg. 20 and 21). Respect the opinions of others using appropriate language and communications.

University Policies

Withdrawal (W)

If a student decides to withdraw from a course before the end of an enrollment period, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected. All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Upon receiving a request for withdrawal, using the number of lessons submitted as compared to the total due, a refund of tuition is made according to the following guideline.

On or before the first day of the enrollment period* 100%

After the first lesson through 10% of the enrollment period 90%

After the first 10% through the first 25% of the enrollment period 50%

After the first 25% of the enrollment period 0%

*Enrollment is measured by the number of assignments to be submitted during a six-month period of time, as determined by the University, during which semester credits are earned toward graduation. The refund/repayments shall be calculated using the percentages noted above as determined using the number of assignments completed and the number of assignments yet to be submitted.

For example, if a student submitted 2 of 17 assignments, they completed 11.76% of the class assignments. The student would be refunded 50% of the tuition cost.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply. For students enrolled through the cpacredits.com program, no refund is allowed after the first two weeks.

Students who withdraw from a course prior to submitting the first assignment, or who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99.

Course withdrawal may impact financial aid eligibility. A financial aid counselor is available to

discuss this decision.

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student's account at Upper Iowa University, the student may be required to repay some or all of the amount released to the student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. For more information on financial aid implications, go to uiu.edu/financialaid.

Administrative Withdrawal (AW)

A grade of AW (administrative withdrawal) is recorded for any course from which a student is administratively withdrawn. **At least one complete assignment/unit must be received and verified by the instructor within the first 60 days of the enrollment period or the student will be administratively withdrawn from the course.** Students who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99. Students through the cpacredits.com partnership follow the withdrawal policy listed above. Non-Attendance (NA): Never attended grades are not applicable to the Self-Paced Degree Program.

Extension

Students will be allowed to request an extension and receive an 'X' (-extension grade) at the end of their original six-month enrollment period if:

- A minimum of one assignment has been received for grading per guidelines **AND**
- All course units and exams are not completed and submitted **OR**
- A course withdrawal has not been initiated.

Note: The fee for a self-paced extension is \$99 per course. The request for an extension must be submitted no earlier than one month before the end of the course and no later than a week before the end of the course.

Extension grade details

- When the extension is granted and an "X" grade is issued, the student will receive a four-month enrollment period to complete the course.
- Students do not have the option to withdraw from a course after the initial six-month enrollment period.
- An 'X' grade posted to the student's official record will be replaced with a final letter grade; however, the extension will remain on the official transcript as a notation.
- If the course is not completed by the end of the extension period, the instructor will assign a final grade (A-F) based on work completed in relation to the total course requirements.
- If credit is not earned by the end of the extension period, students can reenroll and

repeat the entire course for credit.

Note: Students are not reported as enrolled during the extension period and are not eligible for student loan deferment. No more than one extension will be granted.

Academic Accommodations

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Disability Services (DDS) as early in the session as possible. In order to receive accommodations, students must disclose their disability to the DDS by completing a *Voluntary Disclosure Form*, as well as providing appropriate documentation. The *Voluntary Disclosure Form* is available in the DDS office or online at [Disability Services](#). Students will be given a *Request for Accommodations Contract* during their initial appointment with the DDS. **This appointment will be in person for Fayette campus students and over the phone for center, online, and self-paced students.** It is the student's responsibility to provide the instructors with a copy of the *Request for Accommodations Contract* (for Center or online students, these contracts are emailed out to instructors by the DDS for the student). Additionally, students should work cooperatively with their instructors throughout the session to make sure that appropriate accommodations are being made. You can contact the DDS at (563) 425-5949, disabilityservices@uiu.edu, or stop by the office in the Student Center, Office of Student Life, Room 229.

Academic Misconduct Policy

Cheating, academic dishonesty, and plagiarism constitute a violation of the offender's own integrity, as well as the integrity of the entire University; they will not be tolerated. Violators will receive sanctions based on the level of academic misconduct.

Cheating includes, but is not limited to:

- The use of unauthorized books notes or other sources in the giving or securing of help in an examination or other course assignments.
- The copying of other students' work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs.
- The submission of the same work for two or more classes without the approval of instructors involved.

Academic dishonesty includes, but is not limited to:

- Sharing academic materials knowing they will be used inappropriately.
- Accessing another person's work without permission.
- Providing false or incomplete information on an academic document.

- Changing student records without approval.
- Obtaining and using texts or other materials intended for instructor use only.

Plagiarism includes, but is not limited to:

- The presentation of another's published or unpublished work as one's own.
- Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source.
- Using charts, graphs, statistics or tables without proper citation.

Levels of Academic Misconduct and Sanctions

The faculty member teaching the course has the primary responsibility for resolving allegations of academic dishonesty, though egregious violations will be resolved by the School administration, the Academic Misconduct Board, or some combination thereof. The final decision on the level of a violation rests with the Academic Misconduct Board. Options for resolving an alleged case of academic dishonesty range from dismissing the allegation with no negative sanction to being expelled from the university ([Academic Misconduct Policy: Table 1](#)). A negative sanction is defined as an action taken by the faculty member that affects the student's grade for the assignment or his or her cumulative grade for the course. Anytime academic misconduct is detected, the procedures outlined in [Academic Misconduct Policy: Table 1](#) should be followed. The incident will be maintained in a searchable database maintained by the Office of Academic Affairs.

Copyright Statement

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.

This syllabus is subject to change.

© 2019, Upper Iowa University