Course Syllabus

SOCI 2301 – Marriage and the Family

Meeting Date Time:

Catalog Description: Sociological and theoretical analysis of the structures and functions of the family, the varied cultural patterns of the American family, and the relationships that exist among the individuals within the family, as well as the relationships that exist between the family and other institutions in society.

Lecture hours = 3, Lab hours = 0

Prerequisites: text

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 0
Contact Hours per Semester: 48
State Approval Code: 45.1101.54 25

Core Components and Related College Student Learning Outcomes
This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. □ Yes □ No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course IF this is a CORE course:

□ Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
□ CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
□ CT2: Gather and assess information relevant to a question
□ CT3: Analyze, evaluate, and synthesize information

□ Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
□ CS1: Develop, interpret, and express ideas through written communication
□ CS2: Develop, interpret, and express ideas through oral communication
□ CS3: Develop, interpret, and express ideas through visual communication

□ Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
□ EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion
□ EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

□ Teamwork – to include the ability to consider different points of view and to work effectively with
others to support a shared purpose or goal
☐ TW1: Integrate different viewpoints as a member of a team
☐ TW2: Work with others to support and accomplish a shared goal

☐ Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
☐ PR1: Evaluate choices and actions and relate consequences to decision-making

☐ Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
☐ SR1: Demonstrate intercultural competence
☐ SR2: Identify civic responsibility
☐ SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:
The purpose of this course is to:

Students are to identify the role of family within a social context.

Students are to explain the complexity of defining a “family.”

Students are to understand the diversity of an “American” family.

Students are to identify the various issues involved in choosing a mate; deciding on children; and how to raise the children in a variety of family situations.

Students are to understand the effects of divorce on the family members individually and as a family unit.

Learning Outcomes: [from the ACGM catalog]
After studying all materials and resources presented in the course, the student will be able to:

1. Demonstrate understanding of the family and marriage as social institutions through theoretical perspectives.
2. Examine the diversity and complexity of contemporary families.
3. Explore changing cultural attitudes about marriage and alternatives to marriage.
4. Critically evaluate such issues as sexuality, partner choice, resolving marital issues, having and raising children, and combining work with family.
5. Demonstrate understanding of the relationship between theories and research methods used in the scientific study of marriage and family.
6. Describe some of the historical changes and current trends regarding the structural nature of the American family including the role of gender in relationships.
7. Identify causes and consequences of relevant problems within contemporary families.

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

1. Identifying the Various Definitions of Families and Looking at Core Values
2. Theoretical Perspectives of Families
3. Statistical and Class Differences Associated Historically and Contemporarily with Families
4. Examining Gender and Sex Roles as they Relate to Family and Family Structure
5. Love and Intimacy Related to Family and Family Roles
6. Sexuality and Sexual Development Within the Context of Family
7. Marriage and Issues Related to Marriage; Historical and Contemporary
8. Cohabitation: Pros and Cons
9. Mate Selection and Marital Stability
10. Demographic Issues and Families
11. Child Rearing
12. Marital Relationships and Issues

**Methods of Instruction/Course Format/Delivery:**

This course is offered in online, face-to-face, and/or Hybrid formats. For the traditional classroom course, teaching approaches are expected to vary with individual instructors who should employ those techniques that work best for them and their students. Although lecture and reading assignments are the primary forms of delivery, other instructional methods may involve classroom discussion, student presentations and lectures, audio-visual instruction, invited speakers, critical thinking activities, in class writing exercises designed to stimulate critical thinking, and group activities. Distance learning is also available for students who cannot attend lectures and who are capable of the amount of self-direction and discipline required to complete such a course. Reading the materials, communication via email, and on-line discussion are some of the methods used for distance learning.

**Major Assignments / Assessments:**
The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

**Assignments**
1. Exams
2. Tests
3. Quizzes
4. Internet Assignments
5. Journal Assignments
6. Library Assignments
7. Written Assignments
8. Attendance
9. Class Participation/Discussion
10. Class Preparedness

**Assessment(s):**
1. Students must demonstrate their mastery of the course objectives by scoring 70% or better on Test 1.
2. Students must demonstrate their mastery of the course objectives by scoring 70% or better on Test 2.
3. Students must demonstrate their mastery of the course objectives by scoring 70% or better on Test 3.
4. Students must demonstrate their mastery of the course objectives by scoring a 70% or better on a written assignment.

5. Students must demonstrate their mastery of the course objectives by scoring a 70% or better on a comprehensive Final Exam.

6. Student semester grades are calculated in accordance with the Course Grade weights as listed below. The student is considered to have mastered the course objectives if the student has a final semester grade of 70% or higher.

Course Grade:
The grading scale for this course is as follows:

- Test 1 – 20% (proctored)
- Test 2 – 20% (proctored)
- Test 3 – 20% (proctored)
- Chapter Quizzes – at the end of the semester, the chapter quiz average will substitute for Test 1, 2, or 3 grade provided the quiz average is higher than the lowest test 1, 2, or 3 grade. The quiz average constitutes all assigned quizzes, not just completed quizzes.
- Discussion Participation – Discussion Topics are a requirement of this course. Students may receive up to 5 points for Discussion, based on the subjective scoring of the Professor. The Discussion points will then be added back to the Quiz grade from the related chapter.
- Written Assignment – 15% (submitted via Canvas or current LMS)
- Final Exam – 25% (proctored)

For shortened semesters, i.e. Winter Term, Summer 1, and/or Summer 2 when time and testing facility hours are modified, the grading scale is modified as follows:
- Mid Term – 30% (proctored)
- Final Exam – 30% (proctored)
- Quiz Average – 25%
  - Written Assignment – 15% (for shortened semesters, there is no Prison Field Trip – all students receive the Alternate Assignment).

Subjective grading – in circumstances where student grades are borderline and the issue of rounding the grade up comes into question, the professor may consider your classroom attendance record, your class participation level, and/or your perceived preparedness level for class in determining to round up or not.

Texts, Materials, and Supplies:

Required Readings:
- Links and/or Materials provided within the Canvas course

Recommended Readings:
• Local and National newspaper and/or magazine/journal articles relevant to the subject matter issues discussed

Other:
• For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
• For testing services, use the following link: http://www.panola.edu/elearning/testing.html
• If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
• Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.