

Syllabus for  
**SOC 201-02--Marriage and the Family**  
3 Credit hours  
Spring 2010

I. COURSE DESCRIPTION

A brief introduction to the family as an institution and a focus on preparing the individual for marriage and family life by emphasizing mate selection, adjustment, family member status and role, socialization process, social control, change of family structure, and social class and mobility aspects.

Prerequisite: None

A Christian perspective on marriage and the family is emphasized. Sociological and psychological literature and perspectives are also reviewed.

II. COURSE GOALS

- A. Although marriage is often described as a universal human condition, logic and experience indicate that marriage is not for everyone. During the course, the students are expected to evaluate their marriageability.
- B. It is the intent of the instructor that each student not only acquire the basic factual and attitudinal data relevant to the course, but also formulate a personal opinion on each of the topics presented.
- C. Two Christians, both following Christ and in obedience to Him, may sometimes find themselves on opposite sides of a question, since Christ deals with his children not only as a body but as individuals as well. Thus each student is expected to learn how to differ with someone else while respecting that other person's motives and points of view.
- D. Life is obviously lived one heartbeat at a time. Thus it is the hope of the instructor that each student will learn to translate lifetime commitments into day-by-day behaviors.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of this course, the student will be able to do the following:

- A. Evaluate their own maturity and readiness for marriage.
- B. Evaluate their own style of relating to significant others in special one-to-one relationships.
- C. Plan a budget and write their philosophical and practical justification for that budget.
- D. Develop a strategy for building family cohesion and strength through appropriate involvement and support.
- E. Utilize appropriate methods of conflict resolution and decision-making.
- F. Develop a meaningful spiritual focus for a family, presumably their families.

- G. Set both short- and long-term goals for a family.
- H. Process the impact of their families of origin on personal attitudes and behaviors that ultimately impact marriage success.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### Required Material

##### Textbooks

Balswick, J. and Balswick, J. (1999). *The family: A christian perspective*. (2<sup>nd</sup> Ed.). Grand Rapids, Michigan: Baker Book House.

Weiner-Davis, M. (1992). *Divorce busting*. New York: Fireside/Simon and Schuster

Mayton, J. (2009). *Interactive marriage manual*. Tulsa, OK: Oral Roberts University

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an eportfolio artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

##### B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

##### C. Course Policies and Procedures

1. Evaluation Procedures
  - a. Individual instructors may supplement or modify this description of course procedures through separate handouts or in-class instructions.
  - b. Percentage value of course requirements
 

(1) Unit Exam I	100 points
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(2)	Unit Exam II	100 points
(3)	Unit Exam III	100 points
(4)	Learning Experiences	100 points
(5)	Internet Assignments	100 points
(6)	Interactive Manual	125 points
(7)	Final Examination	100 points
(8)	Whole Person Assessment	<u>50 points</u>
		775 points

c. Extra work

- (1) It is not a policy to provide extra or special work for students to make up or improve their grades.
- (2) Evaluation is always based on the cumulative picture provided by a series of varied measures, and all students must meet the same requirements.
- (3) Only under most unusual circumstances might the requirements or procedures vary.
- (4) Sufficient variety is provided so that no grade stands or falls on one or two factors.

2. Whole Person Assessment Requirements

- a. All students must complete verification of a minimum of 12 hours of community service to the instructor of this course on or before week 14 of this semester. Students with an e-portfolio account must upload this verification to their account for assessment purposes.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. Other Policies and/or Procedures

a. Internet Assignments

- (1) Each student will complete two (2) internet assignments by going to the internet.
- (2) The internet address will be given in class before each assignment as well as the questions which need to be addressed in that assignment.
- (3) Each assignment will be typed with the questions stated first before each answer.
- (4) A rubric of how the assignments will be evaluated will also be given at the beginning of the semester.
- (5) Each assignment will be worth 50 points.

b. Interactive Manual

- (1) The manual is designed to help the student identify those areas important to decision making in mate choice, family values, etc.
- (2) The manual will be checked for completed exercises at least 5 times randomly during the semester. Students will lose points for each assignment not completed.
- (3) The manual will be used extensively in each class period and each student will be expected to have his/her manual in each class period unless otherwise instructed.

c. Honor code

- (1) Trust and integrity are essential to all good relationships, including educational ones. This is particularly fundamental in a Christian institution.

- (2) Although dishonesty is ultimately self-defeating and since the University is in the position of certifying work through granting grades and academic credit, the highest standard of integrity must be insisted upon.
- (3) The professor assumes that all work is entirely that of the individual student and that any variation from that or assistance used must be clearly documented and explained.
- (4) Since honesty is assumed, it is relatively easy for the student who chooses to be dishonest to take advantage of this. However, should this principle of intellectual responsibility be violated and come to light, the student receives an "F" for the course and faces possible suspension from the University.
- c. Incomplete
  - (1) The grade of "I" is given only after the student has established, before the end of the grading period, with the instructor, that his or her work is incomplete for good cause, and that a plan has been agreed upon for completion of the work.
  - (2) It is the responsibility of the student to make up any incomplete work and have the instructor submit a grade change to the registrar.
  - (3) If this is not done in the subsequent semester, the incomplete automatically becomes an "F" in determining the grade point average.
- d. Audit
  - (1) Although students enrolled for audit credit are not required to complete class assignments, regular class attendance is required.
  - (2) Excessive absence leads to failure to receive audit credit.
- e. Attendance records are kept and attendance is required. It is assumed that the responsible student may, on occasion, find it necessary to be absent from class due to illness, school-related activities, or personal business. However, it is also assumed that these occasions should arise only rarely. The professor reserves the right to deduct points from a student's total accumulation for excessive absences. More than three absences are regarded as excessive.
- f. Habitually arriving late to class or leaving early is a sign of disrespect to the instructor and the class members alike and should be avoided. The student whose schedule makes it impossible to arrive on time on a regular basis should speak with the instructor. Three tardies are treated as one absence.
- g. Late exams or make-up exams will be administered only with an administrative excuse or a doctor's note.
- h. All work must be completed by the last day of classes in order for the student to pass the course

## VI. COURSE CALENDAR

January 6-8	Introduction to Marriage and Family
January 11-15	Theological Basis for Family Relationships pp. 15-36 Questions 1-10. Pp. 2-7 in manual completed by 1/15/10
January 18-22	The Family as a Developing System pp. 37-57 Questions 1-11, pp. 9-14 in manual completed by 1/20/10
January 25-29	Mate Selection, pp. 57-72 Questions 12-17, pp. 14-17 in the manual completed by 1/23/10

February 1-5	Establishing a Strong Marriage, pp. 73-86 <b>Internet Assignment I is due 2/3/10</b> Questions 1-13, pp. 19-25 in the manual to be completed by 2/5/10
February 8-12	Christian Marriage: A Model for Postmodern Society, pp. 87-101. Questions 1-9, pp. 27-35 in manual to be completed by 2/12/10
February 15-19	Parenting: The Process of Relationship Empowerment, pp. 103-122 <b>EXAM I MONDAY, 2/15/09</b> Questions 1-7, pp. 36-45 in manual completed by 2/19/10
February 22-26	Developing a Mature Reciprocating Self, pp. 123-144 Questions 1-7, pp. 47-51 in manual completed by 2/26/10
March 1-5	Family Spirituality: Nurturing Christian Beliefs, Morals and Values, pp. 145-156. Questions 8-15, pp. 51-56 in manual completed by 3/5/10
March 8-12	<b>TEST II IS ON WEDNESDAY, 3/10/10</b>

#### **SPRING BREAK**

March 22-26	Adolescence and Midlife: Challenging Changes, pp.157-170 Questions 1-11, pp. 58-64 of manual completed by 3/24/10 <b>Internet Assignment II due on 3/24/10</b>
Mar 29-Apr 2	Expressing Love—Achieving Intimacy, pp. 239-250 Questions 1-11, pp.66-71 in manual completed by 4/1/10
April 5-9	Expressing Anger—Negotiating the Inevitable Conflicts, pp. 251-268 Questions 12-18, pp. 72-77 in manual completed by 4/7/10
April 12-16	Becoming Powerful through Empowerment, pp. 271-284 Questions 1-9, pp.79-84 in manual completed by 4/14/10; <b>ePortfolio is due this week.</b>
April 19-23	Through the Stress and Strain of Family Life, pp. 285-298 <b>EXAM III IS ON WEDNESDAY, 4/21/10.</b>

Please note that the final exam will only cover *Divorce Busting* by Michelle Weiner-Davis.

**All work must be turned in on or before 4/24/10. All assignments must be completed in order to pass the**

#### **Course Inventory for ORU's Student Learning Outcomes**

**SOC 201-02 Marriage and the Family  
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This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

<b>OUTCOMES &amp; Proficiencies/Capacities</b>		<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle		X		
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity				