



Family, Consumer, and Human Development

2905 Old Main Hill, Logan UT 84322-2905

<http://www.usu.edu/fchd>

FCHD 2400: Marriage and Family Relationships, Section 3

Spring 2017

T/ TH 3:00 pm - 4:15 pm, FL 206

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Office Location: 111 FCHD West (At the bottom of Old Main Hill, 2nd building on the south side of 5th North).

Office Hours: Tuesday 9 - 10 or by appointment.

Teaching Assistant: Loni Stookey

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Course Description:

This course is designed to provide an introduction into the formal study of marriages and families. Students will learn about the methods and theories used in the scientific study of families as well as the current demographic trends in several areas related to marriage and families. Contextual factors which influence U.S. family life will be examined along with discussions on current affairs, media trends, and policies which affect families. Emphasis will be placed on the need for critical thinking and analysis of current research as well as one's personal paradigms when studying marriage and families.

Objective:

By the end of the course, you will have:

- Studied processes that create, dissolve, and sustain US families.
- Examined the context of contemporary U.S. family life.
- Learned ways that scholars study and think about families and how the media portrays them.
- Applied what you have learned to your own family experiences.

Course Structure:

Each class period will consist of a combination of lecturing and class and group discussions. In order to effectively participate in these discussion (and receive full points for the participation quizzes – outlined below) **reading assignments should be completed before class.**

Required Materials:

- Olson, D. H., DeFrain, J., & Skogrand, L. (2014). *Marriages and Families: Intimacy, Diversity, and Strengths* (8th Ed). New York: McGraw Hill. (**8th edition is required**)
- An iClicker is required for this course. It must be registered to your A# and you will be responsible to bring it to each class session. You can register your remote online or in class during the first and second class periods.

Grading Policies:

<u>Grade Cutoffs</u>		<u>Point Distributions</u>	
A	100 – 94	Exams (3 @ 150 points each)	450
A-	93 – 90	Getting to Know You Quiz (1 @ 20 points)	20
B+	89 – 87	Research Article AB (1 @ 100 points)	100
B	86 – 83	Media Assignment (1 @ 100 points)	100
B-	82 – 80	Family Applications Paper (1 @ 100 points)	100
C+	79 – 77	Reading/ Lecture Quizzes (14 @ 10 points each)*	120
C	76 – 73	In-Class Activities (12 @ 10 points each)**	100
C-	72 – 70	APA Formatting Quiz (1 @ 10 points)	10
D+	69 – 67	Total	1000 pts.
D	66 – 60	*There will be 14 Reading/ Lecture Quizzes assigned in Canvas, but your lowest 2 scores will be dropped.	
F	59 – 0	** There will be 12 activities, but your lowest 2 scores will be dropped.	

Exams:

Exams will be held in-class on the days outlined in the schedule below. **A blue 8 ½ X 11 scantron is required for the exams and you must remember to bring one with you on exam days.** Each exam will consist of true/ false, multiple choice, and matching questions. The exams are designed to help you learn the course material. They include questions that require you to apply your knowledge in addition to questions about basic concepts.

Challenges

For each of the first two exams (but not the final exam) I allow challenges to the questions. I accept (and even encourage) challenges to them **after** (not during) the exam if you feel more than one answer is acceptable. If you want to challenge a question, you need to e-mail me and tell me the answer that should be accepted and your basis for the correctness of that answer. If the challenge is successful, I will award you (and only you) full points for the challenged question.

Make-up Points

Additionally, for each of the first two exams you can also earn up to 1/3 of the points that you missed. To do that, you need to submit a brief paper. For each question that you missed, this paper should **briefly** explain 1) why the correct answer was the best possible answer and 2) where you found that answer within the text or class notes (be specific).

Missed Exam Policy

You should plan to take all of the exams at the times they are scheduled. No make-up exams will be given unless you experience a verifiable illness/accident, verifiable school excused activity, or a verifiable death of a family member. If you know that you will miss an exam for an excused reason, please contact me **BEFORE** the exam is given, preferably a few days in advance. Make up exams may be substantively different from the regular exam. I reserve the right to interpret/modify these policies as necessary.

Assignments:**“Getting to Know You” Quiz**

This assignment is meant to help me better get to know each of the students in the class, and your responses will be used to illustrate some research methods concepts during the course. There are no right or wrong answers to the quiz and full points will be awarded for answering each question (although Canvas will say that some questions are right or wrong due to a limitation in its grading options).

Research Article Annotated Bibliography (AB) Paper

This paper will require you to read a research article from one of the four provided on the course Canvas page. You will then write an annotated bibliography summarizing the article and providing a brief reaction to the research.

Your summary of the paper should be at least two pages and no longer than three pages in length and should include each of the following sections:

1. A full APA citation for the article (use the Purdue Owl webpage for help with APA).
2. The research question that the author(s) are seeking to answer.
3. The variables that were measured and how they were measured (what methodology the researchers used).
4. The hypothesized outcomes (what the researchers expected to see happen) and the actual outcomes (what the data shows really happened).
5. A comparison of the findings with those in past studies outlined in the literature review. Did the research show that the grass was still green (did it follow prior findings) or that it was blue (did it disagree with prior findings)? Don't gloss over the details here.
6. The significance of the research findings to the field of study as well as to the average person (this is the “so what?” question).
7. Any limitations that the researchers or you see in the research sample, methodologies/ measures, or conclusions.
8. Your personal reaction to the research. Did their findings reflect what you expected or did they surprise you? How do you feel the researcher(s) could have better approached their study? Different sample? Different measures? Different questions...?

Research Article AB Grading Criteria:

Full APA Citation for Selected Article	10pts.
Sufficient Summarization of Key Article Sections	60 pts.
Identification of Study Limitations	10 pts.
Personal Reaction to the Research	10pts.
The Writing is Clear	10 pts.
Total	100 pts.

Media Assignment

This assignment is designed to help you critically examine the media messages about families that we receive on an almost daily basis from TV, movies, social media, magazines, and newspapers.

To complete this assignment:

1. Select a piece of media. Almost any type of media is sufficient* for our purposes as long as it portrays families, or presents information about families and/or relationships. Examples of appropriate media include: movies, television shows, theatrical plays, magazine articles, commercials/print/internet advertisements, cartoons, newspaper articles, songs, children's books, etc. If you are unsure about a piece of media, **ask the instructor or TA before writing your paper.**
2. Consume the media piece.
3. Write a 2 page double-spaced review of your experience.
 - a. You should include some basic information about the media piece including: the title of the piece, the type of the media piece, and a short description of any plot elements related to the underlying messages about families and/or relationships. This should be a relatively short section.
 - b. The bulk of your paper should be a discussion of the underlying message(s) about families and/or relationships included in the piece, any family stereotypes that you can identify, and relevant links to class material.
 - c. Finally, include a short statement about how the piece made you feel.

***PLEASE NOTE** – The TV shows *Modern Family* and *Parenthood* have been overused for this assignment, thus they are both off limits. Please choose something other than *Modern Family* or *Parenthood*. Papers using either show will be returned and you will be asked to rewrite the assignment and it will be marked late.

Media Journal Grading Criteria:

Basic Information Present	10pts.
Messages/Stereotypes Identified	20 pts.
Links to Class Material:	
Correct Information	20 pts.
Insight	20 pts.
Subjective Assessment of Media	10pts.
The Writing is Clear	20 pts.
Total	100 pts.

Family Application Paper

This assignment is designed to help you apply what you are learning about the scientific study of families to your own family experiences. The main point of this assignment is to put your family experience in the context of what you have learned in the class, not to tell about the experience. **Please do not share any experience about yourself or a family**

member that might make you or them feel uncomfortable (abuse, infidelity, addictions...). Please change the names of family members to keep things anonymous.

To complete this assignment:

1. Pick an experience that you or someone in your family has had that best relates to things that we have discussed in class up to this point. Your topic may also come from the text book.
2. Write a two-page (double-spaced) review of your experience that evaluates the experience in light of what we are learning in class. Possible ways of doing this are:
 - a. Showing how the experience illustrates in-class and textbook concepts.
 - b. Discussing how the experience is consistent (or inconsistent) with studies we have talked about. If the experience is inconsistent with research, speculate about why that might be the case.
 - c. Reinterpret family experiences in light of new understanding you have gained through the class.

Note: You should use the correct terminology to explain different concepts and be sure to follow the guidelines listed in the “Assignment Format” section below.

Family Application Paper Grading Criteria:

Experience detailed enough to illustrate concepts, but not too long that it gets in the way of putting it into context of the course	20 pts.
Links to class material have correct information and demonstrate that the concepts are understood	50 pts.
The writing is clear	20 pts.
The writing follows APA standards	10 pts.
Total	100 pts.

In-Class Activities/ iClickers

As much of the content for this course will be contained in the lectures and discussions we will have in class, regular class attendance is expected so that you can learn the material and contribute to the class. Several times throughout the semester in-class activities will be assigned. These will be completed in class and turned in before the class period ends. The schedule for these activities will not be given to you so you should plan to attend class as much as possible. **No make-up activities will be given unless you experience a verifiable illness/accident, verifiable school excused activity, or a verifiable death of a family member.**

In order to poll the class anonymously on opinions and experiences from time to time, the use of an iClickerr is required for this course. It is your responsibility to register your iClicker using the page in Canvas and to bring your iClicker each class period. In

addition to these polling questions that will be a part of the lectures, some of the in-class activities will require the use of your iClicker. It is your responsibility to ensure that your iClicker is functioning properly and that your responses are being recorded. Your iClicker will show you when your response is received. **“Technical difficulties” with iClickers will not be accepted as a valid excuse for missed in-class activities.**

Reading/ Lecture Quizzes

In order to encourage class attendance and the careful reading of assigned materials, a weekly quiz will follow each week of classes. The quiz will be available on Canvas for 48 hours beginning shortly after the last class ends each week meaning that the quizzes will begin on a Thursday and end on Saturday afternoon. **Please keep a close eye on Canvas so that you don't miss a quiz.** Quizzes will consist of five questions covering material discussed in the class and the assigned readings. You will have two opportunities to take each quiz, and Canvas will keep the highest grade of the two attempts. You are encouraged to take each quiz without referring to your notes or the text as the quiz questions are likely to appear on the exams as well.

It is your responsibility to ensure that you allot enough time to complete the quizzes within the 48-hour window as make-up quizzes will not be allowed. **“Technical difficulties” with Canvas will not be accepted as a valid excuse for missed quizzes.**

Assignment Formatting and Policies:

Research Article Annotated Bibliography Format

This paper should be typed in 12 point, Times New Roman font, double-spaced, and have 1” margins. Papers are to be submitted via Canvas in doc, docx, or PDF format – **no other submission method will be allowed.**

1. Please include your name and A# at the top of the page but no further heading or title is needed.
2. You will not need a references page at the end as you will include the full APA citation at the beginning of the paper and should not reference any material outside of the article that you are summarizing. Help with APA can be found on the link on the homepage of this course on Canvas.
3. You will not need in-text citations as your entire paper is to be a summary of the article so we already know your source.
4. You should not use direct quotes from the article as your summary is meant to show your understanding of their research and should be stated in your own words.
5. You are welcomed and even encouraged to organize your paper according to the numbered items listed in the assignment guidelines. This will help you be sure to complete each needed section and will also help the reader see your responses to each item. Don't number the sections as that will throw off the rest of the formatting (margins) and will eat into how much you can fit on the page.

Family Application and Media Assignment Format

Both papers should be typed in 12 point, Times New Roman font, double-spaced, and have 1” margins. Papers are to be submitted via Canvas in doc, docx, or PDF format – **no other submission method will be allowed.** In conforming with APA standards, title

and reference pages (except for the AB assignment), running heads, page numbers, and in-text citations for all referenced material will be required for all assignments. Help with APA can be found on the link on the homepage of this course on Canvas.

Late Assignment/ Quiz Policy

Written assignments and quizzes are due according to the schedule outlined on Canvas. Writing assignments turned in within the first twenty-four hours after they are due will be accepted but 20% will be reduced from the final score. Writing assignments turned in beyond the 24-hour grace period will not receive credit. Quizzes will not be available outside of the times outlined within Canvas. I reserve the right to modify/adjust these policies as I see fit.

Canvas

Check the course Canvas page often as this will be the primary source of information and resources outside of the class. I will post the slides for each lecture prior to class, the quizzes after class, and will also periodically post exam reviews, study questions, and outside resources to help inform our classroom discussions. I will also occasionally make announcements on Canvas and you will be responsible for all content contained in those announcements. **Do not contact me using the Canvas email system. If you need to contact me outside of class, please use the bryan.spuhler@aggiemail.usu.edu address.**

Important Items:

Honor Code Policy

As stated in The Student Code, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to re-enforce the higher level of conduct expected and required of all Utah State University students.” Upon admission to the university, you agreed to abide by this Honor Code by signing the Honor Pledge, which reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.
<http://www.usu.edu/student-services/student-code/article6.cfm>

Students with Special Needs

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the

channels and procedures described in the Student Code:

<http://catalog.usu.edu/content.php?catoid=12&navoid=3174&hl=conduct&returnto=search>

Emergency Preparedness

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of a fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

COURSE SCHEDULE (Topics Subject to Change)

Date	Discussion Topic	To Read Before Class
1/10 T	Intro. & Epistemologies	Chapter 1
Getting to Know You Quiz due before class on 1/12		
1/12 Th	Studying Families	Appendix B
1/17 T	Historical Context	
1/19 Th	Dating/ Mate Selection	Chapter 10
1/24 T	Cohabitation	
1/26 Th	Marriage	Chapter 11
Research Article AB Paper due before class on 1/31		
1/31 T	Family Systems/ SI	Chapter 3
2/2 Th	Rel. Concepts/ Processes	
2/7 T	***Exam 1: In Class – Bring a Scantron***	
2/9 Th	Positive Processes	Chapter 4
2/14 T	Divorce	Chapter 15
2/16 Th	Remarriage and Stepfamilies	
2/21 T	No Class – Mon. Schedule	
2/23 Th	Parenting	Chapter 12
2/28 T	Discipline	
3/2 Th	Family and Social Policy	
3/7 T	No Class – Spring Break	
3/9 Th	No Class – Spring Break	
Media Assignment Paper due before class on 3/14		
3/14 T	Media and Families I	
3/16 Th	Media and Families II	
3/21 T	***Exam 2: In Class – Bring a Scantron***	
3/23 Th	Sex and Sexuality	Chapter 6
3/28 T	Sex and Sexuality II	
3/30 Th	Gender in Families	Chapter 7
4/4 T	Work and Family Issues	Chapter 8
4/6 TH	Culture and Families	Chapter 2
Family Application Paper due before class on 4/11		

4/11 T	Race/ Ethnicity	
4/13 Th	Aging and Adult Development	Chapter 13
4/18T	Social Class	
4/20 Th	Money and Families	Chapter 8
4/25 T	More Money	
4/27 Th	Review and Additional Topics	
5/2 T	***Exam 3: Final 3:30 – 5:20 pm – Bring a Scantron***	