

**FAMILY RELATIONSHIPS - FAMLF 131 Sec 8770  
Spring 2020**

Instructor: Jeff Anderson  
Contact: Email: famlf131@gmail.com Web: andersonj.faculty.mjc.edu (postings from class)  
Mail boxes in Sierra Hall A  
Text: Human Intimacy: Marriage, Family, and Its Meaning, Frank D. Cox, 11e.

**Date Text Topic**

01/16 Ch. 1 Human Intimacy in the Brave New World of Family Diversity  
**Begin Journal**

01/23 Ch. 2 Human Intimacy, Relationships, Marriage and Family  
Ch. 3 American Way of Love

01/30 Ch. 5 Communication in Intimate Relationships

02/06 Ch. 4 Gender Convergence and Role Equity  
Ch. 6 Dating, Sexual Mores and Mate Selection  
**Due: Who Am I?**

02/13 **NO CLASS MEETING – OUT OF CLASS ASSIGNMENT**

02/20 **Exam #1 Text Chapters 1-6**

---

02/27 Ch. 7 Marriage, Intimacy, Expectations and the Fully Functioning Person

03/05 Ch. 8 Human Sexuality  
Ch. 9 Family Planning, Pregnancy and Birth

03/12 Ch. 10 The Challenge of Parenthood  
**Due: Term Paper**

03/19 Ch. 11 Family Life Stages: Middle Ages To Surviving Spouse  
Ch. 12 The Importance of Making Sound Economic Decisions

03/26 **Exam #2** Text Chapters 7-12

---

04/02 Ch. 13 The Dual-Worker Family: The Real American Revolution  
Ch. 14 Family Crisis

04/09 Ch. 15 The Dissolution of Marriage  
Ch. 16 Remarriage: A Growing Way of American Life  
**Due: Passages Assignment**

04/16 Family Violence & Substance Abuse

04/23 Ch. 17 Actively Seeking Marital Growth and Fulfillment  
**Due: Journal**

04/30 **Exam #3** Text Chapters 13-17

---

**Class Meeting Time**  
**Thursday 6:30 PM to 9:35 PM**

**Talking in Class is encouraged during class discussions and small group work, otherwise please converse outside of class**

**Cell Phones & Pagers—**  
**please turn off phones and pagers during class (if you are required to carry one, please set on a silent mode). This includes texting.**

## FAMILY LIFE 131

### FAMLF 131—FAMILY RELATIONSHIPS

54.00 Lecture Hours,

3 Units

The family and its interpersonal relationships, the formation and development of the family, adjustments within the family, the family cycle, parenthood, marriage enrichment, dissolution of marriage and remarriage, exploration of resources to strengthen the family. Field trips are not required. (A-F or P/NP) Transfer: (CSU, UC) General Education: (MJC-GE: E ) (CSU-GE: D7 ) (IGETC: 4G )

### FAMLF - 131: Family Relationships

#### Course Learning Outcomes

As a result of satisfactory completion of this course, the student should be prepared to:

1. Identify the different Family Structures as categorized by Types of Marriage, Types of Families, and Authority Patterns
2. Describe the most common and major STIs (Sexually Transmitted Infections) and their impact on interpersonal relationships, including physical health, mental health, and family planning

This course also meets the General Education requirement for Area E - Health Education. So in addition to the specific course learning outcomes listed above, as a result of satisfactory completion of this course, the student should be prepared to:

1. Demonstrate proficiency in HEALTH EDUCATION by describing the integration of the physiological and psychological human being.
2. Demonstrate proficiency in HEALTH EDUCATION by analyzing the development of self and making plans for lifelong learning.
3. Demonstrate proficiency in HEALTH EDUCATION by evaluating the impact of daily decisions on life and health.

## METHODS

We each have roles that will facilitate your understanding of the course material. My role is to aid you by elaborating on the Family Life concepts and principles presented in the text, introducing relevant “real world” examples, and being available to answer specific questions. Some topics in the text will have more emphasis in the classroom and other relevant topics not covered in the text may be presented.

Your role is to come to lecture **prepared**. Students are strongly encouraged to have read the assigned chapter(s) **before** the lecture and to be ready to participate in class discussion. The content of this course will probably require you to re-read certain chapters in order to grasp the concepts covered.

Students are encouraged to ask questions. The only wrong question is an unasked question; if asking that question would have improved your understanding. I will attempt to answer all student questions during lecture except when it is apparent that the student has not read the material.

## CLASS DECORUM

This is a Family Life Class. Therefore, we will conduct ourselves as we would in a healthy family environment. This means each of us will respect each person in the class, even if we do not share the same beliefs or perspectives on various family life topics. Each of you is expected to contribute to each class session by arriving on time, being attentive, participating in the class discussion, and being respectful to everyone in the class. Disruptive conversations, sleeping, and being on your phone or computer is not acceptable while class is in session.

In addition to arriving on time, students are expected to stay the whole class period. Please avoid disrupting fellow classmates by arriving late or leaving early. If a situation arises that consistently causes you to be late or absent, please contact me.

**TURN OFF CELLULAR PHONES, TEXT MESSENGERS, ETC. UPON ENTERING CLASS!!!**

## CODE OF CONDUCT

Honest and ethical students are protected in this class. The MJC Code of Conduct, printed in the Student Handbook, reminds students of their responsibility to behave honestly and ethically. It is your responsibility to familiarize yourself with these codes. Please be extremely careful that you do not engage in any behavior that could even be construed as cheating. Outside of class, students are allowed to study together. However, copying another student's homework is not acceptable. **If the instructor determines that students have “relied” too heavily on each other in preparing homework or any other project, the students may be assigned no credit. Future occurrences could result in academic disciplinary action.**

During an exam, talking to another student, looking at another student's paper, using the text or using cheat notes, using electronics, etc. are not permitted. I will vigorously pursue any suspected cases of plagiarism, cheating or other violations of the Code of Conduct, whether completed or merely attempted. Even a first offense of academic dishonesty will result in a score of zero on that exam.

## EXAM POLICY

**Arrive on time for exams or risk missing them.** Once a test or exam has begun, students may not leave until the exam is completed and turned in. You won't be allowed to take an exam if other students have completed it and left the classroom before you arrive. If you arrive after the exam has begun, you may not ask other students for pencils, scantrons or other supplies. If you arrive more than 20 minutes late you will not be able to take the exam.

**EARLY EXAMS ARE NOT GIVEN. PLEASE INFORM THE INSTRUCTOR AS EARLY AS POSSIBLE IF THERE ARE ANY SCHEDULING CONFLICTS.**

The only time to take a make up exam is during class time the week following the exam. 10 Points will be deducted for late exams.

### **ATTENDANCE**

As with any course, it is crucial that you do not miss any classes! If you are late or absent, you are responsible for submitting homework before the assigned deadline and for keeping abreast of lecture topics. Excessively tardy or absent students may be dropped from the class.

### **WITHDRAWAL and DROP POLICY**

Students are responsible for withdrawing from the class. If a student has not attended during the first two sessions, the instructor may elect to withdraw the student. If during the course of the semester the student does not attend regularly, does not submit the assignments and/or does not take the exams, the instructor may DROP said student from the course.

### **STUDENTS WITH DISABILITIES**

I am happy to make academic adjustments for students with documented disabilities. Please contact the Disabilities Office.

### **ASSIGNMENTS**

Homework is due at the beginning of the class period noted in this syllabus. Homework may be turned in one class period late for partial credit. Students will not receive credit for homework submitted more than one class period late. In my experience, students who keep up with the homework generally perform better on exams. It is strongly recommended that the student keep all graded assignments through the end of the course.

## FAMILY LIFE 131 - GRADING POLICY

Spring 2020

Assignment	Due Date	Points	FINAL GRADES
Who Am I?	02/06	20	A = 450-500
Exam #1	02/20	100	B = 400-449
Term Paper	03/12	50	C = 325-399
Exam #2	03/26	100	D = 250-324
Passages	04/09	20	F = 000-249
Journal	04/23	60	
Exam #3	04/30	100	<b>ATTENDANCE</b>
Attendance		50	Perfect = 50+5
			15=45 10=20
Total		500	14=40 9=15
			13=35 8=10
			12=30 7=5
			11=25 0-6=0

1. Ten points will be deducted for all papers turned in after the due date. **NO LATE PAPERS WILL BE ACCEPTED MORE THAN 7 DAYS AFTER THE DUE DATE.**
2. Assignments omitted: Any paper not turned in will result in a deduction of points equal to the possible points.  
**Example: Failure to hand in the Journal #1 will result in the deduction of 20 points. Instead of getting 0 points for the assignment, the score becomes -20.**
3. Make-up exams may be given only in cases of serious emergency. Ten points will be subtracted for each late exam. **CONTACT THE INSTRUCTOR IMMEDIATELY IF YOU MISS AN EXAM!** PLEASE NOTE THAT THE COLLEGE NO LONGER SUPPORTS PROCTORING ROOMS FOR MAKE UP EXAMS. IT IS QUITE POSSIBLE THAT ARRANGMENTS WILL NOT BE ABLE TO BE MADE FOR MAKE UP EXAMS. PLEASE ATTEND THE SCHEDULED EXAM CLASSES.
4. Attendance: Each student will be awarded 50 attendance points. Points are awarded according to the schedule listed above. Excessive lateness and early departure from class will be considered an absence. Excused absences are at the instructor's discretion for very serious emergencies.
5. Extra Credit: 10 points/approved event; maximum 20 pts. Extra credit assignments must be turned in by **04/23. No extra credit assignments accepted after this date!**

## FAMILY LIFE 131

### WHO AM I?

**Due: 02/06/2020**

Each student will develop a composite of the person he/she has become and the person he/she wants to become. The paper should be written in 1<sup>st</sup> person and read like a narrative description. Most students write a chronological history of their life. Include the following elements in your report (in which ever order is suitable to you):

1. Your background. What it was like to grow up in your family? Significant experiences of your past that make me who you are today. What was school like through the years? Who were your friends and what did you like to do? Where have you come from to be the person you are today? Your family of origin (strengths & weaknesses). Your family of procreation (If you have a significant other, include how met, what attracted you to them, how you knew you were right for each other etc.).
2. Others in your life. The people who have most affected your life.
3. Where you acquired the principles you use in your life. Your strengths. Your growing edges, the areas of your life that you are currently in the process of developing most significantly.
4. Your future. Where are you going with my life?  
Family ... Education ... Career

#### Presentation:

1. May be prepared on a computer or written in ink in neat handwriting using one side of a paper (Computer prepared is preferred). Please, no paper pulled from a spiral-ringed notebook. If prepared on a computer please format for **double spacing**. Use Times New Roman or Ariel Font size 12. If handwritten, use college ruled lined paper, single spaced.
2. Check for accuracy of spelling and punctuation.
3. Four to five pages or however long it takes to cover the subject. Max at about eight pages. Three full pages minimum for full credit.
4. Use a cover sheet with the title of the paper, class name, due date, and your name.
5. Staple the pages together on the top left corner. **Do not use paper clips or little folders.**
6. Put your name in the top right hand corner of **each page**, including the cover sheet.
7. A portion of your grade is dependent upon following the above directions.
8. Save a copy of your paper for your files

**FAMILY LIFE 131**  
**TERM PAPER**  
***DUE: 03/12/2020***

1. Select a family life topic that has special meaning to you. You may choose your topic from the table of contents or the subject index of the text if you have difficulty thinking of a topic.
2. Find 4-6 resources that give information about your topic. These should be recent sources (last 5 years whenever possible). You may use the text for this class as one source.
3. Include the following sections in your report. Begin each section on a new page. Use headings to title these sections as indicated below.

***TITLE (Cover) PAGE*** - Include the title of your paper, the date of submission, and your name centered in the middle of the page. Please also include the name of the class as follows:  
FAMLF 131 Thursday.

***ABSTRACT*** - The abstract should be a summery/overview of the report. The length should be no more than one paragraph of about five sentences. Begin the abstract with a topic sentence. (HINT: Write the abstract last, after you have finished everything else, and place it after the title page)

***REVIEW OF LITERATURE*** - Present what you read about your topic. Cite references by using footnotes, endnotes, or integrating your references into your text (preferable). Be sure to have an introductory paragraph and a conclusion paragraph! The abstract does not replace a proper introduction or conclusion in your review. The review should be no less than full three pages. For full credit in this section you will need at least four full pages.

Integrate your references. Show how the various authors support or disagree with one another. Do not merely give a report of what each author states. You may sparingly use direct or indirect quotes citing authorship accordingly. Give specific attention to the connecting thoughts. **Your personal feelings and thoughts should be left for the next section.**

***PERSONAL REFLECTIONS*** - What are your own feelings on the topic? How does this research relate to your own life? Be descriptive! Give your feelings/opinions and examples from your experiences (personal and/or observed) to illustrate your reflection. This section should be a minimum of  $\frac{3}{4}$  to one page.

***WORKS CITED*** - Arrange your resources alphabetically by author. Underline the name of the book or magazine. All references must include the publication source and date. Only use sources in the bibliography that are included in the Review of Literature. For an example of how to arrange a bibliography, see the one at the end of the text.

*GRADING:* 50 Points Total

5 pts. - Abstract

15 pts. - Review of Literature

15 pts. - Personal Reflections

5 pts. - Works Cited/References

10 pts. - Presentation (Spelling, sentence structure, punctuation, neatness, completeness.

Papers must be in ink or typed double-spaced on one side of the page.

Use New Times Roman or Ariel Front size 12.

Staple in the upper left hand corner. No paper clips or folders. Put your name in the upper right hand corner of each page including the title page.)

Follow directions and Copy/Save your paper for your files!

**FAMILY LIFE 131**  
**PASSAGES ASSIGNMENT**

***Due: 04/09/2020***

1. Read the handout, “On Becoming Adults: A review of Sheehy’s Passages.”
2. Prepare a paper that is a summary of each stage of life and of your experience/observation of each of the five life passages that are described:

Pulling up Roots  
The Trying Twenties  
Catch - 30  
The Deadline Decade  
Renewal/Resignation

Describe what you personally experienced as it relates to the Passages that you have had in your own life.

For those Passages that you have not personally experienced, describe what you have observed in the life of another person. If you wish, you may interview an older person and have them describe all their adult life passages.

3. You must write about all five stages and describe your observations of all the stages. For the last stage, Renewal/Resignation, you may be describing at least two different people.
4. The paper should contain at least one substantial paragraph about each of the life stages.
5. Put your name on the top right corner of each page. Staple the pages in the top left corner. If typing use Times New Roman or Ariel Font size 12. Please double space.
6. Follow Directions & Make a copy/save of your paper for your files.

## FAMILY LIFE 131

### JOURNAL ASSIGNMENT

*Journal – 04/23/2020 (you are encouraged to bring your journal to class after a few entries so the instructor can give feedback before you get far along)*

All students are required to keep a Journal. The object of the assignment is to broaden your classroom experience and develop the interrelationship of this class and many other experiences in life. The Journal will give you opportunity to communicate in a written dialogue and expand what is discussed in lecture. It will bring your reading of the text into focus and connect it with your own experiences. As you bring out more complexities, it will lead you into further critical thinking.

**This assignment is *not* a Diary, but your reflective thinking about this class.**

1. Obtain a composition notebook from the MJC Bookstore or similar size journal book. **Put your name in black ink on the right top hand corner (use a label if your journal has a dark cover).**
2. Each student should have at least one Journal entry per week. **It is critical that you date each entry.** A minimum entry is one substantial paragraph (one page) Most students will have much more to write. If some entries are shorter, then others should contain more developed thoughts.
3. Some ways you might approach this assignment:

Write on your reactions to content in the class -- questions, feelings, further discussions you may have with others after class.

Write on your reactions to what you read in the text.

Write about content of this class that appears in other media such as the newspaper, magazines, other classes, on television.

Collect clippings, quotes, drawings and whatever else may be meaningful to your studies in this class.

Make observations of people and events that add meaning to your experiences in this class.

Please note that a portion of your grade is dependent on following the above directions.

All entries are strictly confidential. Please feel free to agree or disagree with the course material, class presentations, etc. Be sure to focus on **content** and it's **meaning to you**.

## STUDY HINTS FOR THE EXAMS

- Begin reading the text right away.
- Plan and work out a schedule of reading and using the study guide that will have you complete the guide a week or so before the exam. This usually means putting in time at least a few days a week (probably four or five).
- Read the chapter all the way through once without using the study guide. It is helpful to read the chapter straight through and get an overall sense of its contents. Just sit and read without note taking or highlighting.
- Read the first five or so questions on the study guide. Focus on the first question and begin reading the text. Find the answer and write it on the study guide. Put the page number on the line next to the question for checking later.
- The questions are largely, if not all, sequential, so you should be able to read through the text and answer the questions in order as they appear on the study guide.
- Once you've completed the study guide it is helpful to find a friend or acquaintance in class with whom you can review. We may have some time in class the week before the exam for this type of review.
- Hopefully, the week of the exam you will have no new reading to do. Simply review the study guide every day. Use different learning styles to ensure your ability to remember:
  1. Read the study guide to yourself
  2. Read the study guide aloud
  3. Re-write your answers on the study guide
  4. Have someone quiz you

You are now more than ready to take the exam. Best of Luck!