

FAMLF 131: Family Relationships (3 Units)
Spring 2010
W 08:30 – 11:35 a.m. (Sect 0936) – Muir 155 West

Instructor:	Karen Wells		
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Office Hours	By Appointment		

REQUIRED TEXT AND MATERIALS:

Cox, F.D. (2006) [Human Intimacy, Marriage, the Family, and Its Meaning](#), 10th Ed.,
Wadsworth/Thomson Learning

ADDITIONAL READING:

McCloud, C. (2006), [Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids](#), 1st edition, Ferne Press

McCloud, C. and Martin, K. (2008), [fill a bucket, a Guide to Daily Happiness for Young Children](#), 1st edition, Ferne Press

COURSE DESCRIPTION:

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.

COURSE OBJECTIVES:

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

- Identify and contrast factors influencing diverse family structures over time
- Interrelate critical areas in the formation of love relationships and the mate selection process
- Contrast diversity of adult lifestyles
- Distinguish the effects of changing roles on marital expectations
- Interrelate the role of communication and self-disclosure in the development of successful relationships
- Evaluate the role of family resource management and financial decision-making in family relationships
- Assess the role of sexuality in successful relationships
- Compare and contrast methods of family planning
- Differentiate between positive factors in the decision to parent from those centered on meeting self needs
- Evaluate the role of educated childbirth in a positive birthing experience
- Assess the challenges of parenthood throughout the family life cycle including single parenting and parenting elderly parents
- Contrast various opportunities of marriage enrichment in relationship to growth and fulfillment

- Appraise problems within relationships and develop techniques to cope with families in crisis including awareness of community resources

CLASS FORMAT:

Lecture, guest speakers, in-class activities, out of class activities, and discussion!

COURSE REQUIREMENTS:

	Activity	Points	Due Date
1	Who Am I?	10	Jan. 20
2	My Family (5) or Genogram (10)	5/10	Feb. 03
3	Romantic vs Realist?	5/2	Feb. 10
4	Love Is?	5/2	Feb. 17
5	Position Statement	5	Mar. 03
6	STD Questions	10	Mar. 17
7	Encouraging Positive Behavior	15	Mar. 24
8	Budget	10	Apr. 07
9	Book/Movie Reflection	25	Apr. 21
10	Current Issue Project: Submission of Draft/Outline Completed Project	25	Mar. 10 Apr. 31
11	Making Decisions EXTRA CREDIT Choose only one <ul style="list-style-type: none"> • Sexual Behavior Healthy? (page 165) • Contemplating Living Together (page 175) • Couple Inventory (page 219) • Attitudes About Money (page 369) • What Changes Must Be Made with Divorce (page 474) 	5	No later than Apr.14 for ANY extra credit
12	Exams (3 @ 30 pts. ea) Final Exam: Wed. April 28th	90	
13	Participation	50	
14	In class exercises	60	
15	Additional Extra Credit Opportunities	TBD	
	TOTAL	310+	

GRADING

310 - 279 = A 247 – 217 = C

278 - 248 = B 216 - 186 = D

185 or less = F

ACTIVITY DESCRIPTIONS

1. Who Am I?

10 points

Due: 01/20

Composite of who you have become and who you want to become.

- Background: significant experiences that make you who you are today. Where have you come from to be the person you are? Who is your family of origin (orientation)? Who is your family of procreation?
- Others: people who have most affected your life.
- Principles: where did you acquire your principles? What are your strengths? Where are you growing – your edges? What are the areas in your life that you are currently in the process of developing most significantly?

- Future: Where are you going with your life? Family? Education? Career? Relationship?
- **What portions of this course appear to be the ones that will have the most significance in relationship to your personal life?** (Check the outline)

May be handwritten in ink NEATLY, or typed, 3-5 pages, **double spaced**, 12 font preferred.

2. My Family or Genogram 5 pts (My Fam) or 10 pnts (Geno) Due 02/03

Identify your family characteristics:

- Type of family structure, marriage, type of family, authority pattern (pg 35)
- Identify the emotional connections, i.e. close, conflicted, cutoff
- Identify any family/general values
- Number of siblings, aunts/uncles
- Race, ethnicity, culture (At least one page in length)

3. Romantic vs Realist? 5 points Due 02/10

Respond to all questions on pages 70 and 71 and score yourself. You do not need to reproduce the questions, just provide your individual question scores. Total your score, tell me what you are: Romantic or realist? THEN respond to and reflect on what is **beneficial and challenging** about being a romantic or a realist. If you have a partner, have them score themselves and **contrast your two approaches to love for 2 extra points.** (At least one page in length)

4. Love is? 5 points Due 02/17

Reflect on the key search terms on pages 74 & 75, define all of the terms on pg. 74, and respond to what **you** think love is. (One page in length) If you have a partner, have them respond for 2 extra points. (If combined response with definitions, two pages)

5. Position Statement 5 points Due 03/03

Reflect on the chapter (5), including "Making Decisions" on page 131 and "Highlight" on page 140. What do you think? Respond articulately and be prepared to share your position in class. (At least one page in length)

6. STD Questions 10 points Due 03/17

Student will research 5 different STDs and identify each one in following format:

- 5 characteristics of each i.e. symptoms, susceptibility; etc.
- Means of transmission
- Treatment and prevention
- Impact; i.e. effects on relationships, lifestyles, lifespan

Student will present one of STDs to the class. (5 points will be given for presentation; 5 points for written assignment)

7. Encouraging Positive Behavior 15 points Due 03/24

Using "Have You Filled a Bucket Today?" or "fill a bucket", read the story to a child, group of children, or paraphrase the concept of "positive behavior" to a young person and get their views on "bucketfilling" and "bucketdipping". How would they apply it on a daily basis? Make a weekly list of activities that the child can complete every day.

Student can also choose another child development book as an option to identify the concept of “Positive Behavior”, and the use of discipline and/or punishment.(See “Making Decisions”, page 315). Then respond to your personal view of these concepts, their impact on children and adults, and their practice in everyday life. Be prepared to contribute to a class discussion about discipline, punishment, and positive behavior. (2 pages in length)

8. Budget

10 points

Due 04/07

Collect receipts for a full week of every expense, cash or credit/debit (monies spent). Submit your budget and compare it to the categories on page 379. (One page) Are some categories left out? Respond to the budget you submit, i.e., was it helpful, difficult to do, can it be maintained, etc. (One half page response.) You may also submit an ideal budget using the figures of the career path you are choosing.

9. Book/Movie Reflection

25 points

Due 04/21

For book or movie selection, see Book/Movie List on syllabus (website). Other books may be recommended or approved by Instructor. Choose a storyline/theme that resonates with a portion of Family Life/Family Relationships or one that you are open to explore for deeper meaning, and be willing to present your position or point of view in contrast to the author or director’s perspective. Summarize the book/movie in two parts: synopsis/summary, and reflection/critique.. Remember to keep your **summary and critique** completely separate in your paper. (Paper should not be more than 3 pages in length.)

10. Current Issue Project

25 points

**First draft Due 03/10
Completion Due 03/31**

Student will choose a current issue or topic in the news that related to Family Life. It will be followed by your personal opinion with support. The ability to compare and contrast is valued and is a higher order of thinking on "Bloom's Taxonomy of Higher Thinking". (Two pages in length.)

11. Making Decisions

EXTRA CREDIT/5 points

Due: 04/14 latest

Choose one of the following "Making Decisions" options and give your reflection – 1 page minimum, **double-spaced**:

- Sexual Behavior Healthy? (pg 165)
- Contemplating Living Together (pg 178)
- Couple Inventory (pg 195)
- Attitudes about Money (pg 364)
- What Changes Must be Made with Divorce (pg 474)

12. Exams

30 points each

Exams will be multiple choice and essay. Students will need 2 882E Scantrons (or student may choose to use one Scantron for both exams.) Essay (mid-term) will be open-book, open-notes format; Blue Book is not required.

Week 16 FINAL 04/28, Wednesday, 8:30 a.m.

CLASS POLICIES

Class Cancellation or Starting Late

Instructor will notify a staff member to alert the class if 15 minutes has elapsed and class will be cancelled. Instructor will also have an attendance sheet available for said instances.

EMAILS to/from INSTRUCTOR

When an email is sent to the Instructor, wellsk@mic.edu, it will be acknowledged to let the student know that it was received. Hence, if there is no acknowledgement within 24 hours, the Instructor did not receive it.

In case the Instructor needs to initiate an email to a student, the email address that is on the MJC Student Roster will be used. It would benefit the student to check their MJC email on a regular basis.

ATTENDANCE

- Research shows that students who attend class receive better grades! Thanks for arriving on time and staying for the entire lecture. Also appreciated is the use of rest room facilities prior to class. Missing class can result in missing information on assignments or test questions not covered in the text.
- In case of an absence, tardiness, or need to leave early, it is your responsibility and expectation to advise Instructor prior to missing class, coming late, or leaving early, with the exception of emergencies, unforeseen situations, etc. It is the student's responsibility to get class notes and handouts if there was a missed class. I encourage you to get two phone numbers of fellow students to check in with them per any changes in the class schedule or assignments.

ASSIGNMENTS: DUE DATES, CRITERIA

- Assignments are collected at the beginning of class.
- Printers have a way of breaking down at the last minute and computers "know" when you have a deadline! If you encounter a printer problem you can advise me via e-mail and I will use my discretion for late assignment approval.
- I would suggest backing up your homework on a pin drive or disc (and removing the disc from the computer when you work in one of the labs); if your hard drive breaks down you will at least have a copy of your work.
- All papers are to be **double-spaced**, font 12, black ink.
- All papers **must have a heading with the assignment name**, your name.

CELL PHONES/Ipods, MP3 players, electronics ETC.

- Please turn off all electronic equipment prior to entering the classroom. Please do not respond to a text or a call in the classroom. Student will use their discretion to respond to an "emergent" call or text and step outside the classroom to respond. Instructor will use her discernment if a student appears to be in violation of said policy. **Any student that is notified of breaking policy will submit a 2-page essay describing their behavior which will be due at next class meeting. Further violations will result in a "Disruptive Student" report (Board Policy 5500).**

All cell phones must be placed on the floor during exams. Any violation of that will result in a 0 for the exam.

EDUCATIONAL SUPPORT SERVICES

- There are many programs available at MJC for students who are having difficulty in a class. Please communicate with instructor immediately regarding any special circumstances or situations. If you have a disability and/or other condition which

makes it difficult or impossible for you to meet any or some of the requirements specified on this syllabus, please see me as soon as possible so that we can work out some arrangement(s). Accommodations can be made for students with disabilities to enhance their learning experience and contribute to their successful completion of courses. Please let me know how I can assist you.

- If you have previously registered with Disability Services on campus and plan to use their services this semester please contact that office as soon as possible. Services will not be provided for you unless you let them know what courses you are taking and what your needs are for this semester.
- Make use of the Learning Center (slow-paced lab for computerized instruction in reading, writing, and math); computer labs, the library, Tutoring Center, and Writing Center!

ACADEMIC DISHONESTY AND PLAGIARISM

Examples of academic dishonesty include cheating or providing information for another student that allows cheating. Plagiarism is using someone else's ideas or words without citing them. Merely changing the order of the words is not sufficient to avoid plagiarism. When in doubt, CITE! There are two computer programs available that help instructors identify the origin of an idea or statement. If plagiarism or cheating is suspected, the student will be confronted and the work submitted will receive "0". Do not do your work with another student (unless group work is the assignment). This is not a class where that is helpful in accomplishing the objectives. This is a course designed for your personal growth, not your friend's. Do your own work and do not allow others to use your work. I take cheating very seriously and will respond to dishonesty and plagiarism.

Welcome to FAMLF 131! Welcome to MJC! Celebrate the learning process! Be involved. Come prepared to share ideas as we experience a "community of learners". Be respectful of others. Give your full attention when others are speaking. This is a very large room with lots of visiting opportunities. Thank you for being respectful in limiting your side conversations. If you need to speak, either raise your hand or take your conversation outside the classroom.