



Sociology 103 - Intimate Relationships and Families

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100% Online/GO

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Office Hours:

Monday and Wednesday 9:00-9:30 AM,
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Tuesday and Thursday 11:00-12:00 PM
and by appointment
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Course Description

This course examines the various forms of intimate partner relationships that exist within a diverse, multicultural society. Social, cultural, and political constructs that apply to the definition, status, and legality of human partnerships are analyzed.

There are no prerequisites for this course, however it is recommended that you be prepared for English 101. The course is CSU and UC transferable.

Student Learning Outcome

At the end of this class you will be able to analyze current social issues affecting families from a variety of theoretical perspectives.

Course Objectives

Students will be able to

1. Analyze the changing definition of the family and state the variety of family forms which currently exist in the US, and address the current debates supporting and rejecting this contemporary definition.
2. Explain the specific social, demographic, and cultural trends occurring in the US that affect the changing family (e.g., increasing divorce rates, postponing marriage, rising numbers of singles).
3. Compare and contrast the similarities and differences between family forms such as multicultural families, single-parent families, blended families, and gay and lesbian families.
4. Explain the theoretical perspectives and methodological techniques used to examine the topic of the family.

8. Analyze how historical events have shaped current dating practices.
9. Analyze the concepts of love and sexual intimacy.
10. Compare and contrast standards of attraction and how they change over time.
11. Use theories of mate selection to analyze how individuals choose appropriate or inappropriate mates.
12. Examine how families make decisions about how to use their resources.
13. Explain how power is gained and used in intimate relationships, particularly within abusive relationships.
14. List ways to enhance communication skills.
15. Describe sources of conflict and conflict resolution skills.
16. Compare and contrast contraceptive choices and explain why couples use or do not use them.
17. Describe common STDs and their symptoms.

Emailing

A lot of our communication takes place via email. I can address your issues much faster if I know who you are. It is a good idea to add your name to the “from name” field in your email account so that I don’t have to repeatedly ask you. Be sure to edit your Personal Information in Blackboard so that your email address is correct and you receive class emails. Go to My Places at the top of the main screen after you log on. Click on Personal Information to update your email address and name (change it to what you want to be called). Also change your password there. If you haven’t updated your email address in Blackboard and you email me from within Blackboard, I can’t reply to you; my reply goes into outer space. I will respond to emails within 48 hours unless I am out of town. I will notify the class if I am going to be out of town.

Take the opportunity to practice proper grammar and netiquette (see my website) in your emails.

I have more than one class so the subject line of the email should include

- *the class number (5 digits)*
- *your name if it does not appear in the “from” field*

Remember that you may be working on this class in the middle of the night, but I am not. Please do not expect me to tend to your issues outside of normal work hours, I may do so at times, but please do not expect it on a regular basis.

Many of the functions of Blackboard use pop-ups. You will need to disable the pop-up blocker on your browser to use these items.

Required Textbook

There is a link to the free open source textbook in the menu in Blackboard. Additional articles from the library are in the unit folders. You may read them on your computer or print them.



Course Requirements

10 Self assessment reflections (10 points each)

5 Discussion board forums (25 points each)

1 Quiz (15 points)

5 Unit exams (30 points each, lowest score dropped)

Total 360 points

The first folder contains an introduction chapter, a discussion forum, and a quiz—these must be completed by the date on the calendar or I may drop you from class due to non attendance. Merely entering the class does NOT constitute attendance—you must complete the quiz and initial forum posting to stay in class.

“I once dated a girl who liked celebrating Valentine’s Day a week late. That way, flowers aren’t overpriced and candy is half-off. In retrospect, I should have married that girl.”

—Aaron Karo

Self Assessment Reflections

Complete any 10 self-assessments that pertain to you and *reflect on them*.

Complete those that will have the most meaning for you. They are due when the chapter they are associated with is due and you can find them in the chapter folders. Each chapter has at least one assessment. Complete as many or as few per chapter as you like. Some assessments only pertain to certain people; people with children for example. Do NOT email the actual assessments to me. Instead email to me a **minimum ½ page single spaced** reflection on the assessment. **That's a minimum of 20 lines on a full screen in my email program, with 12 pt Times font.** Please place the reflection in the body of the email; one reflection per email. **Do not attach a file.** However it's a good idea to compose your reflection in Word or another program so you can take advantage of the spelling and grammar checks.

The reflection is NOT a description of what is, it is be a discussion of what you got out of doing the assessment, such as how did it help you learn about yourself or others, how did it make you feel, how will it influence you to make changes in your life, how does this information give you a better understanding of how you fit into society, etc.? Start your thoughts with things like "I will change my life in this way..." "This is what doing this assessment made me think of..." "what I am out on my own, this is how I want my life to be..." "This made me think of how families are portrayed in _____ and how that is *very much like/not at all like* real life in these ways..."

There is a difference between *description* and *reflection*. Some students get caught up in the description of how they scored, or about their relationship—if you want to describe first that's fine but the *reflection* part needs to be 1/2 page.

This should be written using good principles of English writing. These are graded on your ability to REFLECT on the process of the assessment and to write using college level English skills. If I return a reflection to you and ask you to reflect, you will have 48 hours to reply to my email. I want to see your original assignment and the re-do in the same email.

In the subject line of your email be sure to put the following:

1. Your name if it's not in the email address
2. The exact title of the assessment (Some are similar and if I can't tell which one you are reflecting on, I can't give you credit.)
3. The class number (5 digits)

Include only one reflection per email. If you combine reflections in one email, I will count them together as one.

Be sure to keep backup copies of all reflections. I will post your points for reflections after each due date. There are over 20 to choose from but some only apply to specific students, such as those who are actively forming a stepfamily.

“The other day, I met the neighbor who shares my bedroom wall. When I pointed out my unit, he said, ‘Oh, that’s you? Oh—that’s you.’ I didn’t think much of it until I was in bed last night and I heard him clear his throat. He’s. Heard. Everything.”

—Aaron Karo

Discussion Board

The goal of the discussion board is to have students interact with each other. For each forum post a **minimum of one thought provoking** response to the question posed. Each posting should be *no less than six complete sentences written using college level English skills*. Each posting is worth 10 points.



Also post a **minimum of three thoughtful** replies to anyone else’s original posting or reply. These postings should be *no less than five complete sentences and should contain some substantive information, again using college level English skills*. Three sentences telling that you agree with the person does not qualify; be sure to add something to the conversation. Each response is worth 5 points. Please use the QUOTE button when replying to another student so that the layers of conversation appear.

Your replies must be posted on a *minimum of two different days* and the original post must be *within two days of the available date*. So if it’s available on the 1st you must post your original on the 1st, 2nd, or 3rd to receive full credit for that post. You can thank those students who wait until the final morning to do all of their posts. This robs other students of reading and replying to those postings. If only I can see them, they aren’t a class conversation.

Replies that say “good job,” “Dear Tom,” “I agree with you” and similar statements don’t count as sentences in replies. You must have at least five substantive sentences that add something, you can also have the cheerleading (good post!) and the salutations (Dear Tom) and the lead in sentences (I agree with you).

So to recap, for each of the forums I post, you will respond with at least one original response and at least three replies to other students’ postings. A given posting can have many layers of replies. If the posting is not thoughtful and relevant you will not earn points.

Discussion Forum Tips

1. Be sure to use the minimum number of sentences.
2. When agreeing or disagreeing with a post, always explain why.
3. Stick to the topic. Read over what you have written and ask yourself “Does this answer the question that was posed?” or “Does this add to the conversation?”
4. Bring in your own knowledge to add to the discussion.

5. When responding to other postings, you can play “devil’s advocate” and ask questions.
6. Always check back to your postings for any responses and keep the discussion going by responding back.
7. Use proper Netiquette: respect, full sentences, proper grammar—this is not texting or IMing
8. Title your post with a short description of what your posting is about. Remember, if it has an interesting title, the more likely it is your fellow classmates will read and respond.
9. Proofread your posts before submitting to ensure they are well prepared. Take advantage of available tools in the message box such as spell check or use a word processing program such as Word to edit your postings prior to submitting.
10. Compose your initial thread to a discussion prior to reading your fellow classmates’ postings. This may help prevent you from feeling that you have nothing to add because everything has already been said.
11. When responding always use the QUOTE button and not the reply button.
12. If you are in the discussion board and don't have a dialog box take a look at the pop-up message warning near the top of the screen. It may be asking you to run Active-X. If so, click to run it and then you'll get the dialog box.

Quiz and Exams

There is one quiz on the introductory chapter. The quiz is worth 15 points and will be 20 minutes. There are five unit exams, each on three chapters. Questions are multiple choice, true/false, or short answer. You have 30 minutes to complete each exam of 30 questions. You cannot restart the exam after you click OK. Be sure you are ready to take the exam. It is open book but you do not have time to look up each question in the textbook so be sure you have read the chapter and articles thoroughly. Your exam results will be recorded in the Blackboard grade book immediately.

If you start an exam in error I can't help you, sorry, do your best. If an exam gets stuck I can clear it for you, but you have to notify me in enough time to get an email to me and for me to respond. I don't access email in the middle of the night and I am in class most mornings during fall and spring. If you request several exams to be cleared, I'll ask you to come to school to take the rest of them. If I don't clear an exam in time you can't take it after the due date and time, sorry, deal with it. Since you have a minimum of one week to complete each exam and I drop the lowest score, I do not allow make ups unless you have legal documentation showing you were unable to access the class for the entire time available. Documentation might be a hospital admission record showing you were in the hospital for this time period or incarceration documentation. Not having access to the internet at home is not a valid excuse nor is being out of town due to vacation or work.

If you take more than the allotted time on an exam, Blackboard will tell me exactly how much time you took. You have one minute grace. I will deduct one point for each minute or portion of a minute over time. You get one free overtime pass. If you go overtime your grade will appear as an exclamation point ! I look at the exams every few days and fix these as I see them, no need to tell me. If you need more time for tests please see the Disabled Students office now <http://www.canyons.edu/offices/dsps/>.

A timer should appear just above your start button, but some computers don't seem to display it (mine doesn't). Some computers give a one minute warning, but again some students tell me they have never seen it. So, you will need to keep an eye on your clock or set a timer for yourself.

Class Policies

Important things to know

- Check your grades online periodically throughout the semester. Please do NOT email me after the semester ends to ask me to reconsider your grade unless I have made an error on the final exam/project grade.
- Do NOT email me to tell me that another person in your class got the next higher grade and only had ½% more than you or even ½% less (think about your attendance and class participation). If you have an 89.9% you have earned a B. If you *have* participated fully in the class, I *may* bump your grade up to an A.
- Back up all of your work on the computer. I am not responsible for computer or printer malfunctions or loss of electricity. Save all of your graded work until your grade for this class is posted to your record. In fact, you should save everything until your diploma is in your hand.

I am not responsible for your computer or internet malfunctions. If Blackboard has malfunctions please inform me or Blackboard support (bbsupport@canyons.edu) 661/362-3344 ASAP and we will rectify problems immediately. I strongly suggest you complete the chapter requirements early in case of technical malfunctions. All chapters will be available for an ample amount of time given the constraints of the semester in which you're taking this class.

Non Progress/Attendance in Class

I may drop you for not making progress in the class. The reason is that I don't want you to fail the class because you couldn't keep up. However, you can't be assured that I will drop you before the drop deadline and you really don't want too many Ws on your transcript. Check the drop and withdrawal deadlines on my webpage for this class (www.canyons.edu/faculty/marencoa) or on the calendar menu item in Blackboard and make sure you drop yourself before the deadline. After you drop the class you will still remain in Blackboard until I manually purge you and you will receive class emails until you are purged. Feel free to send me an email letting me know you have dropped the class and I'll purge you right away.

Academic Dishonesty

Students are expected to do their own work as assigned. At College of the Canyons, we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain. To facilitate a culture of academic integrity, College of the Canyons has defined plagiarism and academic dishonesty. Due process procedures have been established when plagiarism or academic dishonesty is suspected.

At COC, we define plagiarism as follows: Plagiarism is the submission of someone else's work or ideas as one's own, without adequate attribution. When a student submits work for a class assignment that includes the words, ideas or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor's knowledge and approval.

To be specific, below are some of the situations that will be considered plagiarism at COC:

- Use information from any source, online or in print, in one's own writing *without* acknowledging the source in the content and in the reference page of the assignment;
- Simply list the sources in the reference page, without parenthetical citations in the body of the essay;
- Take more *than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author's name in the parentheses or in the reference page;*
- Turn in work done for other classes, regardless how large or small the assignment may be, without the current instructor's approval, this is considered "self-plagiarism," which is a form of academic dishonesty; or,
- Turn in work by another student, even by accident.

In addition, COC has strict rules against using electronic devices during exams without the instructor's approval. To be specific, absolutely no cell phones or any electronic devices can be on the desk or in sight during a test or exam without the instructor's approval. The presence of electronic devices in sight during exams may be considered as intention to cheat and will be processed as a form of academic dishonesty.

Cases of alleged academic dishonesty, such as plagiarism or cheating, will be referred to the Dean of Student Services for investigation.

Blackboard & Student Accountability Online

Use of online programs such as Blackboard is strictly limited to the students who are enrolled in that particular course. Individual login information is provided to each student and all activity within an online course is monitored and recorded. To insure the highest level of integrity of student data, user login and password information must never be shared. It is your responsibility as a student to take every measure possible to safeguard your individual login information and never allow other persons (whether a student or not) to have access to this information. Each student must submit his or her own work. Sharing login information or submitting work under another user's identification is a violation of