

**SYLLABUS: FCS 2400: FAMILY RELATIONSHIPS**  
**SEMESTER: FALL 2006**  
**Professor: Tim Eicher, M.Ed.**  
**Contact Info: phone: 652-7845**  
**Email: eicher@dixie.edu**  
**Office: Room 128, Education and Family Studies Building**  
**Office Hours: 1:00-5:00 most afternoons; make an appointment by sign up on door calendar.**  
**Begin/Ending Dates: August 23-December 15, 2006**  
**Class Hour: Section 01, MWF 9:00-9:50. Section 02, MWF 10:00-10:50**  
**Credit Hours: 3.0**  
**Prerequisites: None**

**Text: Marriages, Families, and Intimate Relationships, 2006. Williams, Sawyer, Wahlstrom. Pearson Publishing, Allyn and Bacon. ISBN #0-205-36674-0**

**Supplement: There is a supplementary packet for sale in the bookstore that is required for this class. Be sure to buy the supplement that says Eicher!**

**Course Description: Family Relationships** is an introductory course on the study of family systems, sociology of the family, and interaction patterns within families. Includes an analysis on research methods of studying the family, conceptual theories for understanding family dynamics, and family systems theory. Other topics covered will be resource management within the family, parent-child relationships, marriage relationships, patterns of problem solving within families, and the study of family change and transition.

**NOTE TO STUDENTS\*\*\***

*The Family Relationships Class will give you many opportunities to apply sociological practices to your own life. Yes, there are many assignments and they will keep you busy during the semester. Believe me, you will not regret putting this effort forth. I promise you that the time you spend practicing the concepts encountered in this class will enhance your life...it's worth the work!*

**Course Objectives:**

**Social Science General Education Objectives:**

1. Students will demonstrate knowledge of human development and the human condition.
2. Students will recognize the ideas, people, and events in the past that are generally thought to be important to society and civilization.
3. Students will develop informed points of view based on knowledge in psychological, social, economic, and/or political theory which can be expressed orally or in writing.

**Upon completion of this course, the student will:**

1. Describe methods for studying the family and frameworks for evaluating family relationships.
2. Develop a better understanding of self and personal interaction within relationships.
3. Become more aware of gender related issues and articulate how these issues impact family.
4. Consider and explain current studies on communication and conflict resolution skills that contribute to successful family living.
5. Recognize areas of risk in families and relationships, and name resources to diminish the likelihood of problems.
6. Discuss issues of human reproduction and human sexuality within relationships.
7. Explain theories of parent-child relationships and styles of parenting.

8. Recognize the signs of violence in relationships and give methods for protecting at-risk individuals within the family.
9. Define current patterns of transition and change within families, including divorce and separation, remarriage, and blended families, and explain the impact of these changes on the individuals within the family.
10. Discuss research findings on the distribution of resources within the family and family dynamics for managing resources.
11. Articulate in conversation and/or in writing traditional as well as current sociological theories explaining family dynamics, family systems, and family development.

### **Assignments**

1. **Written Assignments and 2. Exercises:** These are all short typewritten papers that will help you apply course concepts in a personal manner. These are the core, the meat, of what will bring you personal growth during this class. I will respond to each of your efforts; these responses are where I do much teaching to you directly. Here is how these two categories break out:

<p><u>Written Assignments:</u> These are 1-2 pg. responses to various readings, classroom activities, videos. You will find more information about these in your supplement. There are 11 possible assignments; <b>do 8; my computer will drop your three lowest scores.</b> Written Assignments:</p> <ol style="list-style-type: none"> <li>1. Video: Fairer Sex or Power Dead Even</li> <li>2. BaFa</li> <li>3. Slim Hopes</li> <li>4. How Much Do you Know About Love?</li> <li>5. It's Called Rape</li> <li>6. One Hit Leads to Another</li> <li>7. Ground Rules for Fair Fighting</li> <li>8. Money Game</li> <li>9. Malcolm Reading</li> <li>10. The Way I Was Parented</li> <li>11. Missing Pa</li> </ol>	<p><u>Exercises:</u> These are often interactive; that means you will be doing some of these exercises with someone else. For those of you who have no significant other to do some of these, I will give you an alternative possibility. The exercises are explained well in the Supplement. <b>There are 10 possible; do 7!</b> Exercises:</p> <ol style="list-style-type: none"> <li>1. Related Assignment</li> <li>2. Genogram</li> <li>3. Division of Labor</li> <li>4. Love Attitude Scale</li> <li>5. Safety Wheel Exercise</li> <li>6. Fighting Fairly Exercise</li> <li>7. Intimacy Exercise</li> <li>8. Sexual Behavior Standards</li> <li>9. Exposure to Media Exercise</li> <li>10. Interview of Married Couple</li> </ol>
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**These are due the day designated on the outline; if you have an issue that prevents you from completing it on the due date, you must call me ahead of that date and discuss with me the nature of the problem. Otherwise, they will not be accepted late for any reason.**

3. **Quizzes:** Also, please prepare for each class period by reading the chapter(s) assigned for that day in your outline. I will try to give you a heads-up on these quizzes by pointing out something to prepare. Pop quizzes will be given regularly to check your preparation for the class. These don't make up a lot of your grade, but it can make a difference if you are prepared. I give a lot of little quizzes to check your understanding; some of these will be in the outline, others will not. These quizzes cannot be made up if you miss them.

4. **Project:** There will be a **Project** due during the course of the semester. These may be book projects, research efforts, service projects, or may be other forms of study/involvement with family and relationships. There is a description in the supplement to clarify the nature of this project. The intent of this assignment is to stretch you to learn about yourself by reading something relevant to your situation right now, by choosing an activity that promotes your personal development, or by doing research that does the same. Books and research must be related to family and personal relationships, and they must have teacher approval.

As you complete your project, you should have a 2-3 page typewritten summary of the book you read, your research, or your activity. Add to this a 2-4 page typewritten reflection on how the information or experience relates to your life, how it affects you, what you have learned specific to your own situation and present relationships. **An in depth description of this project is in the supplement.**

5. **Chapter Tests:** Chapter tests will be given as scheduled on the course outline. I drop one test during the semester; other than that, missed tests are lost opportunities. There are no make-up tests. If you have an emergency, please call me to keep me posted why you must miss the test. Tests will primarily be Multiple Choice/True-False, with some short essay questions. Scantrons will not be needed except for the final exam.

6. **In Class Simulation Activities:** We may conduct simulation activities in class this semester. Please remember that these activities are to be kept confidential to the class so that subsequent students also have the benefit of learning from them. There will be a 2.00 lab fee for one of the activities.

7. **Comprehensive Final Exam:** There will be a comprehensive final for this class. The study guide for the final attached to this form outlines the concepts that will be included on the final. If you focus on these concepts as we encounter them in class, you will find yourself prepared for the final.

**GRADING:** Your grade will be determined by the percentage of points you earn out of the total possible for the class. Your accumulation of points will also reflect the level of mastery of the outcomes identified above that you have achieved. I program my grader for this class to drop scores as necessary. For example, if only 7 exercises are due out of 10 possibilities, my computer automatically will drop your 3 lowest scores. I will hand out grade summaries to you starting the fourth week of the semester so you can compare your records with mine, and will provide updates every 2-3 weeks thereafter. Come visit with me any time you have a question about your grade or assignments. Points will be accumulated as follows:

<b>Tests</b>	<b>15-25 each test for</b>	<b>@240 pts.</b>
<b>The Choice Seminar Assignments</b>	<b>15 points each</b>	<b>60 pts.</b>
<b>Written Assignments</b>	<b>10 points for each assignment</b>	<b>@80 pts.</b>
<b>Large Project</b>	<b>100 points</b>	<b>100 pts.</b>
<b>Exercises</b>	<b>20 points. each</b>	<b>@140 pts.</b>
<b>Final Exam</b>	<b>100 points</b>	<b>@100 pts.</b>
<b>Quizzes</b>	<b>5-6 points each</b>	<b>@30-60 pts.</b>

**The grade will be given based upon the following percentages:**

A = 95%-100%	B+ = 88-90%	C+ = 78-80%	D+ = 68-70%
A- = 91%-94 %	B = 84-87%	C = 74-77%	D = 64-67%
	B- = 81-83%	C- = 71-73%	D- = 61-63%

**ACADEMIC INTEGRITY:** Failure to comply with academic integrity, honesty, and behavior standards of Dixie College may result in course failure or administrative withdrawal from the class. Don't be cheating. Inappropriate classroom behavior may also result in an administrative withdrawal. You will be notified of your withdrawal in this way:

1. A verbal request to comply with behavioral expectations of the class.
2. On written 'warning' letting you know that you have not made the required behavioral change.
3. Administrative withdrawal.

**Special Class Notes:**

1. In the Family Relationships Class we address issues of human sexuality as related to family living. The presentations are respectful and presented sensitively. They reflect current sociological perspectives consistent with other institutions of higher learning as well as current research. If these topics are offensive to a student, that student can negotiate with the instructor for exemption from specific assignments. Another option is to reconsider enrolling in this course. If these issues are of concern to you, you should look through Chapter 7 in the textbook, Sexuality and Sexual Expression throughout Life, to prepare you for these topics, and decide if they are acceptable classroom material for you. High school students must have a written permission to attend Family Relations signed by a parent, and turned into Sheila Cannon at the Udvar-Hazy Building.
2. **Attendance Policy-** There is no attendance requirement for the class. However, you will find that if you don't attend, you will lose points for missed quizzes, for classroom activities, and for the assignments that are due that day. It's hard to get a good grade in this class without being there.
3. **Confidentiality-** Often in a class about relationships students exercise their right to participate by disclosing personal information that is sensitive by nature. We respect these disclosures by not revealing personal information about others outside of class. You may speak about concepts and ideas, about our stories, but you may not connect these with a person or name.
4. If you are a student with a medical, psychological, or learning disability and would like accommodations, contact Sherri Dial at the Disability Resource Center (652-7516) in the Student Services center. The Disability Resource Center will determine your eligibility and determine the appropriate accommodations related to your disability.
5. If you need help with writing papers, you can physically go to the writing lab in the Browning Learning Center, room 105. You can also reach the Online Writing Center by going to <http://dsc.dixie.edu/owl/>.
6. Drop in tutoring is available to all registered Dixie State College students. Inquire at <http://dsc.dixie.edu/tutoring/index/htm>
7. If you need help from a librarian, access this site: <Http://library.dixie.edu/>