SO/WS 223 – Marriage & Family  
Spring 2012: Credits: 3 (Online)

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**Office Hours:** Monday & Wednesday 11:15am – 1:00pm (Stevens 560); 5:00 – 6:00pm (Online)  
Tuesday & Thursday 10:45 – 12:30 (Floyd 107)

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**Required Text:**  
**Edition:** 11th; **ISBN-10:** 0-534-62425-1; **ISBN-13:** 978-0-534-62425-5

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**Course Purpose (…or What am I supposed to learn in this class?):**  
Welcome to Marriage & Family! This course examines the origin and evolution of the family as a social group, social system, and social institution. Specifically, we will examine various processes of the family such as the formation, transformation, and dissolution of bonds; conflicts and harmony; power and decision-making; as well as socialization. We will also try to understand how family patterns and processes are influenced by other social institutions and the society at large by looking at the effects of economy, politics, technology and historical events. While the study of marriage and the family is an interdisciplinary field of social/behavioral science, we will use theories and concepts of sociology to address various family related issues we encounter in our daily lives. In other words, the goal of this course is to enable you to better understand the family and your experiences from a sociological point of view.

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**Course Tips (…or How can I be successful in this class?):**  
College is different from high school. In college, mastery of course content requires that students do work outside of the classroom. Outside work (e.g., reading, studying, researching, and writing) is not recommended – it is required. For example, in this course, students will be required to read supplemental material not covered in course lectures and will be tested on that material. In college there is an expectation that you will learn inside and outside of the classroom. That is, after all, what a college degree exemplifies – that you have the ability to learn and the work ethic to persevere and achieve goals.

For every one credit of university course credit students are expected to work approximately three hours per week outside of class. For a three credit class, this means you will be required to work approximately 9 hours per week. Successful students (those who earn As, Bs, and Cs) will work hard and manage their time well. I have high expectations, which are clearly defined in the syllabus, but with hard work - I know that any student can achieve them. For more tips on how to be successful in this course (and others), read the handout: *Making the Grade: Tips on How to Study More Effectively & Produce College-Level Course Work.*

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**Student Learning Outcomes and Assessment:**

<table>
<thead>
<tr>
<th>Learner Outcomes</th>
<th>Assessment Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the family as a social group, social system and social institution.</td>
<td>Exams; In-Class Skill Building Activities</td>
</tr>
<tr>
<td>Compare and contrast sociological theories and concepts of marriage and the family.</td>
<td>Exams; In-Class Skill Building Activities</td>
</tr>
<tr>
<td>Describe the effects of other social institutions on marriage and the family.</td>
<td>Exams; In-Class Skill Building Activities</td>
</tr>
<tr>
<td>Identify family diversity in cross cultural and historical perspectives.</td>
<td>Exams; In-Class Skill Building Activities</td>
</tr>
<tr>
<td>Analyze your own family experiences from a sociological point of view.</td>
<td>Exams; In-Class Skill Building Activities</td>
</tr>
<tr>
<td>Analyze the skills of critical thinking, writing, and integration on the issues of marriage and the family.</td>
<td>Exams; In-Class Skill Building Activities, Marriage Interviews Project/Paper</td>
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</tbody>
</table>
Introduction to Online Learning (…or How do I get started in Angel?):

General Guide to Angel:
This course will utilize the UNA Angel website. To login to Angel, go to following website https://una.angellearning.com and enter your UNA username and password. Once there you will click on this course. You will see that I have posted several Angel tutorials for students. In order to help you be more successful you are encouraged to read all of the tutorials. The tutorials cover the following information:
  1. Getting Students Started with Angel
  2. Using Discussion Board in Angel
  3. Student Checklist for Taking Tests in Angel
  4. Student Checklist for Submitting an Assignment in Angel

Respondus Lockdown Browser:
This course requires students to take exams using Respondus Lockdown Browser. UNA campus computers are equipped with Respondus Lockdown Browser. However, students who plan to take their exams using off-campus computers (e.g. their home computer) must download Lockdown Browser on their computers prior to taking the first exam. Students may download Lockdown Browser at: http://www.respondus.com/lockdown/installation.pl?ID=227634868
More information on Respondus Lockdown Browser, including tutorials, can be found at: http://distance.una.edu/help/#lockdown

Etiquette expectations (“Netiquette”) for online discussions, email, and other forms of communication are as follows:
- **Be clear and concise.** Make sure the subject line (e-mail) or title (web page) reflects your content.
- **Use appropriate language.** If you have a question on whether or not you are too emotional, don't send the message, save it, and review it later. Remember: no one can guess your mood, see your facial expressions, etc. on the web. All they have are your words. So choose your words and emphasis in your words carefully. For example, don't use ALL CAPITAL LETTERS—it may be perceived as shouting or screaming.
- **Make a good impression.** Your words and content represent you; review/edit your words before sending.
- **Forward e-mail messages you receive only with permission of the sender.**
- **Remember you are not anonymous.** What you write in an e-mail or on a web site can be traced back to you.
- **Obey copyright laws.** Don't use others’ images, content, etc. without permission. Don't forward e-mail, or use web site content without permission.
- **Do not send SPAM.** SPAM is posting or e-mailing unsolicited e-mail, often advertising messages, to a wide audience (another way of thinking of it is electronic junk mail).
- **Don't forward chain letters.** If you receive one, notify your web master.
- **Don't respond to "flames" or personal attacks.** Contact your instructor for action and referral.

Minimum student preparation: This is an undergraduate level course. Therefore, there is no prerequisite knowledge from other courses required.

Minimum technical skills expected: Students must know how to use word processing software (e.g., Word), Microsoft PowerPoint, and they must make themselves familiar with Angel and Respondus Lockdown Browser (see tutorials) in order to be successful in this course.

Required Software:
Access to Angel and Respondus Lockdown Browser
Access to Microsoft Word 2007 and PowerPoint (PPT) 2007 (or later)
- If you do not have Microsoft Office 2007, then you will need to go online and download the converter for Word 1997 - 2003 to Word 2007 and the converter for PPT 1997 – 2003 to PPT 2007. This application is free and available at the Microsoft website.
Methods of Instruction (…or How will course content be presented in this class?):

There will be four primary methods of instruction through which course content will be presented to students: (1) Required Textbook, (2) PowerPoints, (3) Study Guides, and (4) Video Clips & Discussion Board Assignments

(1) Required Textbook. The primary content for this course will come from the textbook. Therefore, exams will primarily cover information from this text. The class will cover each chapter of the book in a sequential order. It is important that students read each chapter thoroughly. In order to help students stay on track with their readings, a suggested completion date for reading each chapter is listed in the tentative course schedule.

(2) PowerPoints (PPTs). The instructor has posted PPTs that cover each chapter of the textbook. Similarly to traditional, in-person lectures, the goal of PPTs is to highlight the most pertinent information from each book chapter and provide the student with alternative ways of thinking about the material. The PPTs organize and discuss the most important concepts from each chapter.

(3) Study Guides. The instructor has posted study guides that cover each chapter of the textbook. You may use these to guide your studying for each exam.

(4) Video Clips & Discussion Board Assignments. The instructor has also posted a series of video clips that discuss various topics that are presented in the text and PPTs. Many of the concepts presented in the course can be complex and difficult to grasp. Therefore, the goal of the video clips is to support student learning with supplemental instruction that provides examples and alternative ways of thinking about some of the more complicated concepts in the course. Information presented in the video clips will NOT be on exams. The video clips will be used in Discussion Board assignments that are described below. The video clips for this course were created, posted, and produced by Dr. Michelle Weiner-Davis.

Assessment and Measurement (…or How will I get my grade in this class?):

Student learning will be assessed using the following measurement techniques:

(1) Examinations (60% of your final grade will come from Exams)
(2) Discussion Board (DB) Assignments (20% of your final grade will come from DB Assignments)
(3) Marriage Interviews Project/Paper Assignment (20% of your final grade)
(4) Extra Credit Opportunities

(1) Examinations:

Exam Material:
There will be 4 examinations. Exams amount to 60% of your overall course grade. Please keep in mind that grades are weighted, so there's not a direct translation between number of points and letter grade. No exam will be comprehensive. Unless otherwise announced, all exams will be primarily objective (e.g., multiple choice) with the possibility of fill-in-the-blank or short essay questions. Exams will cover information presented in the PPTs and book chapters. Each exam will test students on lecture and book material. Note that there is overlap between lecture and book material, but there will definitely be questions from book material that is not covered in lecture PPTs.

There will be a total of 50 questions per exam. There will be a time limit of 50 minutes per exam. The time constraints are in place in order to ensure that students cannot simply find the answers in the PPTs or book while taking the exam. This means that in order to do well, students must study the PPTs and book chapters thoroughly BEFORE each exam. If you have a UNA accommodation for longer exam times, please contact the professor immediately.
Online Exams:
Students will take their exams on Angel using Respondus Lockdown Browser. There are several advantages to online testing. Completing exams online: saves time and energy (i.e., students do not need to commute to campus to take the exam) and saves paper (i.e., the exams do not need to printed and copied). Also, it provides students with the opportunity to take the exam at a time of the day when they are at their best and in a more private, comfortable setting. Finally, it allows students to review their exams and see the questions they missed, which, of course, increases learning.

Important Information about Online Testing in Angel:
- Once you begin an exam: (1) you will only have **50 minutes** to complete it, so you should only begin your exam when you are able to finish it in the allotted amount of time; (2) you will be forced to complete the exam during that session, and therefore not allowed to return and finish it at a later time; and (3) questions will be randomly presented one at a time. This policy is in place to prevent students from taking the exam at the same time and asking each other for the answer to questions.
- If you are booted out of the system during an exam, the only way to re-enter the system is for you to email Dr. Paulk (apaulk@una.edu) and have her clear the exam attempt. Once that occurs, you may re-enter Angel and take the test again. **EACH STUDENT WILL ONLY BE ALLOWED ONE CLEARED ATTEMPT PER SEMESTER.** Therefore, it is strongly recommended that you take all exams at a local library or campus computer lab. If you choose to take your exams at home and experience internet connection problems that kick you out of the system, this is NOT grounds for more than one cleared attempt in a semester. This policy is in place to prevent students from viewing the exam questions and then finding the answers to them after they have been “kicked off.”
- A timer is provided for you while you are taking the exam. Pay close attention to how much time you have remaining before your 50 minute time limit expires. Your test will be automatically submitted once this time limit expires and your score will be determined by those questions that you completed within the 50 minutes.
- **Exam Reviews:** Exams will be available for your review one day after exams have been completed by all students in the course (so you will have to login after the test is no longer available to students in order to review your exam). The exam review will be available for five days.

Exam Due Dates:
All 4 exams have specific due dates which are listed in the tentative schedule. Students will have a three day window to login and complete exams. **Exams must be completed by no later than 5:00pm CST on the final date of availability.** Late exams will not be accepted.

**Exams and assignments are due at 5pm on their due date** (as opposed to midnight), so that I and Angel Support staff will be available in case an issue arises with technology. If a problem occurs at 11pm, there is probably little that can be done, which just is not fair to you. Therefore, this policy is designed to help you, not hinder you.

(2) Discussion Board (DB) Assignments:

There will be THREE Discussion Board (DB) assignments in the course. Each DB assignment will be worth 30 points each for a total of 90 points over the course of the term. Each DB assignment is explained in detail on Angel under the “Discussion Board” tab. In order to encourage originality of posts, **students will not be able to read other students’ posts until they post to the forum themselves.**

DB Due Dates:
All 3 DB due dates are listed in the tentative schedule. Students can complete the DB at their own pace. That is, **students can complete the DB topic BEFORE the due date. However, DB topics must be completed by the due date - no later than 5pm CST.** Late DB assignments will not be accepted.

DB Topics:
DB Topic 1: Taking a Time Out
DB Topic 2: When There is a Sexual Desire Gap
DB Topic 3: Relationship Goals
DB Grading:
Although it can be quite challenging to assign grades for something like Discussion Board, DB is the online equivalent of attendance and participation. Therefore, your grade for participation in DB amounts to 20% of your overall course grade, so it IS an important element in your overall course grade. Each DB forum is worth 30 points, but keep in mind that grades are weighted, so there's not a direct translation between number of points and letter grade.

Rubric for Grading DB Assignments:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4 (Proficient)</th>
<th>Level 3 (Sufficient/Acceptable)</th>
<th>Level 2 (Mediocre/Fair)</th>
<th>Level 1 (Inadequate/Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the Topic</td>
<td>Demonstrated a solid understanding of the topic as evidenced by thoughtful responses</td>
<td>Demonstrated an adequate understanding of the topic as evidenced by posts indicating superficial knowledge</td>
<td>Demonstrated minimal understanding of the topic as evidenced by loosely related posts</td>
<td>Demonstrated a lack of understanding of the topic as evidenced by irrelevant posts</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniqueness of Ideas</td>
<td>Posts reflect original ideas that were unique and individual in expression.</td>
<td>Posts reflect mostly original ideas that were somewhat unique and individual in expression.</td>
<td>Few, if any new or original ideas were posted. Rehashes or summarizes other students’ posts.</td>
<td>No new ideas Primary content is “I agree/disagree with…” statements</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Mechanics of Posts</td>
<td>Complete sentences, well organized, grammatically correct and free of spelling errors</td>
<td>Complete sentences, well organized but some grammar/spelling errors</td>
<td>Complete sentences, comprehensible, organization/grammar could be improved to present a more coherent argument or statement</td>
<td>Poor sentence structure inadequate organization, several grammar/spelling errors</td>
</tr>
<tr>
<td>(10 points)</td>
<td></td>
<td></td>
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</table>

(3) Marriage Interviews Project/Paper Assignment:

This assignment asks you to integrate what you have learned from class and apply it to real life. It is your opportunity to show what you now know about marriage and the theories and concepts that help frame them. This assignment will be worth a total of 100 points and 20% of your overall grade in the course. Please keep in mind that grades are weighted, so there's not a direct translation between number of points and letter grade.

Steps in the Process:
1. The Set-Up.
   - Schedule interviews with two married couples:
     - (a) a couple who has been married for less than 5 years
     - (b) a couple who has been married for more than 20 years
   - There are some exceptions to these requirements:
     - If you are married, you can interview yourself and your partner – whether your marriage fits the length requirements or not. If you choose this option, you must interview yourself and your partner separately (i.e., first, write your answers to the questions that you plan to ask your partner). This is important so that you will not allow your partner to influence your responses.
     - The couples you interview must be married – not cohabitating, with a few exceptions. You may interview non-married couples under the following conditions. You may interview (a) your parents who are now divorced, (b) yourself and your ex-spouse if you are now divorced, (c) a couple who is in an official common law marriage*, OR (c) a non-married couple who cannot legally marry (e.g., a homosexual couple) but meets the common law marriage requirements. Other than these exceptions – you must follow the guidelines.
       - *Common Law Marriage Requirements in the state of Alabama: (a) the capacity to consent to marriage (i.e., being at least 18 years of age); (b) a mutual agreement to be husband and wife; (3) consummation of the marital relationship, and (4) cohabitating. The law states that you must present yourself as “married” by telling the community you are married, calling each other husband and wife, using the same last name, filing joint income tax returns, etc. The time frame is not defined, but as you can probably ascertain from these requirements – it must be a significant amount of time.
This assignment allows you to understand marriage from multiple, real-world perspectives. If you choose to interview yourself and your partner, your parents, or others close to you, it will provide you with insight about how you have developed your unique understanding of marriage and how it is impacting your relationship choices. So, choose your couples wisely. Use this opportunity to learn more about yourself and the type of relationship you want to have. If you have a question about whether or not a possible couple is appropriate to interview, please contact Dr. Paulk (apaulk@una.edu).

2. The Interviews
- Interview the couples. You can interview the partners separately or together.
- You must ask at least 10 relevant questions to each couple.
- Below are suggested questions for your marriage interviews. Of course, you are allowed to create your own questions relevant to marriage as well. IMPORTANT NOTE: The following questions are suggestions. Not all are recommended! You must use good judgment about whether or not to ask any of these questions. Many of them should be asked ONLY if the person you are interviewing seems very open and comfortable with this subject, and ONLY if you feel that the questions would not make the person uncomfortable. You should NOT ask these questions if it feels at all like you would be prying into an area that the person might not be fully comfortable talking about.
  - What initially attracted you to your partner? Has your attraction to your partner changed over time (e.g., from a physical attraction to a mental/emotional attraction)?
  - Describe your courtship. Who asked out who? How often did you see one another during the initial stages of dating? How soon into the relationship were you exclusive (i.e., you decided only to date one another)?
  - When did you know you were in love with your partner? When did you know you wanted to marry your partner? How long were you together before you got engaged? Got married?
  - How has your relationship changed since marrying your partner?
  - What expectations about marriage roles did you bring into your marriage? What did you expect out of a wife/husband? How did you decide who was going to do what in the household (e.g., cook, cut grass)?
  - Describe your communication patterns. How do you bring up important issues? What are your views on conflict? What are the best ways to communicate with your partner?
  - What bugs you the most about your partner? What does your partner do repeatedly that drives you crazy? How do you handle these “pet peeves”?
  - Has there been any significant event that has changed your marriage? What was the event? How did it change your relationship?
  - (If applicable) How has your marriage changed since you had children?
  - What are your views about divorce?
  - What do you wish you would have known when you got married?
  - If you were doing it all over again, would you do anything differently?
  - What do you think are the guidelines for a successful marriage?

3. Write the Paper.
**Paper requirements:** double-spaced; 12 point font; Times New Roman font; 1 inch margins; and Word Document (no other formats will be accepted). **The paper must be completed in APA format.** The completed paper must be 10 pages in length. Page length expectations for each section of the paper are listed below.
- **Title Page (pg. 1)**
- **Abstract (pg. 2)**
- **Introduction (p. 3):** Describe each couple. How long have they been a couple? How long have they been married? How old are they? What do they do for a living? Do they have children? If so, what ages? What is your relationship to the couple (i.e., are they your parents, siblings, best friends)?
- **Body (p. 4 - 8): Part I:** Identify at least five concepts from class and clearly define each concept. A **minimum of five-peer reviewed journal articles** must be referenced when defining and explaining your five chosen concepts. **Part II:** Integrate your interviews with the concepts you defined. Connect elements of the couples’ interviews with the concepts you have learned in the course. Your interpretations should be detailed and insightful.
- **Conclusion (p. 9):** Provide an analysis and reflection of the project, what you learned, and how it relates to the course as a whole. Include answers to the following questions: (1) What about these couples’ relationships would you like to repeat in your own marriage (e.g., what do you think one or both of these couples is doing
well and hope to see in your own marriage?; (2) What about these couples’ relationships would you like to do differently in your own marriage?; and (3) What is/will be your approach to marriage? What do you think are the guidelines for a successful marriage?

- **Reference Page (p. 10)**
- **Attach your observation notes.** These do not need to be legible to anyone but you.

**Rubric for Grading the Marriage Interviews Project/Paper Assignment:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4 (Proficient)</th>
<th>Level 3 (Sufficient/Acceptable)</th>
<th>Level 2 (Mediocre/Fair)</th>
<th>Level 1 (Inadequate/Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Two couples interviewed: one couple married 20 + years; other married – 5 years. Description was exemplary.</td>
<td>Two couples interviewed: one of the couples did not meet the length of marriage requirements. Description was sufficient.</td>
<td>One or two couples were interviewed: one or both of these couples did not meet the length of marriage requirements. Description was mediocre.</td>
<td>Only one couple was interviewed and may or may not have met the length of marriage requirements. Description was poor.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>The student identifies 5 or more important concepts from class. Integration between their interviews and relevant concepts is exemplary. A minimum of five peer-reviewed journal articles are referenced.</td>
<td>The student identifies 5 important concepts from class. Integration between their interviews and relevant concepts is sufficient. Four or less peer reviewed articles are referenced.</td>
<td>The student identifies 5 important concepts from class. Integration between their interviews and relevant concepts is mediocre. Three or less peer reviewed articles are referenced.</td>
<td>Student did not address at least 5 important concepts. Integration between interviews and relevant concepts is poor. Two or less peer reviewed articles are referenced.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Student provides an exemplary analysis and reflection of the project, what they learned and how it relates to the course.</td>
<td>Student provides an acceptable analysis and reflection of the project, what they learned and how it relates to the course.</td>
<td>Student provides a mediocre analysis and reflection of the project, what they learned and how it relates to the course.</td>
<td>Student provides a poor (or NO) analysis and reflection of the project, what they learned and how it relates to the course.</td>
</tr>
<tr>
<td><strong>Overall use of APA style and writing mechanics.</strong></td>
<td>Uses APA format with few mistakes. Excellent use of sources. Excellent grammar, spelling, and organization.</td>
<td>Attempts to use APA format, but makes many mistakes. Few grammatical and spelling errors. Adequate organization.</td>
<td>Cites some sources, but fails to use APA format. Grammatical and spelling errors throughout paper. Organization is poor.</td>
<td>Extremely poor grammar, spelling, and organization. Little or no citation of sources. Reference list is poor or absent.</td>
</tr>
</tbody>
</table>

(4) **Extra Credit Opportunities:**

Opportunities may be announced as they become available.

**Learner Engagement (…or What’s expected of me in this class?):**

**Instructor-Student/Student-Content/Student-Student Interaction:**
During the completion of assignments, students are encouraged to post their questions on the Discussion Board. This will not only allow the instructor to help several students at once by posting answers to student questions, but it will also allow students to help one another problem-solve throughout the process, which promotes the basic idea of any university education, “Docendo Discimus:” by teaching we learn.

**Instructor Responsiveness and Availability:**
I pride myself in being extremely prompt in my responses to student emails, Discussion Board posts, etc. I typically respond to students within a few hours of their communication to me, and it rarely takes me more than 24 hours to respond. I will also do my best to post exam grades within 24 hours of the examination. However, it will take several days to post grades for student papers/assignments.
Student Interaction Responsibilities:
This course makes the assumption that each individual enrolled in this class has a personal agenda of information which s/he would like to acquire. Therefore, students are expected to read all class materials, participate as much as possible, and check their UNA email on a regular basis. Assignments are expected to be professional in appearance and content and to be turned in on time. You are responsible for making an appointment to speak with me or sending me an email if you have any problems or issues that are directly related to this class. Sharing this information will allow for opportunities to compromise or make a difficult situation less stressful and positive. Failure to communicate in a timely manner may result in less positive outcomes.

Learner Support and Technical Difficulties:
In addition to the tutorials posted on Angel, students can also get more information about navigating Angel by contacting the UNA Office of Distance Learning at (256) 765-4987 or emailing angelsupport@una.edu. If you are having trouble accessing the course, email Dr. Paulk immediately. It is your responsibility to let the instructor know well in advance of assignment due dates if you are having any technical difficulties. Failure to access course content in a timely manner (and we can track this online) is not a valid excuse for missing assignments or asking for extensions.

Course Policies (...or What are the rules in this class?):

Late Assignments:
All exams and assignments must be completed by their due date - no later than 5:00pm CST. Due dates are clearly stated in the syllabus. For these reasons, no late exams or assignments will be accepted unless students have a university approved excuse – NO EXCEPTIONS.

University Approved Make-Up Policy:
If a student misses a class or an exam/assignment due date, the student must present the instructor with a University approved excuse (with proper documentation) within three days of the missed class/exam/assignment in order to be allowed the opportunity to make-up an exam, turn in an assignment late, or receive credit for a missed class. Failure to make-up work will result in a zero. It is the student’s responsibility to contact the instructor about make-ups.

Plagiarism:
Assignments that contain plagiarism (i.e., more than 5 consecutive words that the instructor finds were taken from another source without proper attribution) will receive a failing grade. Students who plagiarize will be referred to the appropriate administrative authorities who address issues of Academic Dishonesty.

Academic Honesty:
The University of North Alabama academic honesty code applies to this class. According to the UNA Undergraduate Catalog: "All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates. It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Student Conduct System for disposition."
Please do not even give the appearance of academic dishonesty. I expect students to do their own work and be good stewards of their education. All violations will be reported, and if academic dishonesty is confirmed students will receive a failing grade in the course.
Accommodation Statement:
In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Incompletes:
The instructor is under no obligation to grant an incomplete. It is the responsibility of the student to request an incomplete and one may be given if:
- The student at the time of his/her request has a passing grade.
- The student can demonstrate extreme hardship (e.g., long hospitalization, etc.)
- The request for the incomplete is made at least two weeks prior to the beginning of finals week.
It is the responsibility of any student receiving an incomplete to plan a timetable with the instructor for the completion of the work no later than the first week of the semester in which the work is being completed.

Quiz on Syllabus & Making the Grade Handout:
Students are required to read over the syllabus in-depth so that they fully understand all of the policies, procedures, and assignments herein. Students are also required to read the handout Making the Grade: Tips on How to Study More Effectively & Produce College-Level Course Work. Before the second day of class, students are required to login to Angel and complete a quiz over the material presented in the syllabus and handout. The quiz is worth 15 points and will be included in the Examinations portion of your total percentage in the course. There will be a time limit of 10 minutes to complete the quiz, which means that in order to do well students must read the syllabus and handout BEFORE completing the quiz.

Pre- & Post-Tests:
The Sociology Department at UNA is committed to ensuring that all students achieve specific learning outcomes in each course. In order to assess student learning, the Sociology Department requires that students in every course take a pre-test at the beginning of the semester to assess their knowledge prior to learning the course material. Then, at the end of semester, students are required to take a post-test to assess their knowledge after learning the course material. The pre- and post-tests serve as a quality control measure to ensure that students learn certain material from each course.

Important Information about the Pre- and Post-Tests:
- You do NOT need to study for the pre- or post-tests. In fact, please do not study for either test or look up the answers. We want an honest assessment of your knowledge before and after the course.
- These “tests” are NOT part of your grade in the course, and you will not receive a score for either in the Gradebook. They are for the Sociology Department’s use only.
- The tests will take approximately 10 – 20 minutes to complete.
- Unlike your other exams in the course – you will not need to open the exam in Respondus Lockdown Browser.
- To take the pre-test: (1) Login to Angel, (2) Click on the tab entitled: “Course Pre- & Post-Tests,” (3) Click on the Pre-Test, and (4) take the pre-test.
Course Schedule (…or When are things due in this class?):

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/11–1/13</td>
<td>Introduction to the Course/Syllabus</td>
<td></td>
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<tr>
<td></td>
<td>1/13</td>
<td>DUE BY FRIDAY, JAN. 13 at 5pm CST:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Quiz – On the Syllabus and the Making the Grade handout</td>
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<td>• Course Pre-Test</td>
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<tr>
<td>Week 2</td>
<td>1/16–1/20</td>
<td>Lecture 1 - Attraction &amp; Mate Selection</td>
<td>Strong et al. - Ch. 8</td>
</tr>
<tr>
<td>Week 3</td>
<td>1/23–1/27</td>
<td>Lecture 2 - Love &amp; Intimacy</td>
<td>Strong et al. - Ch. 5</td>
</tr>
<tr>
<td>Week 4</td>
<td>1/30–2/03</td>
<td>Lecture 3 - Commitment &amp; Cohabitation</td>
<td>Strong et al. - Ch. 9</td>
</tr>
<tr>
<td>Week 5</td>
<td>2/06–2/10</td>
<td>Lecture 4 - Perceptions &amp; Attributions</td>
<td>Strong et al. - Ch. 2</td>
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<td></td>
<td>2/10</td>
<td>DUE BY FRIDAY, FEB. 10 at 5pm CST:</td>
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<td>• Discussion Board Topic 1</td>
<td></td>
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<td></td>
<td></td>
<td>• Exam 1 – Students will be tested on material from Lectures 1 – 4 &amp; Book Chapters 2, 5, 8, &amp; 9</td>
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<tr>
<td>Week 6</td>
<td>2/13–2/17</td>
<td>Lecture 5 - Relationship Expectations</td>
<td>Strong et al. - Ch. 4</td>
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<tr>
<td>Week 7</td>
<td>2/20–2/24</td>
<td>Lecture 6 - Communication Basics</td>
<td>Strong et al. - Ch. 7</td>
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<tr>
<td>Week 8</td>
<td>2/27–3/02</td>
<td>Lecture 7 - Negative Communication Patterns</td>
<td>Strong et al. - Ch. 1</td>
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<td>Week 9</td>
<td>3/05–3/09</td>
<td>Lecture 8 - Conflict Management</td>
<td>N/A</td>
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<td>3/09</td>
<td>DUE BY FRIDAY, MAR. 9 at 5pm CST:</td>
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<td>• Discussion Board Topic 2</td>
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<td></td>
<td>• Exam 2 – Students will be tested on material from Lectures 5 - 8 &amp; Book Chapters 1, 4, &amp; 7</td>
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<tr>
<td>Week 10</td>
<td>3/12–3/16</td>
<td>Lecture 9 - Marriage Management: In-Laws, Work/Family &amp; Parenting</td>
<td>Strong et al. - Ch. 10</td>
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<tr>
<td>Week 11</td>
<td>3/19–3/23</td>
<td>Lecture 10 - Financial Management</td>
<td>Strong et al. - Ch. 11</td>
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<tr>
<td>Week 12</td>
<td>3/26–3/30</td>
<td>NO CLASSES – SPRING BREAK</td>
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<tr>
<td>Week 13</td>
<td>4/02–4/06</td>
<td>Lecture 11 - Warning Signs: Is It a Healthy Relationship?</td>
<td>Strong et al. - Ch. 12</td>
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<td>Week 14</td>
<td>4/09–4/13</td>
<td>Lecture 12 - Issues That Hurt Relationships</td>
<td>Strong et al. - Ch. 3</td>
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<td>4/13</td>
<td>DUE BY FRIDAY, APRIL 13 at 5pm CST:</td>
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<td>• Discussion Board Topic 3</td>
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<td>• Exam 3 – Students will be tested on material from Lectures 9 –12 &amp; Book Chapters 3, 10, 11, &amp; 12</td>
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<tr>
<td>Week 15</td>
<td>4/16–4/20</td>
<td>Lecture 13 - Sex &amp; Sexuality</td>
<td>Strong et al. - Ch. 6</td>
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<td>Week 16</td>
<td>4/23–4/27</td>
<td>Lecture 14 - Separation, Divorce, &amp; Remarriage</td>
<td>Strong et al. - Ch. 13</td>
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<td>Week 17</td>
<td>4/30–5/02</td>
<td>Lecture 15 - Relationship Maintenance</td>
<td>Strong et al. - Ch. 14</td>
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<td>5/04</td>
<td>DUE BY FRIDAY, MAY 4 at 5pm CST:</td>
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<td>• Marriage Interviews Project/Paper Assignment</td>
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<td>• Exam 4 – Students will be tested on material from Lectures 13 - 15 &amp; Book Chapters 6, 13, &amp; 14</td>
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<td>• Course Post-Test</td>
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