

# EASTERN ARIZONA COLLEGE

## Marriage and the Family

Course Design  
2018-2019

**Course Information**

**Division** Social Sciences  
**Course Number** SOC 110  
**Title** Marriage and the Family  
**Credits** 3  
**Developed by** Wayne Flake  
**Lecture/Lab Ratio** 3 Lecture/0 Lab

**Transfer Status**

ASU	NAU	UA
SOC Dept Elective	SOC 216 NAU Extended Campuses: SOCIO 216	SOC Departmental Elective, Tier 1 & 2 Individuals & Societies (IS)

**Activity Course** No  
**CIP Code** 45.1101  
**Assessment Mode** Pre/Post Test (60 Questions/100 Points)  
**Semester Taught** Fall and Spring  
**GE Category** Social Sciences  
**Separate Lab** No  
**Awareness Course** No  
**Intensive Writing Course** No  
**Diversity and Inclusion Course** Yes

**Prerequisites**

ENG 091 with a grade of "C" or higher or reading placement test score as established by District policy

**Educational Value**

Students will develop a greater understanding of dating, courtship, and marriage including other cultures and times. Students will broaden their knowledge of how to work through/experience interpersonal relationship stresses and joys. General education students will continue developing skills in the social sciences as well as written and oral communication. Meets Diversity and Inclusion (DI) requirement.

**Description**

Studies practices and theories of how relationships are formed, courting practices and adjustment strategies to couple and marital living as well as problems and conflict resolutions associated with marriage and family life. Also examines how children affect marriage, divorce, and remarriage relationships.

## **Supplies**

Pen/pencil, paper, notes from website

## **Competencies and Performance Standards**

- 1. Explain major theoretical perspectives and discuss their importance to marriage and family life; identify steps in critical thinking as applied to interpersonal relationships including mutual respect in relationships.**

### **Learning objectives**

*What you will learn as you master the competency:*

- Define the theoretical perspectives.
- Develop critical thinking skills.
- Develop examples from real life situations you know of.
- Listen to opposing points of view.
- Debate differing courses of ethical action.
- Decide which perspective to use to solve a problem.
- Participate in a class discussion using the principle of mutual respect.

### **Performance Standards**

*Competence will be demonstrated:*

- by completion of quizzes and examinations
- by participation in class discussions
- through an objective cumulative final examination
- by completion of all assigned activities

*Criteria - Performance will be satisfactory when:*

- learner participates in group activities
- learner completes written essays as assigned
- learner is active in classroom participation
- learner takes written objective examinations

- 2. Distinguish between the concepts of gender and sex, and identify various gender categories, and understand the theories of gender role development and how the principle of mutual respect applies in gender relationships.**

### **Learning objectives**

*What you will learn as you master the competency:*

- The differentiation between gender and sex and the variety of genders.
- Learn various theories of gender development.
- Learn correct terms for discussing gender and sexual concepts.
- Discuss the variety of options for gender roles over time and different cultures.
- Share examples or scenarios in which principles and guidelines are applied.
- Listen to opposing points of view.

### **Performance Standards**

*Competence will be demonstrated:*

- by completion of quizzes and examinations
- by participation in class and small group discussions

- o through an objective cumulative final examination
- o by completion of an outside semester-length project

*Criteria - Performance will be satisfactory when:*

- o learner participates in group activities
- o learner completes written essays
- o learner is active in classroom participation
- o learner takes written objective examination

**3. Conceptualize love and describe dating and mate selection including current and historical practices.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. How the definition of “what is love?” has changed historically.
- b. Learn the various dimensions of love.
- d. Learn what to look for in a spouse.

***Performance Standards***

*Competence will be demonstrated:*

- o by completion of quizzes and examinations
- o by participation in class discussions
- o through an objective cumulative final examination
- o by completion of all assigned activities

*Criteria - Performance will be satisfactory when:*

- o learner participates in group activities
- o learner is active in classroom participation
- o learner takes written objective examinations

**4. Describe courtship as practiced globally and historically and identify pertinent issues in cross-cultural and interracial relationships.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Variations in the process of mate selection across cultures and time including open and closed courtship.
- b. Examine current dating practices in the U.S.
- c. Learn about how to match up values and roles between spouses.
- d. Examine possible challenges in cross-cultural and interracial relationships.

***Performance Standards***

*Competence will be demonstrated:*

- o by completion of quizzes and examinations
- o by participation in class discussions
- o through an objective cumulative final examination
- o by completion of all assigned activities

*Criteria - Performance will be satisfactory when:*

- learner participates in group activities
- learner is active in classroom participation
- learner takes written objective examinations

**5. Discuss marriage relationships under the principle of mutual respect (ethical behavior) including issues involving communication, conflict resolution, sexuality, work, leisure, and parenting.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. What the most common relationship problem areas are.
- b. How to recognize early signs of relationship problems.
- c. Various methods of problem resolution.
- d. Learn the comparison of problems in cohabitation and marriage relationships.
- e. Define concepts of Mutual Respect.
- f. Identify how careers and work practices influence marriage relationships.

***Performance Standards***

*Competence will be demonstrated:*

- by completion of quizzes and examinations
- by participation in class discussions
- through an objective cumulative final examination
- by completion of all assigned activities

*Criteria - Performance will be satisfactory when:*

- learner is active in classroom participation
- learner participates in group activities
- learner completes written essays
- learner takes written objective examinations

**6. Analyze events and crises including finances, abuse, divorce, sexual dysfunction, and remarriage.**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Identify common crisis.
- b. Explain how crisis can affect family relationships.
- c. Explain the dynamics of domestic violence.
- f. Recognize the common difficulties faced in remarriage situations including child-parent and child-child relationships.
- g. Identify common reasons for divorce.
- h. Learn step-parenting strategies.

***Performance Standards***

*Competence will be demonstrated:*

- by completion of quizzes and examinations
- by participation in class discussions

- o through an objective cumulative final examination
- o by completion of all assigned activities

*Criteria - Performance will be satisfactory when:*

- o learner participates in group activities
- o learner completes written essays
- o learner is active in classroom participation
- o learner takes objective examinations

### **Types of Instruction**

Lecture

### **Grading Information**

#### **Grading Rationale**

The Course grade and "weight" is based on:

10% - CLASS PARTICIPATION: Includes attention in class, group activity participation, and discussion participation. Points off for lack of the same. This is determined by Instructor's judgment.

10% -- QUIZZES: The combined average grade of all quizzes taken.

10% -- CLASS OUTSIDE PROJECT: Varies from semester to semester. Some examples are: six hours of family observation, a written paper on "your perfect mate", A "Love Map" project on communication with (future) spouse, another project on an aspect of dating, marriage, or family life.

60% -- CHAPTER TESTS: There will be six non-cumulative chapter tests covering two chapters each. Chapter tests will be multiple choice and T/F. Students scoring 80% or less have the option of taking a retake/makeup test for a better score. Fill-in-the-blank chapter notes will be available for each chapter and will aid students in preparation for chapter tests and the final exam.

10% -- FINAL EXAM: Multiple Choice, over all of the chapters covered during the semester.

ATTENDANCE NOTE! Punctuality is a virtue! Three tardies count as one absence. If you accumulate absences totaling more than two weeks worth of class, you will be withdrawn from the course.

#### **Grading Scale**

- A Cumulative score of 90% or more
- B Cumulative score between 80 and 89%
- C Cumulative score between 70 and 79%
- D Cumulative score between 60 and 69%
- F Cumulative score of less than 60%