

**The University of Iowa: Department of Rehabilitation and
Counselor Education
Marriage and Family Interaction
Spring 2018
RCE: 4145:0015
N221 Lindquist Center
Thursday 5:00p – 7:45p**

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Office hours by appointment

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This course is given by the College of Education. This means that class policies on matters such as requirements, grading and, sanctions for academic dishonesty are governed by the College of Education

Required Text:

Olson, D.H., DeFrain, J., & Skogrand, L. (2014). *Marriage and families: Intimacy, diversity, and strengths* (8th ed.). New York: McGraw Hill.

Additional Readings:

Students may be assigned additional readings throughout for the course. These readings can be found on the ICON site.

Purpose:

This course examines contemporary American marriage, family structures, lifestyle choices, and marriage and family research. This is an introductory course on the nature of relationships, how families function, issues that families generally encounter, and how they change over time. We will explore the diverse experiences of families in America through different lenses with the emphasis on personal choices, marital adjustments, conflict management, parenting decisions, communication, and changes resulting from divorces, widowhood, and remarriage.

Course Objectives:

Within this course, students will

- ❖ develop frameworks for understanding diverse perspectives of families.

- ❖ explore personal values and choices regarding relationships and family life.
- ❖ explore factors involved in partner selections and family functioning.
- ❖ explore factors contributing to relationship issues.
- ❖ explore and engage in discussions about various different views, opinions, and beliefs about couples and families.

Course Policies:

Course Expectations

This course is designed to be an interactive experience between the course content and the students. It is expected that students will attend every class, read the assigned material before each class, and **participate in class activities**/discussion.

Communication:

I will generally contact students through email, or through ICON announcements, so please make sure you are checking both of those. Regarding contacting me, I am available via email. While I attempt to respond to messages immediately, please allow up to 24 hours for a response during the week. If you email me on a Friday afternoon, I may not be able to respond until the following Monday.

Confidentiality:

During some classroom activities and assignments, you and your classmates will have the opportunity to share stories and experiences from your life. If you choose to do so, you should choose information that you would feel comfortable talking about with your classmates. In this course, however, we will abide by the ethical principles of the helping professions field. That is, we will assume that nothing that is shared in this course of a personal or confidential nature will be shared with anyone outside of this course (including social media). Violations of confidentiality may be considered grounds for course failure. Please keep in mind that the instructor is a mandated reporter of abuse.

Participation/Attendance:

This course is designed with the expectation that students will actively take part in class activities and discussions. Participation grade is based on students' attendance (which will be noted each class), involvement in class activities and discussions, and the respect you show towards your fellow classmates. Computers will not be allowed to be used in class. It is the interaction of both the material and with your classmates that most of your learning will occur.

Regarding tardiness and absences, excessiveness in either category can result in a deduction of points from your final grade in the course. Your level of absence or tardiness will be reflected in your final grade at the discretion of the instructor.

Late/Missed Assignments:

All assignments are due on ICON by the date and time listed on the syllabus. Late assignments will not be accepted unless given an extension by the instructor prior to the due date of the assignment. Extensions may be given based of circumstances. Missed quizzes will be given a

score of zero if not taken within the time allowed to complete them. There are no exceptions to this rule.

Course Evaluation:

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor(s). Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at The University of Iowa. I strongly urge you to participate in the evaluation system.

University Policies:

Diversity & Inclusion

The University of Iowa prohibits discrimination in employment or in its educational programs and activities based on race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference. No acts of discrimination will be tolerated in this class. Formal policies around diversity are built into the syllabus template, and more information is at <http://diversity.uiowa.edu/eod/>.

Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which include but are not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <http://sds.studentlife.uiowa.edu/> for information.

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. We share a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See [Part II.4 of the Operations Manual](#) at <http://www.uiowa.edu/~our/opmanual/ii/04.htm> for assistance, definitions, and the full University policy.

Electronic Communication

You are responsible for all official correspondences sent to your standard University of Iowa e-mail address (@uiowa.edu). Check your account frequently.

Academic Integrity

All provisions of the Student Code of Honor and Regulations Governing Student Conduct and Disciplinary Proceedings apply in this course. Please refer to the University Regulations Handbook to familiarize yourself with these expectations. Any violations of these codes will be handled according to University guidelines. Students who are suspected of any form of cheating or plagiarism will be reported, and all work turned in to the instructor for course credit must be

original. Specifically, turning in an assignment that is substantially the same work you have done for another course is not permitted and will receive zero points.

Making a Suggestion or a Complaint

You and your instructor may not always see eye to eye. If there is a problem, please speak to your instructor first. Often you and your instructor can resolve the issue without need for further action. Your instructor may consult with the course supervisor for advice. If matters are still unresolved, please speak with Dr. John Wadsworth, the RCE DEO. Complaints must be made within six months of the incident.

Reacting Safely to Severe Storms

In severe weather, you should seek shelter in the lowest, innermost part of the building, away from windows. The class will continue if possible when the event is over. Please refer to Operations Manual, II.22 or <http://emergency.uiowa.edu/content/severe-weather> and be sure to sign up for <http://hawkalert.uiowa.edu/>.

Clarifying Student Collaboration

Some of your work may be collaborative. Each student on a research team is expected to complete a similar amount of work and to contribute equally to the project. Each student will complete a self-evaluation and a group evaluation, describing this equality or the lack of it during the group's work. For more information, see the assignment sheet, the grading rubric, and the self-evaluation form for the project. Students who misrepresent themselves as equal partners in this collaborative project but who are letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

Course Assignments:

Journal Entries:

Each student will be required to keep a journal. The journal will consist of reflections, questions and/or comments about the assigned readings. Journal entries should be complete before each class period and referred to during class to participate and contribute to class discussion. Please have two questions that you would like to pose to the class for each chapter. These questions should be marked with a * in your journal. Journals should be dated, and the chapter number and title should be clearly and easily identified. Points will be deducted from journals that are not relatively neat, organized and thoughtful. Journals will be collected and graded three times during the semester (see course outline below). The length of the chapter material should reflect the length of your journal entries. Length and quality of your work will be graded accordingly.

Chapter presentations:

You will be required to pair up with a fellow classmate and present a chapter to the class. The presentations must be at least 30 minutes long and include one class activity. Please provide the class with an informational handout of your presentation. You will also be required to guide the class in a group discussion/activity on your chapter after your presentation. If you use Kahoot, you must have an additional exercise. Half of your grade will be determined by your partner and the level of effort they report you put into the project. Presentations should be summaries of and

not word for word from the text. Points will be deducted for reading strictly from your power point if you should decide to use one.

Family Life Cycle Paper (Midterm):

For the midterm examination, students will complete an academic paper and case study on the Family Life Cycle. This assignment has two parts. For the first part, you will give an in-depth description of the Family Life Cycle, including a thorough explanation of all the stages, and what research has said about the applicability of it. For the second part, you will write up a case study using your own family. As part of the case study, you will identify the members of the family you are utilizing, describe the life cycle stages they are currently in, why you believe they are in these stages, and highlight ways they may differ from the literature discussed in class. Make sure to include a discussion about the stressors/challenges that each individual is facing. This assignment should be complete in 12 font size, times new roman, 10 – 12 pages (including title page) doubled space with at least 6 references.

Quizzes:

There will be 12 quizzes throughout the semester to be taken on ICON. Quizzes will be based on class discussions as well as assigned readings. Quizzes will become available each Sunday at 5pm and must be completed before class the following week.

Final Examination:

The final exam will be cumulative and held during finals week. It will consist of 100 multiple choice questions. You will have a limited amount of time to complete the final as it will be provided via ICON and taken at your discursion during finals week.

Grades:

Points will be calculated as follows:

Participation	95
Presentation	40
12 Quizzes @8 pts. Each	95
Journal Entries	60
Midterm	60
<u>Final</u>	<u>95</u>
Total	445

Grades are calculated according to the following scale:

The top grade is A	B+: 352-367+	C+:312-327	D+: 272-287
A: 380+	B: 340-351+	C: 300-311	D: 260-271
A-: 368-379+	B-: 328-349	C-: 288-299	D-: 248-259

Course Outline

01/18/2018 Week 1: Introduction

01/25/2018 Week 2: Ch. 1 - Perspectives on Intimate Relationships

02/01/2018 Week 3: Ch. 2 - Cultural Diversity and diversity in Family Structure

02/08/2018 Week 4: Ch. 3 - Understanding Marriage and Family Dynamics

02/15/2018 Week 5: Ch. 4 - Communication and Intimacy
JOURNAL DUE

02/22/2017 Week 6: Ch. 5 - Conflict and Conflict Resolution

03/01/2018 Week 7: Ch. 6 - Sexual Intimacy

03/08/2018 Week 8: Ch. 7 - Gender Roles and Power in the Family

Presenters:

03/15/2018 **SPRING BREAK**

03/22/2018 Week 9: Ch. 8 - Managing Economic Resources
MIDTERM DUE

03/29/2018 Week 10: Ch.: 9 - Friendship, Intimacy, and Singlehood
JOURNAL DUE

Presenters:

04/05/2018 Week 11: Ch. 10 - Dating, Mate Selection, and Living Together

Presenters: Rachel and Rebecca

04/12/2018 Week 12: Ch. 11 - Marriage: Building a Strong Foundation

Presenters: Asya, Maggie and Kelly

04/19/2018 Week 13: Ch. 12 - Parenthood: Joys and Challenges

Presenters: Emily and Liz

04/26/2018 Week 14: Ch. 13 - Midlife and Older Couples

Presenters:

05/03/2018 Week 15: Ch. 14 - Stress, Abuse, and Family Problems
FINAL JOURNAL DUE

Presenters: Jessy and Caleb

05/10/2018 FINALS WEEK – EXAM IS DUE BY FRIDAY AT NOON