# Marriage as an Interpersonal Process

(Soon to be: Marriage and Romantic Relationships)

**Child and Family Studies 1400**

**Spring Semester 2017**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Chloe D. Merrill</th>
</tr>
</thead>
</table>
| Office:     | Room 229 (please enter through room 228)  
              Jerry and Vickie Moyes College of Education  
              Department Child and Family Studies  
              Weber State University  
              Ogden UT 84408-1301 |
| Phone:      | 626-7110 |
| Class Time: | Tuesday and Thursday – 10:30 a.m. – 11:45 a.m.  
              Room 233 – McKay Education Building |
| Office Hours: | Tuesday and Thursday – 8:00 a.m. – 8:50 a.m.  
               Wednesday – 8:00 a.m. – 11:30 a.m. or  
               By appointment only |
| E-mail:     | Please use the WSU Online/Canvas email system |
| Enhanced Course Information: | Additional required course information and unit readings for this course will be on WSU Online/Canvas |

## Course Description:

A broad “diversity and strengths” course on marriage, which acquaints the student with (1) a historical overview of the discipline; (2) the basic tenants of various theoretical perspectives currently endorsed as providing insight, explanation, and comprehension of personal, interpersonal, and developmental dynamics, and (3) an overview of interpersonal processes and techniques employed by the theoretician, researcher, and practitioner.

**Note:** Many course assignments will require you to look at and apply them to your personal and family life. If you are uncomfortable sharing information with your professor then you might want to consider taking another course. Also the professor does not remember individual assignments as the class has a large number of students. All assignments are held in confidentiality.

## Textbooks:


**Note:** Exam questions and other information will be taken from these text editions. If you chose to use a different text edition you are responsible to get the correct information. Please use the correct edition of the texts!

## Protect and Back Up Your Work:

You are strongly encouraged to use a cloud drive, USB, CD, etc., to protect and backup each of your written assignments AS YOU WORK ON THEM. Also, keep a hardcopy of every assignment you turn in for grading. Electronic failures, crashed disks, faulty CDs, etc., will not be accepted as excuses for turning in assignments late.
LEARNING OUTCOMES (COURSE OBJECTIVES):
The following objectives are aligned with the material included in the text and NCFR Guidelines corresponding with Area 5: Interpersonal Relationships (corresponding NCFR learning outcomes, skills & abilities in parenthesis). Assignment of each objective is in Italics.

Upon course completion a student should have the following:

1. A sound understanding of the development and maintenance of marriage and other interpersonal relationships (5-1; 5-b; 5-f);
   a. Textbook readings, class lecture notes, assigned articles, applied assignments, examinations
2. An understanding of intimacy, love, romantic relationships, and mate selection in many forms and contexts (5-3; 5-b; 5-f);
   a. Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, examinations
3. Skills pertaining to marriage and other close interpersonal relationships including communication skills, such as listening, empathy, self-disclosure, decision-making, problem-solving, and conflict resolution (5-2; 5-e);
   a. Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, examinations
4. The capacity to relate to others with concern, respect, sincerity, and responsibility (5-4; 5-a; 5-b);
   a. Textbook readings, class lecture notes, assigned articles, applied assignments
5. The ability to analyze marriage and other interpersonal relationships using various theoretical perspectives (5-c);
   a. Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, examinations
6. The ability to recognize developmental stages of romantic relationships (5-1; 5-b; 5-d; 5-f);
   a. Textbook readings, class lecture notes, applied assignments, examinations
7. A knowledge of the impacts of personality and communication styles on interpersonal relationships (5-1; 5-2; 5-a).
   a. Textbook readings, class lecture notes, mini videos, assigned articles, applied assignments, examination

CFLE CERTIFICATION:
The goals of this course are to provide students with the opportunity to gain a sound knowledge base regarding the unique dynamics associated with various marital and romantic relationships. This class meets the National Council on Family Relations (NCFR) standards #5 for the Family Life Educator Certification (CFLE).

CFLE Portfolio: If you plan on majoring in Family Studies, or think you may possibly major in Family Studies, you will need to save all of your paperwork associated with this course for your Major Certified Family Life Educator Portfolio.

Provisional CFLE Certification: The National Council on Family Relations (NCFR) offers a Provisionally Certified Family Life Educator credential to individuals who have satisfactorily met certification standards. Weber State University’s Family Studies Major is an approved program designed to meet those standards. The Family Studies Seminar is designed to help meet the NCFR Standard #9, “Ethics.” In order to meet this standard, students must establish competence in a defined knowledge base and be able to demonstrate specific skills. The accomplishment of all certification standards will be demonstrated in a Family Studies Major Program Portfolio, which is a three-semester project. Full certification as a Family Life Educator is available via application approval, or by exam, and requires 3,200 hours of professional work within a five-year window.

STUDENTS WITH DISABILITIES (SSD)
Any student requiring accommodations or services due to a disability must contact Services for Students with
Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide course materials (including the syllabus) in alternative formats if necessary.

**USING TURNITIN:**

WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of student work. Enrollment in this course may require you to submit some or all of your assignments to it this semester, and documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy.

**WSU ONLINE/CANVAS ENHANCED COURSE**

To pick up PowerPoint slides and lecture notes used in class you will need to log into the WSU Online/Canvas Enhanced section of this course and download that information. Please remember that not all of the information given in class will be on this site. You need to come to class for all of the information.

To review all course materials, turn in all assignments, and check your points in this course and turn in all assignments it this class, please do the following:

1. Go to http://wsuonline.weber.edu/
2. Click on WSU Online/Canvas Login
3. Use your WildCat username/password to log in.
4. This will take you to a page that lists all of the courses you are taking.
5. Click on the CHF 1400 course
6. You are now at the homepage for this course
7. Click on information you would like to view. If it is the module currently being studied then you will find all of the information needed with that unit including the interview.

If you would like to read my comments please do the following:

1. Go to the homepage for this course.
2. In the upper right hand corner you should see the assignment icon.
3. Click on the icon.
4. It will open you up into a page that states “Assignments”. This page will have all of the assignments listed.
5. Go to the right hand side and under options, click on the graded icon.
6. You will then be taken to a “View Submission” section.
7. Click on Attempt 1.
8. This will take you to your assignment and you will then be able to see my comments.

**Please note you will turn all assignments in via the WSU Online/Canvas. Only do one or the other.**

**STUDENT ATHLETES:**

Student athletes must turn in assignments or take exams in advance if they are going to be gone during the time an assignment is due or an exam given. It is the students responsibility to consult the schedule and be aware of all due dates.

**COMMUNICATION POLICY**

**Instructor E-Mail:**

Please use the WSU Online/Canvas e-mail as this is the best way to reach me quickly. I check this email least twice a day Monday-Friday.

I do not generally check e-mails on weekends, Saturday or Sunday, or after 8:00 p.m. at night so please e-mail your questions early concerning assignments.

If you do not receive a reply to an e-mail that you have sent to me within 24 hours, Monday-Friday, please e-mail me again as your e-mail might not have been received. E-mails sometimes get lost in "cyberspace". Thank you!
Your E-Mail:
Please be sure that your email in the WSU Online/Canvas is checked frequently. WSU Online/Canvas email will be used for the course and individual and group e-mails are sent from there. It is your responsibility to be sure that this e-mail is working and checked often. Please contact Tech Support at 801-626-6499 if you need help.

Response To Emails And Telephone Calls:
Please be aware that all emails and telephone calls are responded to within a 24-hour period except on Saturday and Sunday. If you do not hear from me within that time period I DID NOT receive your email or call. Please send your email again or leave another message.

If you still do not understand what I am asking for during the course then email or call me as much as needed. I am here to help you but cannot help if I do not get the messages or know that help is needed. I do not ignore emails or telephone calls and I am more than glad to continue to answer questions you might have.

COURSE HINTS AND POLICIES
Class will not just be note taking but actual learning experiences will be shared. Active participation is a must. Some students attend class but are "psychologically absent". Participation and questions that add to the course discussion are welcome. Ask for clarification if you do not understand. Many times others are also confused and your clarification questions are appreciated. Read the chapters early in each unit so they can add to the class discussion. Reading of course material is a must.

- All assignments are to be submitted via the WSU Online/Canvas system.
- All assignments are due at 11:59 p.m. on the dates listed in the syllabus. NO LATE ASSIGNMENTS WILL BE ACCEPTED unless prearranged before due date not after.
- THERE IS NO EXTRA CREDIT OFFERED IN THIS COURSE.
- Please remember that no assignments may be redone. Please do your best work the first time.

Assignment or taking of exams will not be accepted late under any circumstances. As an example: If you get really sick the day before an assignment is due, yet you had otherwise allotted that whole day to do the paper and normally would have finished it, but because you are sick and do not finish it, at least submit what you have for partial points.

The reason late assignment are not allowed is because: a) you know in advance at the beginning of the semester when all assignments are due and exams will be held; and b) because part of being responsible and accountable is that you work ahead in case these types of things happen.

PLEASE TURN OFF ALL CELLULAR PHONES AND PAGERS OR AT LEAST TURN THEM ON TO VIBRATE. THEY ARE DISRUPTIVE TO THE CLASS. PHONE’S ARE NOT TO BE OUT AT ANYTIME DURING CLASS. NO TEXT MESSAGING OR EMAILING DURING CLASS - PARTICIPATION POINTS WILL BE DEDUCTED.

ACADEMIC HONESTY:
Cheating is defined as taking credit or presenting work as your own that is not your own original work. You are encouraged to meet together and discuss course material, but all examinations must be completed individually and without any notes. The relationship intervention project must be an original project prepared by the individual student. Plagiarism is not acceptable and proper citation of sources is required on all assignments. Additional information regarding student’s rights and responsibilities can be found in the Student’s Code: http://documents.weber.edu/ppm/6-22.htm
MOST IMPORTANT POLICY NOTE:

As required projects are completed for this course remember that http://www.wikipedia.org is not a peer reviewed, research based source, and credit will not be given for information quoted from that site.

UNIVERSITY CONCUSSION AND HEAD INJURY POLICY:

Students who sustain a concussion or a traumatic head injury should immediately report the incident to a faculty member. The student will be excused from actively participating in physical activities for the class until the student is evaluated and cleared by a qualified health care provider to resume participation in class physical activities.

WSU ONLINE/CAMPUS CLOSURE:

THIS IS ONLY AFFECTIVE SHOULD CLASSES NEED TO BE CANCELED DUE TO AN EARTHQUAKE, H1N1, OR OTHER EXTENDED WSU REASONS (Personal reason are not applicable here)

WSU Online/Canvas is the preferred way of communication between students and professor in this class. When you use regular emails for communication, please stick to your assigned @mail.weber.edu account or have @mail.weber.edu messages forwarded to accounts you do check. It is your responsibility to check your WSU online/canvas mailbox or email account regularly.

In the event of disease, natural disaster, or some other reason and the main campus is closed, this course will resume online through the WSU Online system. Please login into this course via the WSU Online System to receive further instructions: http://online.weber.edu/webct/entryPageIns.dowebct

COURSE REQUIREMENTS, ASSIGNMENTS, AND SCHEDULE:

ASSIGNMENT GRADING INFORMATION:

Please be aware that when your assignments are graded every single one is read. Following are some guidelines as to what is being look for:

Content that has been thought out and has what would be called "depth" to it. It is just not "surface" or short brief statements that skim over the topic or repeat what the book states but statements that are well supported and backed up with course terms/concepts.

Within the content depth, the minimum amount of course terms to be used and the content you have given backs up the statements you are making. The assignments are read looking to be sure that you have just not put the course concepts in a sentence just to have them there but that you have a good understanding of the concept and how to apply it with the assignment.

Assignments will be graded on development of thoughts, organization, and fulfillment of all “Grade Rubric Criteria” for the questions the criteria is listed under.

WHEN FORMATTING YOU PAPERS, PLEASE BE SURE TO USE THE FOLLOWING GUIDELINE:

1. Include a title page
2. 1 inch margins all around
3. Double spaced entire page (no extra spaces)
4. Use Times New Roman 10-12 point font
5. The required number of pages should be content only – this does not include the title page.
1. CLASS AND EMAIL CONTRACT:

As part of this course you will need to sign a “Class and Email Contract” by the end of the first week of the semester. This contract tells me that you have read the syllabus completely through and either agree or disagree to the contents.

Also, you will be agreeing (or not) that you have viewed and understand the due dates on all assignments and exams on the "Assignment/Exam Due Date at a Glance" page.

You will also need to email me through the WSU Online/Canvas system before signing this contract to show that you know how the system works and are able to connect to the enhanced course.

You will also be agreeing (or not) to check your WSU Online/Canvas email at least 4 times per week during this semester.

If you do not sign this contract by the beginning of the second week you will still need to sign it but will receive “0” points.

2. EXAMS

During the semester, a total of six (6) exams will be given. **Exams will be given in the testing centers only on the days scheduled. To take the exam you must have picture ID. The exams are on Chi Tester. You must arrive at least 1 hour before the testing center closes. There will be no make-up exams.** Exams will be objective in nature and cover both texts and the class discussions. Each exam will be **worth 50 points.**

**Exams will only be available on Chi Tester at one of the WSU Testing Centers or if you qualify by proctor.** An exam review for each module will be available one week prior to the exam.

3. ATTENDANCE/PARTICIPATION

Course attendance, preparation for class, and participation in class discussion is a critical component of learning. Frequent absences are not acceptable because they are disruptive to the group and because material/information will be presented in the class that is not contained in the assigned readings. Because the subject matter of the course will be presented in many forms the student needs to be prepared to discuss assigned readings. It is, therefore, important that the student read the assigned work prior to coming to class.

Attendance is considered an integral part of the marriage class. In order to grasp course concepts, participation in class and small group discussions is essential. **Attendance will be taken each class and will count 50 points toward the student’s final grade. You will receive 1 point for attendance and 1 point for participation – total 2 points.** If you come late or leave class early you will not receive the full point for attendance. Reading material prior to class is important so that participation can take place. If you do not participate at least one time per class you will not received the participation point. **One (1) point will be given for exams dates after you have taken the exam.**

**Regular attendance and participation are crucial to your success in this class.** Increased interaction with the course material will help you better grasp the issues and give you a chance to apply these materials to a variety of situations, helping your chances of success on papers and the final exam. It is up to you whether you attend class or not but please remember the attendance points and in-class exercises/quizzes cannot be made up under any circumstance.

4. SELF-INTROSPECT ASSIGNMENTS:

Students will participate in four (4) Self-introspect assignments. These assignments are to be reflective of your life – meaning that only you and I will see them. To receive full credit for a Self Introspect assignment, you must answer the question based on your individual situation and ideas. The expectation is that you will develop your thoughts into a coherent answer that is **AT LEAST 2 (double spaced) pages in length** – **have a separate title page.** These assignments will remain private and will not be seen by other students. I will only be grading that you did the assignment and that it was well written, organized, developed enough and error free. Self introspect assignments will be worth 10 points each. Self introspect assignments include:
Self introspect Assignment #1: Discuss an instance in which you feel you engaged in one of the 4 danger signs outlined in Chapter 2 of the Markham text. What was the experience like for you? What were the repercussions of your behavior? What would you do differently now?

Self introspect Assignment #2: After learning about the importance of the family of origin and its influence on your life, come up with 5 strengths and 5 weaknesses of your family of origin and what you plan to do to keep the strengths and avoid repeating the weaknesses.

Self introspect Assignment #3: Interview a grandparent or another individual who is at least 40 to 45 years older than you are or at least 20 years younger than you are if you happen to be older. Ask them about their experiences while they were dating and compare what they say to your experiences. What are the similarities and what are the differences?

Self introspect Assignment #4: When is a time in your life when you either needed to forgive or to be forgiven for something that was done? How difficult was the process and how were you different afterward?

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**SELF-INTROSPECT ASSIGNMENT GRADE RUBRIC**

Please follow the directions listed in the syllabus.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Student Points</th>
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<tbody>
<tr>
<td><strong>CONTENT:</strong></td>
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<tr>
<td>▪ Reflective of student’s life.</td>
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<tr>
<td>▪ Answered the question based on students individual situation and ideas</td>
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<td></td>
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<tr>
<td>▪ Develop student’s thoughts into coherent answers.</td>
<td>10</td>
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<td><strong>PROFESSIONALISM:</strong></td>
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<tr>
<td>▪ Paper is typed, error free and on the due date</td>
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<td>▪ No extra spacing – all must be double-spaced (especially between</td>
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<td>paragraphs).</td>
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<td>▪ One-inch (1”) margins all around.</td>
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<tr>
<td>▪ At least 2 double-spaced pages in length.</td>
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<td>▪ Cover page</td>
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<td>▪ Well written, organized, and developed enough.</td>
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<td><strong>TOTAL POINTS</strong></td>
<td>15</td>
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</table>

**Comments:**

5. MARRIAGE AND RELATIONSHIP INTERVIEWS:

You are to conduct interviews (2 papers) throughout the semester.

▪ **Interview Paper #1.** Single, male (1 interview) AND female (1 interview) friend - Never married or cohabitated.
  o For “older” students you can interview two younger people, a single, male (1 interview) AND female (1 interview) concerning their view of marriage. They can be classmates or if you have children friends of theirs.

▪ **Interview Paper #2.** Older couple (been married at least 35+ years) - 1 couple but must interview both husband and wife.

These interviews should not last more than 20 minutes and you may do them over the phone. You may interview either family or friends. Before interviewing an individual or couple, make sure they understand that they do not have to answer any of the questions. You will not be docked points for questions that they do not answer. When interviewing married couples, I strongly suggest that you interview those in happy and stable relationships. You will then be asked to write a summary of what was said (not a transcript of what they said, but a general summary.
comparing responses) and then analyze the interview using concepts/terms and course material. You will also give your reaction to doing the interview. Do not just turn in a transcript of what they said, instead summarize what you heard them say AND then analyze what you have learned in class or from the texts. Do not include their names or how you know them but give approximate age and other demographic data you feel is needed. You will write a paper for each of the two interviews. The papers should each be at least 3-4 pages (double spaced) in length, 10-12 point font, with 1 inch margins in Times New Roman font. Be sure to have headings in your paper to designate the different areas discussed. They are to be turned in via WSU ONLINE/CANVAS before the assigned due date.

Please be sure to look and read over the grade rubric for this assignment.

The following is an outline of who you will interview and suggested questions to ask:

**Interview # 1. (Due February 27, 2017) – see grade rubric**

1. Single, male (1 interview) AND female (1 interview) friend - Never married or cohabitated:
   A. The questions you need to ask:
      i. What is the best thing about being single?
      ii. What is the worst thing about being single?
      iii. What are some of your expectations of marriage and how it will be?
      iv. What does it mean to you to be emotionally healthy?
      v. Why do you think some marriages don’t work?
      vi. Why do you think some marriages succeed?
      vii. What is your definition of a healthy marriage/relationship?
   B. Give approximate age and other demographic data you feel is needed (suggestion, this could be at the beginning of the paper with the heading "Demographics") (at least 1/2 page).
   C. Write a summary of what was said (suggestion, heading could be "Summary of Interview") (at least 2 pages).
   D. Give your reaction to doing the interview (suggestion, heading could be "Reaction") (at least 1/2 page).
   E. Analyze the interview using concepts/terms and course material. At least 4 different concepts need to be applied and in italics (suggestion, heading could be "Application of Course Concepts") (at least 1 ½ page).
   F. Paper should each be at least 4-5 pages (double spaced) in length – not including the title page, 10-12 point font, with 1-inch margins in Times New Roman font.
   G. Be sure to have headings in your paper to designate the different areas discussed.
   H. Please look and read over the grade rubric for this assignment.

**Interview # 2. (Due March 30, 2017) – see grade rubric**

2. Older couple (been married at least 35+ years) - 1 couple but must interview both husband and wife:
   A. The questions you need to ask:
      i. What is the best aspect about being married?
      ii. What has been the most difficult aspect of marriage?
      iii. What were some of the expectations you had about marriage? Have they been met? Why or why not?
      iv. How long did you know each other before you got married?
      v. What advice would you give to couples getting married?
      vi. Why do you think some marriages don’t work?
      vii. Why do you think some marriages succeed?
      viii. What is your definition of a healthy marriage/relationship?
   B. Give approximate age and other demographic data you feel is needed (suggestion, this could be at the beginning of the paper with the heading "Demographics") (at least 1/2 page).
   C. Write a summary of what was said (suggestion, heading could be "Summary of Interview") (at least 2 pages).
   D. Give your reaction to doing the interview (suggestion, heading could be "Reaction") (at least 1/2 page).
E. Analyze the interview using concepts/terms and course material. At least 4 different concepts need to be applied and in *italics* (suggestion, heading could be "Application of Course Concepts") (at least 1 ½ page).

F. Paper should each be at least 4-5 pages (double spaced) in length – not including the title page, 10-12 point font, with 1-inch margins in Times New Roman font.

G. Be sure to have headings in your paper to designate the different areas discussed.

H. Please look and read over the grade rubric for this assignment.

### MARRIAGE AND RELATIONSHIP INTERVIEWS GRADE RUBRIC

Please follow the directions listed in the syllabus.

<table>
<thead>
<tr>
<th>TOPIC AREA</th>
<th>INFORMATION</th>
<th>SCORING</th>
<th>STUDENT SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell who you interviewed (1/2 page).</td>
<td>Demographics of interviewee</td>
<td>5</td>
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<tr>
<td>Summary interview (2 pages)</td>
<td>Please list question then response.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Your reaction (1/2 page)</td>
<td>To the process of doing interviews. You must have depth and insight here.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Application of course concepts. At least 4 different concepts need to be applied and in <em>italics</em>. (1 1/2 page)</td>
<td>How they applied to this specific interview from course learning.</td>
<td>15</td>
<td></td>
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<tr>
<td>Professionalism</td>
<td>Well written, organized and attractively formatted</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>50</strong></td>
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**COMMENTS:**

**GRADING:**

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Class and Email Contract</td>
<td>5 Points</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>50 Points</td>
</tr>
<tr>
<td>Self introspect Assignments</td>
<td>4 at 15 points each</td>
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<tr>
<td>Two Marriage and Relationship Interviews</td>
<td>2 interviews at 50 points each</td>
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<tr>
<td>Exams</td>
<td>6 at 50 points each</td>
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<td><strong>Total Points</strong></td>
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SCALE:
Please remember that you earn your grade, grades are not just given.

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<thead>
<tr>
<th>GRADE</th>
<th>GRADE PERCENTAGE RANGE:</th>
<th>GRADE</th>
<th>GRADE PERCENTAGE RANGE:</th>
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<td>A</td>
<td>100% to 94%</td>
<td>C</td>
<td>&lt; 77% to 73%</td>
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<td>A-</td>
<td>&lt; 94% to 90%</td>
<td>C-</td>
<td>&lt; 73% to 70%</td>
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<td>B+</td>
<td>&lt; 90% to 86%</td>
<td>D+</td>
<td>&lt; 70% to 66%</td>
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<td>B</td>
<td>&lt; 86% to 83%</td>
<td>D</td>
<td>&lt; 66% to 63%</td>
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<td>B-</td>
<td>&lt; 83% to 80%</td>
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<td>&lt; 63% to 60%</td>
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<td>C+</td>
<td>&lt; 80% to 77%</td>
<td>E</td>
<td>&lt; 60% to 0%</td>
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COURSE SCHEDULE

Specific due dates for all assignments are on the "Assignment/Exam Due Dates at a Glance" page. Please watch them carefully as no assignments will be accepted late.

SUBJECT TO CHANGE STATEMENT

Information contained in the course syllabus, other than the grade policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

STATEMENT OF COPYRIGHTED MATERIALS

Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the students, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University’s Intellectual Property Policy (http://www.weber.edu/iso/heoa_p2p_compliance.html). Violations of the instructor's copyright may result in course sanctions and violate the Code of Academic Integrity.

TENTATIVE COURSE TIMELINE

This is a tentative course schedule and can be changed by the professor if and when needed.

<table>
<thead>
<tr>
<th>DATE</th>
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<td>Jan. 12</td>
<td>The Meaning of Marriage and the Family</td>
<td>Strong &amp; Cohen, Chapter 1, pp. 4-29</td>
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<tr>
<td>Jan. 17</td>
<td>Studying Marriages and Families</td>
<td>Strong &amp; Cohen, Chapter 2, pp. 31-64</td>
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**WEEK 3**

| Jan. 24 | Five Keys for a Great Marriage  
Destructive Patterns | Markman, Stanley, & Blumberg, Chapter 1, pp. 19-36  
Markman, Stanley, & Blumberg, Chapter 2, pp. 37-63 | Self-Introspect Assignment #1 |
| Jan. 26 | **EXAM 1**  
WSU Testing Center |

**MODULE 2**

**WEEK 4**

| Jan. 31 | Gender and Family | Strong & Cohen, Chapter 4, pp. 109-144 |
| Feb. 2 | Intimacy Friendship and Love | Strong & Cohen, Chapter 5, pp. 145-180 |

**WEEK 5**

| Feb. 7 | Understanding Sex and Sexualities | Strong & Cohen, Chapter 6, pp. 181-228 |
| Feb. 9 | Communication, Power and Conflict  
Strategies for Resolving Double Binds  
"Life According to Me" | Strong & Cohen, Chapter 7, pp. 229-266  
Extra Readings Online | Self-Introspect Assignment #2 |

**WEEK 6**

| Feb. 14 | **EXAM 2**  
WSU Testing Center |

**MODULE 3**

**WEEK 7**

| Feb. 16 | Changing Roles, Changing Rules Men and Women in Conflict  
When What You Heard Isn’t What I Said  
Talking Safely Without Fighting | Markman, Stanley, & Blumberg, Chapter 3, pp. 64-88  
Markman, Stanley, & Blumberg, Chapter 4, pp. 89-105  
Markman, Stanley, & Blumberg, Chapter 5, pp. 106-133 |
| Feb. 21 | Controlling the Home Fires  
Problems and Problem Solving  
Keeping Conflict Under Control | Markman, Stanley, & Blumberg, Chapter 6, pp. 134-159  
Markman, Stanley, & Blumberg, Chapter 7, pp. 160-191  
Markman, Stanley, & Blumberg, Chapter 8, pp. 192-214 | Marriage and Relationship Interview #1 |
| Feb. 23 | **EXAM 3**  
WSU Testing Center |
### MODULE 4

**WEEK 8**

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<td>Feb. 28</td>
<td>Marriages in Societal and Individual Perspectives</td>
<td>Strong &amp; Cohen, Chapter 8, pp. 267-310</td>
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<td>Twenty Questions to Discuss During Engagement</td>
<td>Extra Readings Online</td>
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<td>Mar. 2</td>
<td>Unmarried Lives: Singlehood and Cohabitation</td>
<td>Strong &amp; Cohen, Chapter 9, pp. 311-343</td>
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<td>&quot;Changing Intimacy Game Rules&quot;</td>
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<td>&quot;Typology of Singlehood&quot;</td>
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**WEEK 9**

**MARCH 6 – 10 - SPRING BREAK**

**WEEK 10**

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<td>Mar. 14</td>
<td>Becoming Parents and Experiencing Parenthood</td>
<td>Strong &amp; Cohen, Chapter 10, pp. 344-390</td>
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<td>Mar. 16</td>
<td>Safe Harbor</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 9, pp. 217-231</td>
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<td>Being There</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 10, pp. 232-254</td>
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**MODULE 5**

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<td>Playing Together</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 11, pp. 255-269</td>
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<td>Sense and Sensuality</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 12, pp. 270-293</td>
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<td>Mar. 30</td>
<td>Sacred Places</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 13, pp. 294-310</td>
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<td>Why You Can’t Always Get What You Want</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 14, pp. 294-320</td>
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**WEEK 13**
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<td>Apr. 6</td>
<td>Intimate Violence and Sexual Abuse</td>
<td>Strong &amp; Cohen, Chapter 12, pp. 433-472</td>
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<td>Apr. 11</td>
<td>Coming Apart: Separation and Divorce Families</td>
<td>Strong &amp; Cohen, Chapter 13, pp. 473-508</td>
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<td>Apr. 18</td>
<td>Forgiveness</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 15, pp. 343-371</td>
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<td>Sticking, Stuck or Stopped</td>
<td>Markman, Stanley, &amp; Blumberg, Chapter 16, pp. 372-402</td>
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<td>Markman, Stanley, &amp; Blumberg, Chapter 17, pp. 403-412</td>
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