

Soc339U Syllabus, Spring, 2019

NOTE: Be sure to read this syllabus over thoroughly and carefully. Some items are explained in more detail in the Week 1 Learning Module and in your Assignments instructions. The course syllabus is considered a contract between instructor and students. Your continued enrollment in the course indicates your agreement to abide by the terms of this contract.

Instructor Information

Instructor Name: Carol Holdt
Use D2L email tool - Enter holdtc@d2l.pdx.edu in the To Field and please include our course id (SOC339U) in the subject line. Ignore any warnings or error messages you see.
Business email: Please use only if D2L is unavailable. holdtc@pdx.edu
My Office hours: My office hours are virtual, using D2L. I typically respond to questions in Q&A Discussions and D2L email on a daily basis.

Assistants*: Kaci Garcia and Affiong "Affie" Eyo- available via D2L email and in the Discussions area.
TA Office hours: Affie's face-to-face office hours are Fridays from 10 am to noon in Cramer 217V.

*I have developed very detailed grading criteria and rubrics for scoring your coursework. Although most of the actual grading is done by your assigned mentor/teaching assistant (TA), the evaluation and scoring of your work is done under my close supervision. My assistants follow my instructions and I check their work regularly.

Course Information

Course Title, Number: Marriage and Intimacy, Sociology 339U

Course Delivery: This class is fully online and available to you at all times except when systems maintenance is performed (See course homepage for dates and times of outages). There are no face-to-face meetings.

Course Description: In this course, students will be introduced to sociological and social psychological perspectives on intimate relationships and all stages of family life. We will explore the wide diversity of ways in which people "do family." We'll examine the effects of historical and current social environments and the role of gender, race, and class in shaping our personal choices and experiences. We'll learn about important research being conducted and sociological theories that help to explain family experiences.

The general course objectives I hope students will achieve:

- To become familiar with recent research findings regarding families and intimate relationships
- To understand the various theoretical approaches used to study families and intimate relationships
- To become increasingly aware of the cultural influences that affect the decisions we make around family and intimate relationships

This course is an elective for the Bachelor's in Social Work and Child and Family Studies majors and an approved Cluster Course in the Families and Society Cluster. The course expands on the ecological framework introduced in the Families and Society Sophomore Inquiry class and related major areas of study.

Required Textbooks

REQUIRED: *The Family: Diversity, Inequality, and Social Change, 2e*, Second Edition, by Philip N. Cohen, WW Norton & Company, 2018.

Choose 1 of these three options:

- ebook: (least expensive) purchase from publisher's website here: <https://digital.wwnorton.com/thefamily2>
- Paperbound: (most expensive) ISBN: 978-0-393-63932-2
- Loose-leaf: ISBN: 978-0-393-63935-3

NOTE: Check the title, authors, ISBN and edition carefully! There are many similarly named books out there. You **MUST** have the correct edition of the text to succeed in this course.

General Requirements

Workload:

As a general rule, in any 4-credit course, students would be expected to spend 4 hours per week in the classroom and about 8-12 additional hours per week doing coursework outside the classroom. Since this class does not meet in the classroom, you should expect to spend between **12-16 hours per week** completing required coursework. The time commitment may vary from week to week, depending on the amount of reading and other assigned work. Some weeks may require significantly fewer hours, some may require more.

Throughout the course materials, I have included many reminders to you regarding the work that you must complete for this course but it is especially important in a fully online course for students to take responsibility for noting and meeting all course requirements and deadlines.

Active Participation in D2L:

Your participation in weekly online lessons is critical to your success in this course and therefore required. Do not expect to log into the course once per week. You must have access to the Internet on a regular basis so that you can log on to the class **at least every three days** to check for announcements and email.

All coursework must be submitted in the D2L course. I will not accept any course work that is emailed or posted outside of D2L assignment tools.

If you encounter problems with D2L, click on D2L Help at the top of the page. It's a very good idea to print a copy of the contact info found there in case you are unable to access D2L at some point during the term.

Problems with your computer or Internet connection are **NOT** acceptable reason for deadline extensions. If you encounter such problems that cannot be resolved in time, you should use another computer to complete the work prior to the deadlines. It's a good idea to have an alternative computer or two identified **BEFORE** you run into problems.

Work Independently:

All coursework must be completed individually, without help from other students or anyone else. The only exceptions to this are cases where I instruct students to seek help from the PSU Writing Center.

Course Policies

Deadlines:

Throughout the course materials, I have included many reminders to you regarding the work that you must complete for this course but it is especially important in a fully online course for students to take responsibility for noting and meeting all course requirements and deadlines.

- Most weeks, you must begin your online activities prior to 10 pm on the day they are due. In weeks with a scheduled D2L maintenance outage, all assignments must be **COMPLETED AND SUBMITTED** by 10 pm Saturday. Watch for outage notices on the D2L homepage.
- I will only extend deadlines if you can provide the required documentation of an illness (Doctor's note). Please note that beginning winter term 2019, SHAC will no longer provide medical excuse notes for academic absences (e.g. classes, labs, studios, or exams), or for missed deadlines due to short-term illness, injury, or other clinical appointments.
- Because you chose to enroll in a fully online course, it is your responsibility to make sure you have access to the course throughout the term. Assignment deadlines will **not** be extended due to:
 - Problems with your computer or Internet access. If you encounter computer/Internet access problems, use another computer to complete the work prior to the deadlines.
 - Work schedules
 - Personal travel plans
 - Personal, non-academic activities
- **Review Quiz** deadlines are firm. One missed quiz will not impact your course grade and therefore may not be made up. Subsequent missed quizzes may only be made up in the case of documented illness.
- **Weekly online activity** deadlines are firm and may only be made up in the case of documented illness. Since discussions are a group activity, they may not be made up under any circumstances.
- **Missed exams:**
 - Makeup exams due to documented illness are only allowed up to 5 calendar days after the closing date of the original exam. If you are ill during the exam availability period, you should contact me as soon as possible so an extension can be negotiated. Documentation is required.
 - If you miss an exam for any other reason, makeup exams are only allowed up to 3 calendar days after the closing date of the original exam. Ten percent (10%) will be deducted from your score if the exam is completed within 1 day of the original closing date, 20% will be deducted from your score if the exam is completed within 2 days of the original closing date, 30% will be deducted from your score if the exam is completed within 3 days of the original closing date.

Conduct:

It is required that you act appropriately and demonstrate respect for everyone involved in this course, including the instructor, mentor/assistants, and your classmates. Disruptive behavior including, but not limited to, allowing online access by unauthorized guests, profanity, verbal abuse or threats

directed to others, inappropriate discussion posts and emails, and any general disrespect of others, **will negatively impact your grade in this course.**

I reserve the right to delete any discussion posts that I or your classmates find to be non-academic and offensive.

Please review the University's [Student Code of Conduct](#). These policies will be strictly adhered to and enforced should the situation arise.

Acceptable sources:

The assessments used in this course are designed to test your understanding of the course materials that I have identified and/or provided. Therefore, you should **not** use any materials other than those identified in this course. Acceptable sources include all instructor notes, textbook readings, linked articles and blogs identified in the assignments in the weekly learning modules.

Failure to use acceptable sources may negatively impact your grades.

Plagiarism:

It is extremely important that you do **not** represent another person's work as your own (plagiarism), whether intentional or not. It is your responsibility to acquaint yourself with the intricacies of academic writing and the appropriate use of another person's work and/or ideas. See the Tip Sheet in the Content tab for help with avoiding plagiarism. You may also need to seek assistance from the PSU Writing Center.

Please review the University's [Student Code of Conduct](#). These policies will be strictly adhered to and enforced should the situation arise. **You will not receive credit for any coursework that is not your own, original work.**

If you are not familiar with the rules of writing, you should consult a writing manual or seek support from the PSU Writing Center or a tutor. Here is a good online resource you may use - https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/paraphrasing.html.

I expect you to submit work that is appropriate for 200-level college course. While content should be our main focus, I cannot accept any form of plagiarism. If your writing skills are deficient, you may be referred to the PSU Writing Center before you are given credit for your written work. I will notify you by D2L email if this applies to you.

Title IX: Sex/gender discrimination, sexual harassment and interpersonal violence:

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#).

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, including an Interpersonal Violence Advocate at the Women's Resource Center or the Queer Resource Center. You may contact a confidential advocate by calling 503-725-5672. This [Sexual Misconduct Website](#) provides a complete of those confidential employees and off campus resources.

For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your D2L.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations. Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety)(<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

Grading:

I have developed very detailed grading criteria and rubrics for scoring your discussion posts and exams. Although most of the actual grading is done by your assigned mentor/teaching assistant (TA), the evaluation and scoring of your work is done under my close supervision. My assistants follow my instructions and I check their work regularly.

Refer to [PSU's Grading System](#) for an explanation of the letter grades and other grading policies. Be sure to note that a C indicates satisfactory work. Meeting minimum requirements in a satisfactory manner is C work, NOT A work! In other words, students must do work that is significantly above and beyond the minimum requirements to earn a grade higher than C.

Students taking the course with a Pass/No Pass grading option must earn a C- (70%) or better in the course in order to pass.

D2L Course Structure: Weekly Modules and Instructions

This course is organized in weekly learning modules. **The weeks begin at 6:00 am Sunday morning and end at 10 pm on Saturday night.** This weekly structure may not be consistent with other online courses you have taken, or are currently taking, so please be sure to note this schedule so you can plan accordingly.

Required online activities are described in the **Weekly Learning Modules**, which are accessible in the Course Content area. Each weekly module includes:

WEEK

* **Learning Objectives** - Use these to guide your reading and to create a study guide for quizzes and exams.

* **Lecture** - Additional information and course materials supplied by instructor. This material will be covered on quizzes and exams.

* **Review Quiz*** - You must complete at least 9 of the 10 review quizzes covering the week's reading assignment(s).

* **Online Activity**** - Required online activities vary each week and may include a discussion or short quiz.

* **Checklist** - Use the checklists to check off each piece of work to make sure you have completed all of the assignments for the week.

Another feature of this course is a Course Content module of **Optional Study Aids**. You will find pre-reading quizzes, vocabulary flashcards, and vocabulary matching quizzes to help you prepare for the quizzes and exams.

Assignment Instructions

***Review Quizzes** - Each weekly module includes a review quiz covering the week's readings. **At the end of the term, your lowest review quiz score will be dropped and the remaining scores will be averaged.**

The quizzes consist of 20 multiple choice and true/false questions. Quizzes are open book and cover material from the current week's online lectures, textbooks and any assigned online readings. You have one hour in which to complete each quiz attempt. Once you begin a quiz, do not exit until you have completed it. Doing so may use up one of your two attempts and may prevent you from using any additional attempts. If you encounter any problems, click on D2L Help at the top of the page.

You are allowed 2 attempts at each quiz and a different but similar set of questions will be presented with each attempt. Your highest score will be recorded. I suggest you complete the assigned readings, take the first attempt, then print your quiz and look up all the questions you missed. Some of the same questions are likely to be included in your second attempt as well. You may print your completed quizzes and use them as study guides for exams. (Printing is most easily done by copying and pasting the entire quiz into a Word document and then printing it from Word.)

At the end of the term, your highest 9 quiz scores will be averaged and weighted at 25% of your overall course grade.

Quizzes are available beginning at 6 am Sunday mornings and must be completed prior to 10:00 pm on **Saturday** nights.

****Online Activities** - Required online activities vary each week and may include a discussion or short quiz. Some weeks you will be assigned a small group discussion, some weeks you will view a short video or read a short blog entry and either discuss it or complete an associated quiz. All online activities are required and your scores will account for 25% of your overall grade. Online Activity quizzes are not timed and you are allowed just one attempt at each associated quiz.

DISCUSSION ASSIGNMENTS: Several of our Online Activities include small group discussions. Whenever the activity is a discussion, these instructions and requirements apply. Discussions cannot be made up after the Saturday deadline. No points will be given for any posts submitted after 10 pm Saturday.

Original Posts (3 points max) - For weeks when original posts are assigned, you must submit your post by 10:00 pm Saturday. Carefully read the discussion assignment instructions each week. Be sure you answer all parts of the assignment. In order to receive 3/3 points on your original post, it must be submitted within the required timeframe, answer all of the questions I asked. When possible, include connections to the week's readings. Push yourselves, give things more thought, and remember that it's okay to question traditional thoughts if you see something differently. Cite the page numbers for all references to the textbook.

Response Posts (2 points max per assignment) - For weeks when response posts are assigned, you must respond thoughtfully to 2 other people's ORIGINAL posts from the previous week by 10:00 pm Saturday. Your response posts must include your original ideas, not just agreement with the original author. Perhaps you can help the other students think about an issue in a new or different way or probe them as to why they believe a certain idea. Provide your own insight. In order to get a 2/2 on your response posts, you must demonstrate that you have given the original posts a great deal of thought.

Original and Response Posts

Go to Course Content > Tip Sheets to view the scoring rubric that my TAs and I use to evaluate and assign point values to your posts. If you have any questions, post them in the Questions about Discussion Assignment in Discussions Q&A area.

VIDEO, INFOGRAPHIC, AND BLOG QUIZZES: Some activities will require you to view a short video or read a blog entry and then complete a short quiz. The link to the video or blog can be found within the quiz itself. Some quizzes will contain short answer essay questions as well as multiple choice questions. When answering the questions in these quizzes, you may need to refer to both the activity and the textbook for the correct responses. **Essay Questions:** As is standard with all essay exam questions, your responses will be evaluated based on the number of relevant ideas you take from the course readings and successfully incorporate into your response. **Generally, the more relevant ideas you correctly and clearly incorporate in your response, the more points you will receive.** Refer to Plagiarism policy in the Course Policies module! **No points will be given for essay responses that are not properly paraphrased to avoid plagiarism.**

Course Exams

Exams - There will be two online, open-book exams. The midterm will be available **Friday and Saturday** of **week 5**; the final will be available **Sunday and Monday** of **Finals Week** (week 11).

You will have two hours and just one attempt to complete each exam. The exams will cover all online lectures, textbook readings, and online readings and will consist of a combination of multiple choice and essay questions. **No outside sources are allowed for exams.**

Essay Questions: As is standard with all essay exam questions, your responses will be evaluated based on the number of relevant ideas you take from the course readings and incorporate into your response. **Generally, the more relevant ideas you correctly and clearly incorporate in your response, the more points you will receive.** Refer to Plagiarism policy in the Course Policies module! **No points will be given for essay responses that are not properly paraphrased to avoid plagiarism.**

Each exam score is weighted at 25% of your overall course grade.

You must complete both exams in order to pass the course.

Exam	Availability from	To	Material covered
Midterm exam	6:00 am Friday May 3	10:00 pm Saturday May 4	weeks 1-5
Final exam	6:00 am Sunday June 9	10:00 pm Monday June 10	weeks 6-10

Missed exams - See deadline policy above.

Grading Structure:

The various types of coursework are weighted at 25% of your overall course grade. The scores on your coursework will be weighted as follows:

Coursework	Weighted points
Midterm exam	25
Final exam	25
Review quizzes (average of 9 quiz scores)	25
Weekly online activities (video, blog, discussion assignments)	25
Total	100

Questions?

If you have any questions or would like to discuss anything you read about in our text or activities, please post those in the Questions about the Reading Material topic in Activities>Discussions. If you prefer a private conversation, feel free to email me in the D2L email tool.

If, at any time during the term, you have questions about any of the **course requirements** or other information in the syllabus, assignment instructions, or learning modules, please post your question in the **Ask the Instructor Q & A** area in **Activities>Discussions**, where I will answer your question so that everyone can see the response.

If you have a question that is personal or **confidential**, that you just don't want your classmates to see, please feel free to contact me using the **D2L email** tool. Just enter "holdtc" in the To field. Ignore any warning messages you see. Whenever you email me, please be sure to include the course id (**SOC339U**) in the subject line.

If you have a specific question about how a piece of your work was evaluated and **graded**, please feel free to contact me using the email tool.

If you have a question about a **quiz** question, please wait until the quiz has closed before posting the question in the **Q&A Discussions** area. If you believe a question was worded improperly or the answer was incorrect, please contact me through D2L email (holdtc@d2l.pdx.edu) and be sure to include the quiz number, attempt number, question number and text, specific reasons why you believe it is in error and the relevant page number(s) from the readings.

If you have trouble using any of the D2L tools, and you believe it is a **technical problem**, click on D2L Help at the top of the page.

