Emporia State University
Department of Sociology, Anthropology, and Crime and Delinquency Studies

SO 261 –A, B, and C
Intimate Relationships Fall 2013

ABOUT THE INSTRUCTOR
Name: Rochelle Rowley-You can call me Dr. Rowley
Office: BC 121D
E-mail: rrowley1@emporia.edu-best contact method
Office Hrs.: Tuesday: 1-3pm; Thursday: 1-4pm;
By appointment: Tuesday 3-4pm, Wednesday
8-9am, or any other time that works
Telephone 620-341-5723

REQUIRED MATERIALS
Blackboard: elearning.emporia.edu (Yes, you are required to use Blackboard)
Student Gmail: Every student is expected to check their student gmail account regularly for course announcements as well as emails from the instructor. (Yes, I’m requiring you to use your student gmail account)

COURSE DESCRIPTION
This course is focused on theoretical and research-based understandings of marriages and families by looking at how individual relationships fit in social contexts. Social, cultural, and political factors that affect each person’s decision-making in relationships will be covered. The relationship between macro-level factors and micro-level personal choices, experiences, opportunities, and constraints is explored.

COURSE OBJECTIVES
Upon completion of this course, you will be able to:
• connect social theory to reality in regards to relationships,
• understand the basic concepts, theories, and research methods of relationship research,
• apply this knowledge in various contexts,
• understand the interplay between social, cultural, and political factors and how these factors affect decision-making in relationships,
• communicate clearly in written and oral format,
• critically think about relationships and how the information learned can be useful in both personal and professional life.

JOB SKILL OBJECTIVES
Upon completion of this course and acceptable completion of the assignments, you will gain/maintain the following job skills:
• Organization, Timeliness, and Accountability
• Critical Thinking, Communication, and Conflict Resolution Skills
• Literature Review/Community Service/Interviewing
• Professional Writing, Public Speaking, and Basic Video Production
• People Skills (don’t ever just put people skills on your resume though ... explain what is meant by people skills)

ATTENDANCE POLICY:
Research has shown that students who attend a college course regularly have higher scores on exams and have more academic success. While I do not take attendance, there are several in-class activities that are not allowed to be made up. If you happen to miss an in-class activity and you were absent due to a college-related activity (i.e. sports, music, etc.), provide me with your schedule and those activities will be marked exempt. In the event you feel this policy should be waived for you, come to my office during office hours so we can discuss the situation.

DO NOT EMAIL ME OR CALL ME TO TELL ME YOU WILL BE MISSING CLASS!
You are an adult. I assume you are missing class for a valid reason.
It is your responsibility to find out what we discussed in class from another classmate, not from the instructor.

COURSE ASSIGNMENTS (See course schedule for due dates):

1. Research (200 points)
   Three options are provided for this assignment; topic research, service research, or interview research. All options require a presentation. See the course schedule for due dates. Read each option and submit your choice on Blackboard under the Research Module by the due date.

   Each group will put together and present a power point about the group topic. The power point should include the research, how it relates to the textbook, and how it relates to completed assignments.

OPTION ONE – Topic Research:

1. Choose a topic for the group that is related to relationships. This is a broad topic.
2. Each group member will choose a more specific topic within the broader group topic.
3. Each group member needs to find one peer-reviewed journal article for their specific topic and submit it on Blackboard by the due date.
4. Each group member needs to annotate their own article and submit their
annotation on Blackboard by the due date.
5. Each group member will find a piece of media (current event, youtube video, podcast, or something else) associated with their specific topic and submit the link to that media on Blackboard by the due date.
6. If your media selection contains foul language, nudity or partial nudity, or anything else that could possibly be offensive and it is chosen to be part of the presentation, please include a disclaimer in your presentation so those individuals who do not want to view or hear such things can leave the room first. NOT ALL PIECES OF MEDIA NEED TO BE USED IN THE PRESENTATION.
7. The group presentation needs to be no longer than 10 minutes and completed on the assigned day (to be determined). The presentation should include:
   a. Introduction: Who are the people in your group? What topic is the group about and what did each person research? Why is this important to study? How will this be covered by the presentation?
   b. Provide the information in a logical and organized format that also brings in concepts learned from the course and possibly personal experience. Don't forget to talk about any media selections chosen.
   c. Conclusion: What can we take from this information? How will this information help others/self? Etc.
8. Complete a peer evaluation and submit it on Blackboard by midnight of the day you present.

OPTION TWO – Service Research:

1. Each member of the group will choose an organization to learn about and provide volunteer work for. Submit the organization name, contact name, address, and phone number on blackboard under the Research Module by the due date. No duplications within the group.
2. Each member of the group will provide at least 5 hours of community service during the semester to this one organization. Post your completed hours (signed by a contact person at the organization) to blackboard under the Research Module by the due date.
   a. Organization must be part of the Emporia community or your home community – NOT university related. Part of this assignment is for you to research the community and find an organization that can use your help. Therefore, the instructor will not be assisting with finding organizations for students.
   b. Organization must be related to Intimate Relationships in some way.
      i. Food bank=poverty issues families have to deal with, DV shelter=domestic violence in couple relationships, Homeless shelter=issues of families, Daycare Center=parenthood issues, School=parenthood and education issues, etc.
      ii. Many issues impact marriages, families, children, parents, etc.
3. Each member of the group is to interview a person who works or volunteers at this organization. Submit the developed questions on Blackboard by the due date. THEN, after the interview is completed, submit the answers on Blackboard by that due date.
   a. IF ALLOWED, talk to a client about their experience with the organization – not what made them use the organization, but their experiences with the organization.
b. What is the organization? What do they do? Why do they do it (mission statement)? What do they want to accomplish? How do they try to accomplish this?
c. Where do they get their funding? How is the organization structured (who is in charge, who answers to whom, etc.)?
d. How does this organization work with other agencies in the area? How does this benefit the organization/community?

4. Each group member will find a piece of media (current event, youtube video, podcast, or something else) associated with their specific topic and submit the link to that media on Blackboard by the due date.

5. If your media selection contains foul language, nudity or partial nudity, or anything else that could possibly be offensive and it is chosen to be part of the presentation, please include a disclaimer in your presentation so those individuals who do not want to view or hear such things can leave the room first. NOT ALL PIECES OF MEDIA NEED TO BE USED IN THE PRESENTATION.

6. The group presentation needs to be no longer than 10 minutes and completed on the assigned day (to be determined). The presentation should include:
   a. Introduction: Who are the group members? What service did each group member do? Why is this important to study? How will this be covered by the presentation?
   b. Provide the information in a logical and organized format that also brings in concepts learned from the course and possibly personal experience. Don’t forget to talk about your media selection.
   c. Conclusion: What can we take from this information? How will this information help others/self? Etc.

7. Complete a peer evaluation and submit it on Blackboard by midnight of the day you present.

OPTION THREE - Interview Research

1. Each group member is to interview at least five of the following individuals/couples (yes, there will be some duplication) and submit this plan on Blackboard by the due date.
   a. Dating Couple (the definition for dating is up to the group)
   b. Cohabitating Couple not same-sex
   c. Newly Engaged or married couple with no kids
   d. Married w/kids
   e. Married and kids out of house (both or one still working)
   f. Married and kids out of house and both retired
   g. Divorced and not remarried no kids
   h. Divorced and not remarried with kids
   i. Divorced and remarried no kids
   j. Divorced and remarried with kids
   k. Widow(er)
   l. Single and planning to stay that way
   m. Same-sex couple

2. Each group member is to develop a set of interview questions for their individuals/couples and submit the interview questions on blackboard by the due date.
   a. Some topics to consider asking about.
i. Was there any DV, had they experienced DV in past relationships, how do they stay together, what do they miss the most about their partner, what's it like without the kids, have you had any problems, what was it like when you first became a parent, has there been any infidelity, what was it like to go through a divorce, what kinds of things did you have to figure out when you started living together, etc.

3. Each group member will submit the answers from their interviews (ABSOLUTELY NO NAMES OF INTERVIEWEES PROVIDED!!!) on blackboard by the due date.

4. Each group member will find a piece of media (current event, youtube video, podcast, or something else) associated with their specific topic and submit the link to that media on Blackboard by the due date.

5. If your media selection contains foul language, nudity or partial nudity, or anything else that could possibly be offensive and it is chosen to be part of the presentation, please include a disclaimer in your presentation so those individuals who do not want to view or hear such things can leave the room first. NOT ALL PIECES OF MEDIA NEED TO BE USED IN THE PRESENTATION.

6. The group presentation needs to be no longer than 10 minutes and completed on the assigned day (to be determined). The presentation should include:
   a. Introduction: Who are the group members? What interviews did they do? Why is this important to study? How will this be covered by the presentation?
   b. Provide the information in a logical and organized format that also brings in concepts learned from the course and possibly personal experience. Don’t forget to talk about your media selection.
   c. Conclusion: What can we take from this information? How will this information help others/self? Etc.

7. Complete a peer evaluation and submit it on Blackboard by midnight of the day you present.

2. **Module Assignments**
   Each module on Blackboard will consist of a course schedule for that module, power points for the chapters covered in that module, and **three** assignments. Possible assignments may be:

   **Blogs**
   Blogs are simply a well thought out response to a presented problem. Each blog will contain specific instructions on what to accomplish before writing the blog. The expectation is that the blog will address all requirements from the instructions, be written in a logical and organized manner for ease of reading, and address any other issues deemed relevant from the activity that can be used in the portfolio. Each blog is completed on Blackboard and worth 25 points.

   **Scenario**
   Towards the beginning of the semester you will choose a “family” to work with in order to develop your relationships case study. Once you choose a scenario, you will use and reuse it throughout the term. Each scenario is submitted through Blackboard and worth 25 points.
Personal Observations
Personal observations are about situations that you experience, witness, read, see, hear, etc. that impact your understanding of intimate relationships. Each personal observation assignment will contain specific instructions on what type of observation you need to critically analyze. Each personal observation assignment is worth 25 points.

Applications
Application assignments will consist of taking information learned and applying it to a certain situation, question, experience, etc. Each application assignment will present a specific topic and the expectations for the assignment. Each application assignment is worth 25 points and is to be submitted through Blackboard.

3. In-Class Activities
Several in-class activities that will help with the completion or understanding of some of the other assignments throughout the semester will occur. These activities are not allowed to be made up under any circumstances so please don’t ask. It is extremely important for you to attend every class period because of the importance of each activity and how it will help with the development of the presentation. Each activity is worth 30 points.

LATE WORK POLICY:
Every assignment has a due date and all assignments are due by 11:59 of the day they are due. An automatic 10% reduction of possible points will occur in the event your submission is late. For example, you turn your paper in one hour late and the paper is worth 25 points. If your paper is perfect, the most points you can receive is now 22.5 points. Any errors or problems with your paper will be calculated based off total possible points of 22.5.

For Fall or Spring courses, after one week, late work will not be accepted.

For 6 week Summer courses, after two days, late work will not be accepted.

For 3 week Summer courses, after 24 hours, late work will not be accepted.

If your computer malfunctions, use a university computer or library computer in your home town. Be sure to save your work as you go and store it in more than one place so as to not lose your work (I use OfficeLive.com and dropbox.com to store my work). Be sure to allow yourself enough time to problem solve if you happen to have technical difficulties or any other difficulties. (i.e. your home computer won’t let you on Blackboard to submit a paper so now you have to go on campus to submit your work OR you have the flu and the due date is tonight). Create goals to get assignments done earlier than the due date to allow for possible illnesses, disasters, tragedies, etc.

Lack of preparation on YOUR part does not constitute an emergency on MY part!
INCOMPLETES:
The grade "I" (incomplete) is given only for personal emergencies that are verifiable and when the student has completed passing work in the course. The student has the responsibility to take the initiative in completing the work and the student is expected to make up the "incomplete" as soon as possible during the following semester. For further information about this university policy, please see pg. 28 of the University Catalog or consult with your professor and department chair.

GRADES:
Final course grades will be based on the plus/whole grade grading system. A worksheet is on Blackboard that you can download onto your computer and use to keep track of the percentage you have in the class. The final grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Presentation</td>
<td>200</td>
</tr>
<tr>
<td>Module Assignments (6 @ 75)</td>
<td>450</td>
</tr>
<tr>
<td>In-Class Activities (15 @30)</td>
<td>450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1100</strong></td>
</tr>
</tbody>
</table>

A worksheet is on Blackboard that you can download onto your computer and use to keep track of the percentage you have in the class. The final grade will be based upon the following assignments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% and up</td>
</tr>
<tr>
<td>B+</td>
<td>85-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-84%</td>
</tr>
<tr>
<td>C+</td>
<td>75-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-74%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

COURSE EXPECTATIONS (YOU AND ME):

My expectations of YOU:

- **Attend class:** It has been shown through research that attendance in class is a high predictor of academic achievement. Class attendance allows for community learning by listening to your classmates and instructor while also providing insight from your viewpoint. The best way to retain the information is to discuss it with others.

- **Be responsible for your own education:** The instructor will NOT cover everything in the textbook; however, you are responsible for the information. If you don't understand something, take the time to ask. Who knows, someone else in the classroom may have the same questions. On that same note, if you are having difficulties in general with the material or understanding a concept, please come to me and ask. I cannot help you if I don't know you need help.

- **Read the chapter being discussed in class BEFORE coming to class:** You will not be able to participate in class discussions if you are not familiar with the material. See second bullet!

- **Be respectful of others:** There are two parts to respecting others. First, arrive on time and stay attentive during class. Engaging in private conversations or packing up before the end of class is distracting and does not enhance the learning environment. This includes the need to turn off cell phones. Secondly, while we are discussing issues in class, some people may voice views that are not in correlation with your own views. Disrespect of another person's views will not be accepted (including sitting behind someone and rolling your eyes). Diversity of thought is valuable and is expected to be respected in this classroom. If you or
another person in the classroom chooses to spew hatred comments about "others," I will take care of the situation.

My expectations of ME:
• Be prepared and organized for class.
• Be open to suggestions. If there is something that could improve the class or a topic you feel would work well with what we are learning, tell me. I love other's inputs.
• Make expectations clear for assignments, exams, readings, Blackboard navigation, etc. If you are not clear on anything, please come to me so we can rectify the problem.
• Provide assistance when asked. You do have to ask but once I know you need help, I will help.
• Take into account individual differences if needed and be fair in evaluations and grading.

Improper Email Contact Examples from the Past

To: rrowley1@emporia.edu
From: satan@hellmail.com; screwhomework@gmail.com; domesticgoddess123@yahoo.com; psychosuzy@hotmail.com; gangaboy@gmail.com; sexybaby787@hotmail.com
Subject: Class; grade; I need help; office hours; so sick; why is my grade so bad; please; paper; question

hey, can you tell me what my grade is

-C

do we have class tomorrow
Student First Name

I really need a A in this class is there nething I can do to bump up my grade and can you tell me what my grade is write now
Student Name

(The following is a conglomeration of emails received last semester)
I have really had a hard time this semester because of my mother dying and my father dying, and my grandmother dying, and my grandfather dying, and my sister dying, and my brother dying, and I've had a really bad infectious disease all semester and was in the hospital for three weeks, and my car broke down and I live 500 miles away from school and couldn't get here for another three weeks so could you possibly help me out by letting me come to your office and have you re-teach everything to me and give me a lot longer than anyone else to get everything done?
John Smith
Proper Email Contact Scenario

To: rrowley1@emporia.edu
From: studentname@g.emporia.edu
Subject: SO410A201310: your subject (this subject line can be accomplished by emailing through Blackboard)

Dr. Rowley:
I read the syllabus and all instructions for the assignment, but need some more clarification. May I come in during your office hours on Tuesday February 5th at 9am to talk about the blog assignment?

Thank you,
Full Student Name

ACADEMIC DISHONESTY POLICY:
Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the University. Violations of classroom standards include:

a. Cheating in any form, whether in formal examinations or elsewhere.
b. Plagiarism, using the work of others as one's own without assigning proper credit to the source.
c. Misrepresentation of any work done in the classroom or in preparation for class.
d. Falsification, forgery, or alteration of any documents pertaining to academic records.
e. Disruptive behavior in a course of study or abusiveness toward faculty or fellow students.

University policy states the following:

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question. The department chair should be advised of any action taken by the faculty member regarding academic dishonesty. The faculty member may consent to refer the case to other academic personnel for further action. Departments, schools, and colleges may have provisions for more severe penalties than set forth above. Emporia State University may impose penalties for academic dishonesty up to and including expulsion for the university. The student has the right to appeal the charge of academic dishonesty in accordance with the university's Academic Appeals policy and procedure as set forth in section 9A-04 of the Faculty Handbook.
FACULTY INITIATED STUDENT WITHDRAWAL:
If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of the other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

ELECTRONICS POLICY:
Absolutely no cell phones are allowed to be on during class time. If your phone has an exceptionally loud vibration, please shut the phone off completely. Using a computer to take notes is permitted; however, if you are choosing to shop or check out Facebook, the instructor will ask you to no longer bring the laptop.

FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:
While I greatly appreciate the idea of "friending" my students or accepting "friending" invites, in order to keep a balance between family and work life as well as encouraging healthy boundaries, I will not accept a friend request from a current or possible future student.

FERPA (Family Educational Rights and Privacy Act of 1974)
FERPA is a Federal law which provides that the institution will maintain the confidentiality of student education records. I am not allowed to reveal any aspect of your educational experience to others without prior written authorization (FERPA release form) provided by you; therefore, do not have other people contact me to discuss your grade in my class without first providing the necessary documentation. You can find the release form at Information Release Form.
GENERAL EDUCATION:

**Purpose:**
Emporia State University is committed to providing a liberal education for all its students. One important component of this liberal education is the completion of all designated general education requirements. This general education core curriculum is the heart of the college experience at ESU and is integral to the student's major program. The goals of this general education program reflect the mission of this institution and are common to all student programs, regardless of majors and career goals. The general education curriculum provides the intellectual background and skills necessary to be "an educated person," as it improves and enhances quality of life.

As a result of completing the general education program, graduates of Emporia State University will be knowledgeable of our pluralistic society; be able to think with breadth and comprehension, to communicate effectively, to understand what it means to be human, and to function with skill and knowledge in the everyday world.

Goals: The general education curriculum ensures that students will:

1. Develop proficiency in written and oral communication, and in mathematical computation, reasoning and problem solving. Graduates of ESU must achieve proficiency in basic skills. Our goal is to significantly raise the basic skills of Emporia State University students.

2. Learn the basic concepts and principles, the history, and the mode of inquiry of the various general education disciplines: the fine arts, history, literature and philosophy, the social behavioral sciences, and the life and physical sciences.

3. Learn how to make connections between the disciplines within the general education curriculum, apply knowledge from the perspective of these disciplines, think critically, analyze issues, and clarify values.

4. Understand cultural diversity in the contemporary world, and increase their awareness and acceptance of similarities and contrasts in people of different cultures, nationalities, religions, races, and genders.

5. Develop a commitment to scholarship, intellectual curiosity, lifelong learning and the life skills necessary to function as healthy and effective citizens.
# Intimate Relationships Course Schedule

Subject to change at the instructor's discretion

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-Aug</td>
<td>Introduction, Syllabus and Handout, Blackboard</td>
<td></td>
</tr>
<tr>
<td>21-Aug</td>
<td>Chapter 1: Why Study Families and Other Close Relationships</td>
<td></td>
</tr>
<tr>
<td>23-Aug</td>
<td>Chapter 1: Why Study Families and Other Close Relationships</td>
<td>Research Module Research Option Due by Midnight</td>
</tr>
<tr>
<td>26-Aug</td>
<td>Topics/Organizations/Interviews</td>
<td>Beginnings Module Due</td>
</tr>
<tr>
<td>28-Aug</td>
<td>Chapter 2: Social Status: Sex, Gender, Race, Ethnicity, and Social Class</td>
<td></td>
</tr>
<tr>
<td>30-Aug</td>
<td>Virtual Class</td>
<td>See Module One for Virtual Class Assignment</td>
</tr>
<tr>
<td>2-Sep</td>
<td>NO CLASS</td>
<td>Research Module Topic/Organization/Interviews Assignment Due by Midnight</td>
</tr>
<tr>
<td>4-Sep</td>
<td>Chapter 3: Building Relationships</td>
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<tr>
<td>6-Sep</td>
<td>Chapter 3: Building Relationships</td>
<td></td>
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<tr>
<td>9-Sep</td>
<td>Chapter 4: Love and Loving Relationships</td>
<td>Module 1 Assignments Due by Midnight</td>
</tr>
<tr>
<td>11-Sep</td>
<td>Chapter 4: Love and Loving Relationships</td>
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<tr>
<td>13-Sep</td>
<td>Chapter 5: Sexual Identity, Behavior, and Relationships</td>
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<tr>
<td>16-Sep</td>
<td>Chapter 5: Sexual Identity, Behavior, and Relationships</td>
<td></td>
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<tr>
<td>18-Sep</td>
<td>Group Day</td>
<td></td>
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<tr>
<td>20-Sep</td>
<td>Chapter 6: Communication, Conflict, and Power in Our Relationships</td>
<td>Module 2 Assignments Due on Blackboard by Midnight</td>
</tr>
<tr>
<td>23-Sep</td>
<td>Chapter 6: Communication, Conflict, and Power in Our Relationships</td>
<td></td>
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<tr>
<td>25-Sep</td>
<td>Communication Danger Signs</td>
<td></td>
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<tr>
<td>27-Sep</td>
<td>Speaker-Listener Technique</td>
<td></td>
</tr>
<tr>
<td>30-Sep</td>
<td>Chapter 7: Marriage</td>
<td>Module 3 Assignments Due on Blackboard by Midnight</td>
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<tr>
<td>2-Oct</td>
<td>Chapter 7: Marriage</td>
<td>Peer-Reviewed Article/Organization Interview/Developed Interview Questions Due</td>
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<tr>
<td>4-Oct</td>
<td>Mate Selection</td>
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<tr>
<td>7-Oct</td>
<td>Chapter 8: Thinking about Parenthood</td>
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<tr>
<td>9-Oct</td>
<td>Chapter 8: Thinking about Parenthood</td>
<td></td>
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<tr>
<td>11-Oct</td>
<td>Chapter 9: Raising Children</td>
<td></td>
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<tr>
<td>14-Oct</td>
<td>Chapter 9: Raising Children</td>
<td>Module 4 Assignments Due on Blackboard by Midnight</td>
</tr>
<tr>
<td>16-Oct</td>
<td>Housewife Budget</td>
<td></td>
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<tr>
<td>18-Oct</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
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<tr>
<td>21-Oct</td>
<td>Chapter 10: Families and the Work They Do</td>
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<tr>
<td>23-Oct</td>
<td>Chapter 10: Families and the Work They Do</td>
<td></td>
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<tr>
<td>28-Oct</td>
<td>Chapter 11: Family Stress and Crisis: Violence among Intimates</td>
<td>Annotated Bibliography/Service Hours/Interview Answers Due</td>
</tr>
<tr>
<td>30-Oct</td>
<td>Chapter 12: The Process of Divorce</td>
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<tr>
<td>1-Nov</td>
<td>Chapter 12: The Process of Divorce</td>
<td></td>
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<tr>
<td>4-Nov</td>
<td>Chapter 13: Family Life, Partnering, and Remarriage after Divorce</td>
<td></td>
</tr>
<tr>
<td>6-Nov</td>
<td>Chapter 13: Family Life, Partnering, and Remarriage after Divorce</td>
<td>Module 5 Assignments Due on Blackboard by Midnight</td>
</tr>
<tr>
<td>8-Nov</td>
<td>Group Day</td>
<td></td>
</tr>
<tr>
<td>11-Nov</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>13-Nov</td>
<td>Chapter 14: Families in Middle and Later Life</td>
<td></td>
</tr>
<tr>
<td>15-Nov</td>
<td>Chapter 14: Families in Middle and Later Life</td>
<td>Media Selection Due</td>
</tr>
<tr>
<td>18-Nov</td>
<td>Chapter 15: Looking Ahead: Helping Families Flourish</td>
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<tr>
<td>20-Nov</td>
<td>Presentations</td>
<td>Peer Assessments from current day due by midnight</td>
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<td>22-Nov</td>
<td>Presentations</td>
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<td>25-Nov</td>
<td>Presentations</td>
<td>Module 6 Assignments Due on Blackboard by Midnight</td>
</tr>
<tr>
<td>27-Nov</td>
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<tr>
<td>2-Dec</td>
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<tr>
<td>6-Dec</td>
<td>Presentations</td>
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