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

SO 261 C Intimate Relationships
TR 9:30-10:50, Butcher Education Center Room 126

ABOUT THE INSTRUCTOR

Instructor: Nancy Carroll, LSCSW (Licensed Specialist Clinical Social Worker)
Office: Butcher Educational Center 115B
Office phone: 620-341-5720
E-mail: ncarroll1@emporia.edu (best contact method)
Office Hours: T 11:00 – 12:00, 1:00 – 3:00
W 1:00 – 3:00
Appt. Hours: R 1:00 – 3:00

LEARNING ATMOSPHERE
I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active, interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a “collaborative learning community” where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process!

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor’s availability. Please be aware that I am not available 24-hours a day. My office hours are listed above and I always check my email a few times a day. Frequently, I am in the office more than the required hours listed above. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. Thus, please do not send to me late-night or weekend emails expecting an immediate response. Thank you in advance for your understanding and consideration.
REQUIRED MATERIALS
Blackboard: elearning.emporia.edu

Student Gmail: Every student is expected to check their student gmail account regularly for course announcements as well as emails from the instructor.

RECOMMENDED MATERIALS

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 Presentation Skills
- People Skills (don’t ever just put people skills on your resume though ... explain what is meant by people skills)

ATTENDANCE POLICY:
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.

COURSE ASSIGNEMENTS (See course schedule for due dates)
• All assignments will be submitted via Blackboard unless otherwise noted. Emailed documents will NOT be accepted.
• All assignments are to be attached to the correct assignment as a Word, Rich Text Format, or PDF document unless otherwise noted. Any other types of documents posted will receive a zero.
• All assignment instructions are located on Blackboard.
• All rubrics for assignments are located on Blackboard.

A list of assignments for this course is below; however, other assignments, pop quizzes, exams can be added to the course in the event the instructor determines they are necessary for a better understanding of the material.

General rules about paper assignments include 1) only put your E# at the top of the page, 2) be sure to cite any sources you use – this includes prior learning so I understand where your thoughts are coming from, and 3) submit your paper assignments as attached (Word, Rich Text Format, or PDF documents so I can easily adjust the font size to accommodate for computer reading.

This course uses a fabulous resource called an “embedded librarian.”
The current librarian for the department is Alex Mudd.
He is listed as a teaching assistant in this course.
He has/will also be developing LibGuides to help walk you through how to find credible peer-reviewed articles for your research.
Another way to get help is to actually go to the library if you are able.

1. **Research (325 points)**
   Three options are provided for this assignment; topic research, service research, and interview research. All options require either a power point or prezi presentation where each student presents in a group setting OR an individual may write a 15-20 page research paper in place of presenting with prior approval. Read about each option on Blackboard. See the course schedule for due dates.

2. **Module Assignments (25 points each)**
   Each module on Blackboard will consist of a course schedule for that module, power points for the chapters covered in that module, and **two** assignments: a scenario and an application assignment. Both assignments must be completed and submitted by the due date. See the course schedule for due dates.

3. **In-Class Activities (30 points each)**
   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 **don’t ask**. Fifteen of these activities will be counted towards your grade (this includes providing feedback to presenters during presentation days). Therefore, if you do miss a class
where an in-class activity occurred, you can still reach the required 15 without difficulty. However, if you are chronically absent, you will most likely not.

**LATE WORK POLICY:**
Every assignment has a due date and all assignments are due by 11:59PM of the day they are due unless otherwise noted.

One day late (starting at midnight!) = 20% reduction in possible points
Two days late=40% reduction in possible points
Three days late=60% reduction in possible points
Four days or more late=80% reduction in possible points

**After one week (7 days), 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. **Problems with last minute attempts to complete and/or submit an assignment will not be grounds for exemptions from this late work policy.**

**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. I do NOT give out grades over email. The final grade will be based upon the following assignments unless additional assignments were added:
**ACKNOWLEDGEMENTS TO SERVE AS GROUND RULES FOR CLASS DISCUSSION:**

1. It is very likely that, whatever communities we’ve lived in, we have been informally and possibly formally taught misinformation about ourselves and about people in our own and other communities.
2. As members of groups who are numerical majorities and minorities in different contexts, it’s also very likely that we've been informally and possibly formally taught misinformation about our own groups and other groups of different numerical size and power.
3. And as both men and women, it’s very likely that we’ve been informally and possibly formally taught misinformation about members of our own and the opposite sex.
4. We can’t be blamed for the misinformation we’ve learned, but should be held responsible for not repeating misinformation once we’ve learned that it is false.
5. We agree to assume, at least in class, that people are always doing the best that they can, under their particular circumstances.
6. We agree that in class we will actively pursue information about our own groups and about those of others.
7. We agree to share information about our own groups with other members of the class, and never demean, devalue, or in any way “put down” people for their experiences.
8. We agree to create a safe atmosphere for open discussion in class.
9. At times, a member of the class may wish to make comments that she or he does not wish repeated outside the classroom. When requested by another student, we agree not to repeat such remarks.

[Adapted from guidelines developed by Lynn Weber Cannon, Memphis State University]

**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

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<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Research and Presentation</td>
<td>325</td>
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<tr>
<td>Module Assignments (4 @ 50)</td>
<td>200</td>
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<tr>
<td>In-Class Activities (15 @ 30)</td>
<td>450</td>
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<td><strong>Total</strong></td>
<td><strong>975</strong></td>
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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>90% and up</td>
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<td>B+</td>
<td>85-89%</td>
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<td>B</td>
<td>80-84%</td>
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<td>C+</td>
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<td>C</td>
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<td>D</td>
<td>60-69%</td>
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<td>59% and below</td>
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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.

**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. Also, this is a no brainer but some students need to know this, no earbuds during class unless they are for medical purposes.

FACEBOOK AND OTHER SOCIAL NETWORKING POLICIES:
While I greatly appreciate the idea of “friending” my students or accepting “friend” 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.