SO 261DZ  CRN (56211) Intimate Relationships Fall 2015

This syllabus is subject to change at the discretion of the instructor.

ABOUT THE INSTRUCTOR
Name: Dr. Rowley
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Office Hrs.: MWF: 8:30-9:30am
W: 1-2pm; 3-4pm(except first W of month)
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REQUIRED MATERIALS
Canvas canvas.emporia.edu

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. This honors course will also focus on the common good in a measurably more complex manner than non-honors courses.

PROGRAM GOALS AND OBJECTIVES – COURSE SPECIFIC
This course is aligned with program goals to:
• Provide educational experiences, which permit students to think sociologically,
• Assist students in developing the ability to interact with people of different cultures and socioeconomic backgrounds.

In order to accomplish these goals, this course focuses on the following program objectives:
• Provide examples of how culture and social structure shape individual lives,
• Demonstrate critical thinking skills, including analysis and synthesis of key course concepts and theories,
• Raise a sociologically relevant question and outline a process and method by which the question might be researched and answered,
• Critically evaluate published quantitative and qualitative research reports, scholarly articles, policies, and media information,
• Effectively express and communicate sociological knowledge inside and outside the classroom,
• Gain knowledge about how social factors such as race, gender, sexuality, social class, and age frame social interaction and perceptions at the local, national, and global levels,
• Participate in in-class and outside the classroom learning activities that will provide for student’s interaction with people from different cultural and socio-economic backgrounds, and
• Critically examine their belief and value systems in light of current sociological literature.

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.

EXPECTED STUDENT LEARNING OUTCOMES
• Students will gain an understanding of their own social location and how that impacts their beliefs and perspectives.
• After critically thinking about their own family of orientation, students will be able to determine their social class and evaluate how their social class is similar and different to other social classes in regards to college attendance/matriculation and health.
• Students will be able to evaluate their knowledge of love in reference to love theories and be able to identify their own love language and how that impacts their romantic relationships.
• Students will be able to conduct several naturalistic observations of body language and analyze this body language in order to determine the conversation topic and emotional aspects of the individual.
• After viewing several YouTube videos, students will evaluate the impact media will have or does have on their children and build an action plan of how to mitigate this impact in their own and other’s children.
• After viewing several TedTalk and YouTube videos, students will be able to assess ways to build prevention projects to fight against intimate partner violence.
• After working in class on problem behaviors in relationships, students will be able to create their own bottom line.
• Once students attend a presentation on consent by guest speakers, they will be able to discuss the legal and social aspects of consent in many scenarios.
• Students will be able to choose a topic for research, find relevant information about that topic, develop questions concerning the topic, conduct interviews and analyze the information, and present their findings view PowerPoint poster OR write an analytical research paper about the topic.
• After utilizing a government website, students will understand the costs associated with raising a child in the United States.
• After working in class and interviewing a parent, students will be able to apply an unearned salary amount to household labor and analyze how household labor is divided.

HONOR’S COLLEGE OBJECTIVES
This course has been contracted with the Honor’s College and is designed to meet all of the Honor’s College objectives, which are:
• To be measurably broader, deeper, or more complex than comparable courses,
  o Four assessments and in-class activities will require students to delve into a topic and apply it to their own personal lives. Research found by students will help students develop ways in which this information can be delivered to others in a formal or informal setting.
• To promote community engagement, civic leadership, and/or the pursuit of the common good,
  o Each week students will work on developing ways in which the information they’ve gathered and received can be used to help others learn about healthy and unhealthy relationships.
  o Every Friday students will work together in small groups to develop ways in which they could deliver the information based on audience and community (campus or town).
• To include a distinctive learner-directed environment and philosophy,
  o Students in this honors course will be actively developing an electronic portfolio they can use for future use and provide to others via a webpage. A textbook will not be used in this course because the expectation is for students to create their own through this portfolio. The student will determine what is most salient to include based on his/her philosophy about intimate relationships.
• To help students develop effective written, oral, and/or interpersonal communication skills,
  o The final assessment for this course will consist of a presentation of the student’s choice that is focused on raising awareness about a relevant topic for the campus and/or Emporia community (i.e. poster presentation on healthy communication skills or conflict resolution skills).
• To help students become independent critical thinkers,
  o Each student will bring an article in, peer-reviewed and/or popular magazine, associated with the topic of the week. After each student provides a summary of their article, group discussion will allow for an overall critical thinking process to evaluate the findings, generalizations, and
assumptions made by the authors.

- To develop collaborative relationships between students and faculty AND students and each other,
  - Depending on how each student chooses to present their final assessment, this objective may be met through the assessment (i.e. presentation of material in another class on campus, working together to present at a conference, combining presentations to present in the union, etc.).
- To create a scholarly product suitable for sharing with others outside of the classroom.
  - The final assessment for this course will consist of a presentation of the student’s choice that is focused on raising awareness about a relevant topic for the campus and/or Emporia community (i.e. poster presentation on healthy communication skills or conflict resolution skills).

**RESUME BUILDING**
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 it)
- Civic Leadership

**I CARE ABOUT EACH STUDENT IN MY CLASSROOM AND THE LEARNING THEY ACQUIRE.**

- In the event you are overwhelmed by in-class discussions, please feel free to step out and compose yourself.
- In the event you feel you are not being taught well, please come talk to me about your concerns. I welcome constructive criticism and never want to be surprised by a teaching evaluation comment. It is as much your responsibility to make this course great as it is mine.
- If you ask a question in person, in class, via email/Canvas, I will most likely refer you to a resource. I want you to learn how to answer your own questions.
- I have a deep passion for the subject matter of this course. If you feel I have not made a connection known between an assignment or in-class activity and the course topic, please let me know so I can rectify the problem.
- All coursework turned in via Canvas has a rubric associated with it. I grade using this rubric. I’ve put a great amount of thought and reflection into these rubrics so I can communicate exactly why you receive the grade you do. When checking your grade, also check the rubric explanation and any general comments provided on Canvas.
- My expectation is that you participate in class discussions. If you feel the discussion has provided no real learning opportunities for you, make the discussion better by participating.
- Providing detailed instructions for assignments is not an easy task. There are many different learning styles and communications styles. Each individual has a preference for each, which makes it difficult to address each and every task in a way that will be understood by all individuals. I do my best to accomplish this; however, if something is not understandable, talk to me (phone, email, Canvas, face-to-face, Dr. Rowley’s Classes Facebook page, text, heck even put it on Yik Yak – I might see it).
- My teaching style is to provide hands-on, thought-provoking, discussion-stimulating types of activities. If this is not conducive to your learning style (you like tests better – this may not be the course for you).
- My **goal** is to have your assignment graded with feedback (rubric and general comments – I will NOT edit your paper) within one week of the due date. Remember, you are not the only person in the class and this is not my only class. On average, I have nearly 300 students each semester.
- I want you to call/text/visit me in my office. I really do! Students who make connections with their professors tend to perform better in the classroom and on assignments.
- I expect each of my students to set goals that are challenging – not just the bare minimum that has to be done.
- We have a shared responsibility for what you learn in this course!
ATTENDANCE POLICY
The expectation is that each student will attend every class period. It is understandable that, due to unforeseen circumstances, this may not work. Please remember, the rest of the class is depending on you to Do Your Part.

In-class activities can NOT be made up unless the absence is due to a college-related activity (i.e. sports, music, theater, etc.). Verification of the college-related activity must be provided PRIOR to the absence. 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. Absences due to childcare issues, medical issues, mental issues, transportation issues, etc. do not fall under a special circumstance needing a waiver, unless there is an extended period of time required for absence (committed, admitted, etc.).

COURSE ASSIGNEMENTS (See course schedule for due dates)

Assignments in this course are the way in which the instructor is able to assess your knowledge gained. Since there are no exams in this course, some type of assessment must be used to determine if each student is gaining the necessary skills and knowledge expected by the instructor.

Below are general course assignment instructions.

- All assignments will be submitted via CANVAS unless otherwise noted. Emailed documents will NOT be accepted.
- All assignment instructions and rubrics are located on CANVAS in the modules
- Only put your E# at the top of each assignment (no names, no course name, no date)
- Cite any sources you use in APA – this includes prior learning so I understand where your thoughts are coming from; otherwise, the paper will receive a zero for plagiarism.
- Cover pages and abstracts are NOT needed for assessments.

A list of assignments, points possible, and due dates is available in the module section of CANVAS; 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. A general example of the course schedule and assignments is:

Each week the instructor will lecture on Monday about a topic. Wednesdays will be for discussion over relevant research on the topic of the week (provided by the students). Fridays will be for developing, in small groups, talking points on the topic for formal and informal audiences with a focus on upstanding in informal settings. All information gathered will be added to an electronic portfolio for each student.

The final assessment for the course will consist of a presentation of the student’s choice, but must focus on raising awareness about a relevant topic for the campus and/or Emporia community.

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 topic.
Another way to get help is to actually go to the library if you are able.

EXTRA CREDIT
Extra Credit is offered in this course based on the following instructions and opportunities.

For Fall Semester Courses Only
Depression Screening: From September 30-October 2, 2014, the student wellness center conducts depression screenings in the ballroom of the Memorial Union from 10am-2pm. This involves completing a short questionnaire, getting it scored, and meeting with someone to discuss the results. This could take anywhere from 15-30 minutes. At the end of the screening, you will receive some type of proof of your attendance to this screening. Bring that proof to class and you will receive 10 extra credit points (in this class, 10 points is a lot).
**All Other Opportunities**
Choose two events to attend that will apply to the course. Write at least 400 words including the event details (no more than a paragraph) and how this event applies to the course by using concepts and terminology from the textbook (no more than one paragraph). Submit your work under the extra credit module. In the event a submission is made without a clear connection to the course, the submission will be refused; otherwise, valid and accurate submissions will receive up to 5 extra credit points (2 points for simply attending so signing in is required and 3 points for the essay).

**GRADES:**
Final course grades will be based on the plus/minus 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Module Assessments</td>
<td>30</td>
</tr>
<tr>
<td>In-Class Activities (R&amp;D)</td>
<td>152</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>282</strong></td>
</tr>
</tbody>
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**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.

**EARLY WORK AND LATE WORK POLICY:**
Every assignment has a due date and all assignments are due by 11:59 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 not to 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 Canvas 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, OR you get injured and now you are on pain meds and can’t get your work done, etc.).

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.

*Lack of preparation on YOUR part does not constitute an emergency on MY part!*

If you submit work early (my definition of early is at least 1 week before the due date), you can earn an extra 10% of the possible points on select assignments.
COURSE EXPECTATIONS (YOU AND ME):

My expectations of YOU:
- Attend class
- Be responsible for your own education
- Read the chapter being discussed in class BEFORE coming to class - See second bullet!
- Be respectful of others

My expectations of ME:
- Be prepared and organized for class.
- Be open to suggestions.
- Make expectations clear.
- Provide assistance when asked.
- Be fair

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.

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. However, I have a group page you can join called Dr. Rowley’s Classes. This is a fabulous resource where you can get assistance from fellow classmates and prior students who know how I teach and my expectations.

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.