



Santa Rosa Junior College
SOC-10: Relations & Family Life
Summer 2023 ONLINE

Instructor: Dr. Dan Morgan

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Course Description

An examination of current trends related to forming and sustaining relationships as well as issues of family life. Emphasis placed on the influence of society and the challenges that contemporary couples and families face over their lifespans.

Recommended Prerequisites: Eligibility for ENGL 1A or equivalent.

Textbook: Contemporary Families: An Equity Lens by Pearce, E. B. et. al. 2020

<https://openoregon.pressbooks.pub/families/>

A PDF version of this book is located within our Canvas course.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Identify and explain the essential concepts, theories, and research methods used in Sociology to analyze relationships and family life.
2. Critically assess viewpoints and proposed solutions to challenges in marriage and the family.

Course Objectives

Upon completion of this course, students will be able to:

1. Compare and contrast theoretical perspectives used in the analysis of close relationships and family life.
2. Apply sociological research methods to the study of issues affecting close relationships and families.
3. Describe the social issues surrounding cohabitation, courtship, marriage, remarriage, reproduction, same-sex marriage, separation, and divorce today.
4. Examine the historical development of family as a complex social institution.
5. Discuss gender roles and their impact on close relationships, marriage, and family life over the lifespan.
6. Discuss and examine patterns of abuse and violence in family life.

7. Explain how social factors such as ethnicity, race, social class, gender, and sexual orientation shape patterns in close relationships and family life.
8. Explain attraction, love, and mate selection from a sociological perspective.
9. Critically assess social issues and laws affecting parent-child relationships (e.g., step-parenting, same-sex parenting, changing meanings of fatherhood, etc.).
10. Assess the effect of aging on close relationships, marriages, and family life.

This course takes the form of a learning community and relies very much on reflective writing and class discussions. It is important to log in to the course frequently each week, as we share our experiences in the context of what we are reading and to help you prepare for the assessments.

Grading:

The following grade percentages will be used	Grade
90-100	A
80-90	B
70-79	C
60-69	D
<60	F

Assessment	Points	Percentage of Final Grade
Weekly Discussions (15 points, 5 Weeks)	75 points	30%
Reflective Essays (3 @ 15 points each)	45 points	18%
Mid-Term Quiz	50 points	20%
Final Exam	65 points	26%
Collegiality, Other Class Participation	15 points	6%
Total Possible Points	250 points	100%

Methods of Assessment

Writing	48%
Quizzes/Exam	46%
Collegiality, Other Class Participation	6%

Projected Calendar
(our Canvas course includes the deliverables for each week)

Week 1 June 12 - 18	Chapter 1: Social Constructions Chapter 2: Studying Families
June 19	Juneteenth Holiday Observance (No classes, District closed)
Week 2 June 20 - 25	Chapter 5: Connection and Love
Week 3 June 26 – July 2	Chapter 7: Representation and Belonging
Week 4 July 3 - 9	Chapter 4: Housing Tuesday, July 4, 2023: Independence Day Holiday (No Classes, District Closed)
Week 5 July 10 - 16	Chapter 9: Food and Water
Week 6 July 17 - 23	Chapter 3: Final Exam

EXPLANATION OF GRADED COMPONENTS

Discussions: The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology. I will lead these discussions, asking questions and providing feedback to your responses. Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will be open Monday, 8:00 a.m. through **Sunday, 11:59 p.m. Santa Rosa time**. The graded discussions are not chat rooms or blogs. Use academic language as opposed to text message language or tweets. For example, “I” is a proper noun, always capitalized. Discussions will be graded according to the rubric found at the end of this course syllabus.

Rationale:

1. Participation in graded discussions promotes understanding of course material, concepts and terminology.

2. Discussing concepts and experiences with one another allows us to better understand one another, our cultures and values.
3. Attendance and participation promote student engagement with other students, adding value to the learning.
4. Participation in graded discussions promotes faculty/student engagement in the class.

Reflective Essays: Reflective essays assigned to this course are relevant to course content that we are covering at that particular time. Reflection papers will be 1 -2 pages in length, double spaced. Include an additional cover page. No reference page is required. Reflection papers will be graded according to the rubric found in the Appendix at the end of this syllabus.

Rationale:

1. Reflective Essays allow you to think more deeply and consciously about your actions or behaviors surrounding a particular part of your life experiences.
2. Writing reflective essays allows you to develop the *sociological imagination*.
3. Writing a reflective essay will help you to study for the final exam.

Mid-Term Quiz: The mid-term quiz is based upon the readings, major themes, concepts, and course terminology. Class discussions and homework assignments are designed to prepare you for the quizzes. You may use your notes, textbook and other resources for all quizzes.

Rationale:

1. Studying for quizzes engages students with course material and with one another.
2. The quiz-taking process affirms accuracy of course terminology.
3. Quizzes are used as learning tools as well as learning assessments.

Final Exam: The final exam is cumulative and incorporates material from the entire course.

Rationale:

1. Studying for an exam engages students with course material.
2. The exam-taking process affirms accuracy of course terminology.
3. Exams are used as learning tools as well as learning assessments as you prepare for upcoming courses.

Access for Students with Disabilities

It is the policy of the Sonoma County Junior College District to provide equal educational opportunities for students with disabilities in accordance with state and federal law and regulations including the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Administrative Code. Pursuant to Title 5, the District has developed the Disability Resources Department to assist students with disabilities in securing appropriate instruction, academic accommodations and auxiliary aids. It is the intent of the District that such individuals be served by regular classes and programs whenever possible. To that end, students with disabilities shall be admitted to courses and programs and matriculate through such courses and programs on an equal

basis with all other students. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. For each student, academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from SRJC, despite an earnest effort on the part of the student to complete the course and despite provision of academic accommodations and/or auxiliary aids, a course substitution or waiver of the course requirement shall be considered.

The District will maintain specific criteria and procedures to implement this policy.

Academic Integrity Statement

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

SRJC Attendance Policy



8.1

.5P ATTENDANCE

REQUIREMENTS ADOPT: APRIL

10, 2012

CATEGORY 3 REVISION: FEBRUARY 11, 2014

TITLE 5: 58004

Federal Executive Order 13607

SRJC Policy 8.2.10

A. Attendance

1. Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.
4. Specific courses may have stricter requirements based on professional certification mandates or curricular situations in which absences will severely compromise the learning for other students (such as team or performance ensemble courses). *These stricter requirements shall be stated in the course syllabus.*

B. Nonattendance

1. Students who fail to attend the first, class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of **the first day of the class** may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.
2. **Instructors are required to drop all No-Show students immediately following the second, class meeting.** A No-Show is an enrolled student who has not attended any class meeting of the course. For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.

C. Excessive absence defined:

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course.
2. Any student with excessive absences may be dropped from the class.

D. Excused and unexcused absences

1. Unless state or federal law, including Executive Orders, requires that the absence be deemed excused, no instructor shall be required to make a distinction between excused

and unexcused absences.

2. If instructors wish to distinguish between excused and unexcused absences, they shall state in each course syllabus all criteria for any excused absences in addition to those required by state or federal law.

Appendix: Reflective Essay Grading Rubric: 15 Possible Points

	Poor: 0	Fair: 1	Good: 2	Excellent: 3
Depth of reflection 3 possible points	Writing demonstrates a lack of reflection on the selected topic, with no details.	Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.	Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples that evidence the <i>sociological imagination</i> .
Quality of Information 3 possible points	Information has little to do with the course themes or terminology.	Information clearly relates to course themes, but no details and/or examples are given.	Information clearly relates to course themes. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. It includes several supporting details and/or examples.
Structure & Organization 3 possible points	Writing is unclear and disorganized. Thoughts are not expressed coherently.	Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts reflect the <i>sociological imagination</i> .
Grammar 3 possible points	There are numerous spelling or grammar errors per page of writing reflection.	There are more than five spelling or grammar errors per page of writing reflection.	There are no more than five spelling or grammar errors per page of writing reflection.	There are no more than three spelling or grammar errors per page of writing reflection.
Application 3 possible points	There is no application to personal experience.	It is unclear whose personal experience is represented.	There is some application to personal experience.	Course content is clearly applied to personal experience, through examples and course terminology.