



On-Campus Course Syllabus
PSY 102 L00.A
Dynamics of Marriage and Family
Spring, 2019

Class Information

Day and Time: Mondays 10:45-1:15pm
Room Number: E205

Contact Information

Instructor Name: Steve Hunter
Instructor Email: shunter@criswell.edu
Instructor Phone: 214-232-3251
Instructor Office Hours: Tuesdays and Thursdays 10:15-10:45; 12-2pm

Course Description and Prerequisites

A detailed study of the family as a biblical and social institution. Relevant insights from the social sciences and history is used to illuminate the biblical model of family life. (Prerequisite may be taken concurrently: PSY 101)

Course Objectives

1. Understand and define marriage, explore the key characteristics and criteria of marriage and families.
2. Explore trends and changes in American families including current statistics and current events.
3. Identify and understand key dimensions and aspects within families including such topics as: family development, communication, conflict, parenting, blended families, and counseling families from a multicultural perspective.
4. Articulate the various struggles and challenges that exist within each stage of family development.
5. Explain key factors contributing to the “healthiness” and “unhealthiness” of families.
6. Introduce key counseling theories, techniques, and tools related to family therapy.

Required Textbooks

Gladding, S. (2014). *Family therapy: History, theory, and practice*. (6th ed). New York, NY: Pearson. ISBN 978-0133488906

Kallos-Lilly, V. & Fitzgerald, J. (2015). *An emotionally focused workbook for couples: The two of us*. New York, NY: Taylor and Francis. ISBN 978-0415742481

Recommended Reading

Balswick, J.O., & Balswick, J.K., (2007). *The family: A Christian perspective on the contemporary home*. Grand Rapids, MI: Baker Academic. ISBN 978-0801049347

Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend on the completion of a Mid-Term exam.
2. Twenty-five percent (25%) of the student's grade will depend on the completion of a Comprehensive Final Exam.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Paper and associated Class Presentation. The Research Paper is due before the time of the presentation. No late work will be accepted. No exceptions. The student will write a Research Paper on a topic related to one of the following five topics: 1) Single Parent Families, 2) Blended Families, 3) Mental Health Issues and Families, 4) Domestic Violence and Families, 5) Multicultural Differences and Families, or 6) Codependency/Narcissism/Boundaries in Relationships. Students must declare their chosen topics from the list of options within the first two weeks of class, or a topic will be assigned to them. In addition to the books assigned for the class, the paper should have a minimum of 8 additional sources—books and reputable journal articles (as opposed to “research” retrieved from the internet). The body of the paper will be approximately eight to 10 double-spaced pages (not included the Title Page, Abstract, and Reference Page/Pages), according to APA Style and Format. Examples of APA Style Format can be viewed at the following links:

<https://owl.english.purdue.edu/owl/resource/560/01/> and
<http://writershelp.bedfordstmartins.com/ebooks/helphandbook/pdfs/Hacker-APA-Format-01.pdf>.

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style. For example, some questions to keep in mind are the following:

- Introduction: ____ (20 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention?
- Body of the Text (Part 1): ____ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic from the assigned textbooks? Are these resources cited throughout the body of the paper according to APA style? Does the student link together the author's thoughts in a clear manner without using first person, instead using third person? Does the student use substantive research/resources to support the textbooks from at least 5 additional sources—either books or journal articles (not “research” cut and pasted from online)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- Conclusion and Practical Implications: ____ (20) Does the student provide principles and practical steps for counselors, teachers, and/or ministers to keep in mind when serving couples and families? Does the student summarize the key insights, principles, and practical steps? Does the student answer the “So what?” question in the concluding paragraph?
- Grammar and Style ____ (15 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style?
- Presentation ____ (25 Pts.) Each student will turn in an individual Research Paper, BEFORE THE TIME OF THE PRESENTATION. No late work will be accepted. This means that students presenting on the same topic will have to coordinate their efforts in order to present the most important aspects in an orderly and timely and creative fashion. In addition to

coordinating the presentation, other questions will be considered. For example, did the student (or students) hit the highlights for the topic? Was the presentation interesting? Did the presentation finish and end in a timely fashion (30 minutes with a time for questions)? Was there a PowerPoint and handout? Did the presenter/s handle the questions from class in an effective manner?

4. Twenty five percent (25%) of the student’s grade will depend on regular class attendance, class participation, and 6 quiz grades throughout the course of the semester. At least one of the quizzes will be unannounced to encourage class attendance and to encourage students to stay up with their assigned reading requirements. In addition, a final class attendance and participation grade will be worth one quiz grade (Quiz #6) that will be assessed at the conclusion of the semester. Hence, in order for students to receive full credit for this requirement for the course, students must not only attend class, but also participate in class.
5. Finally, it is important to note that late work will not be accepted for any reason. There are no exceptions. It is the student’s responsibility to fulfill all requirements for the course in a timely fashion, early if necessary.

Course/Classroom Policies and Information

Students are allowed two absences throughout the duration of the course. The third absence will result in the loss of a letter grade from their overall grade point average at the end of the semester. A fourth absence will result in failing the course.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at bstifle@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at jcampbell@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Date	Assigned Reading	In-Class Topic	Assignments Due
1	1/21		IMartin Luther King, Jr. Day	
2	1/28	Balswick Chap. 3	Introduction to the Course/Syllabus Healthy vss. Unhealthy Dating	Reading
3	2/4	Gladding Chap. 2	What is Family?	Quiz 1
4	2/11	Gladding 3, Balswick 2	Developmental Lifecycles	Reading
5	2/18	Gladding 3	Qualities of Healthy Families	Reading
6	2/25	Kallos-Lilly Chap. 1	Communication	Quiz 2
7	3/4	Mid-Term Exam	Mid-Term Exam	Mid-Term Exam

8	3/11	Spring Break	Research and Writing	
9	3/18	Kallos-Lilly Chap. 2	Relationship Distress	Reading
10	3/25	Kallos-Lilly Chap. 5	Emotions	Quiz 3
11	4/1	Kallos-Lilly Chap. 6	Emotions (cont'd)	Reading
12	4/8	Kallos-Lilly Chap. 9	Rebuilding the Bond	Quiz 4
13	4/15	Gladding Chap. 15	Domestic Violence/Intimate Partner Abuse	Reading
14	4/22	Student Presentations	Single Parent Families, and Blended Families	Research Papers Due and Presentations
15	4/29	Student Presentations	Mental Health Issues and Families, and Multicultural Differences and Families	Research Papers Due and Presentations
16	5/6	Student Presentations	Domestic Violence and Families, and Review for Final Exam	Research Papers Due and Presentations
17	5/13	Final Exam	Final Exam	Final Exam

Selected Bibliography

Chapman, G. (1992). *The five love languages: How to express heartfelt commitment to your mate*. Chicago, IL: Northfield Publishing.

Cloud, H. and Townsend, J. (2014). *Boundaries in marriage*. Grand Rapids, MN: Zondervan.

Deater-Deckard, K. (2004). *Parenting stress*. New Haven: CT: Yale University Press.

Harley, W. (2002). *His Needs, Her Needs: Building an affair-proof marriage*. Ada, MI: Revell.

Holden, G. (2010). *Parenting: A dynamic perspective*. Thousand Oaks: CA: Sage.

Noller, P., & Feeney, J. (2002). *Understanding marriage: Developments in the study of couple interaction*. New York, NY: Cambridge University Press.

Parrott L. and Parrot, L. (1995). *Saving your marriage before it starts*. Grand Rapids, MN: Zondervan.

Parrott, L. and Parrott, L. *When bad things happen to good marriages*. Grand Rapids, MN: Zondervan.

Richardson, R. (2010). *Couples in conflict: Family systems approach to marriage counseling*. Lanham, MD: Fortress Press.

Rosberg, G. and Rosberg, B. (2000). *The five love needs of men and women*. Wheaton, IL: Tyndale House.

- Sells, J., & Yarhouse, M. (2011). *Counseling couples in conflict : A relational restoration model*. Downers Grove, IL: IVP Academic.
- Smalley, G. (1988). *The joy of committed love*. Grand Rapids, MN: Zondervan.
- Thomas, G. (2000). *Sacred marriage*. Grand Rapids, MN: Zondervan.
- Thompson, R., & Amato, P. (1999). *The post-divorce family: Children, parenting, and society*. Thousand Oaks: Sage Publications
- Turner, L., & West, R. (2006). *The family communication sourcebook*. Thousand Oaks, CA: Sage.
- Vernick, L. (2001). *How to act right when your spouse acts wrong*. Colorado Springs, CO: WaterBrook Press.