



On-Campus Course Syllabus

PSY 102 L00.A

Dynamics of Marriage and Family

Fall 2021

Class Information

Day and Time: Mondays/Wednesdays 1:45 to 3:00

Room Number: E211

Contact Information

Instructor Name: Steve Hunter

Instructor Email: shunter@criswell.edu

Instructor Phone: 214-818-1371

Instructor Office Hours: Tuesdays/Thursdays 12 to 2

Course Description and Prerequisites

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

Course Objectives

The objectives of this course include:

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, 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,
3. Articulate the various struggles and challenges that exist within each stage of family development,
4. Explain key factors contributing to the “healthiness” and “unhealthiness” of families,
5. Introduce key counseling theories, techniques, and tools related to family therapy, and
6. Apply this knowledge and understanding in the students’ family, church, and local community.

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 978-0415742

Recommended Textbooks

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

- Gottman, J. (2001). *The relationship cure: Five step guide to strengthening your marriage, family, and friendships*. New York, NY: Harmony Books.
- Gottman, J. (2015). *The seven principles for making a marriage work: A practical guide from the country's foremost relationship expert*. New York, NY: Harmony Books.
- White, B. (2015). *Marriage matters: Is my married life where it should be?* Dallas, TX: Brown Christian Press.

Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Mid-Term exam.
2. Twenty-five percent (25%) of the student's grade will depend upon the completion of a Comprehensive Final Exam.
3. Thirty percent (30%) of the student's grade will depend on the completion of a Research Project on the topic of Marriage and Family. This Research Project will consist of three main sections: 1) the Research Paper, 2) a "Marriage and Family Project," and finally, 3) a Class Presentation of the findings.

Section 1 of the Research Project consists of the Research Paper.

Students will write a Research Paper on a topic related to Conflict or Greatest Challenges in Marriage or Dating Relationships. Students must choose their Research Topic within the first three weeks of class. The Research Topic must be submitted by email to the Professor and Grader for approval. Some examples of topics might include: 1) Domestic Violence, 2) Childhood Emotional Neglect, 3) Conflict Resolution in Marriage, 4) Forgiveness in the Family, 5) Single Parent Families, 6) Blended Families, 7) Mental Health Issues and Families, 8) Multicultural Issues and Families, or another topic approved by the Professor.

The minimum number of resources for the Research Paper is five reputable Journal Articles and Books, as opposed to "research" retrieved from the internet. These sources can include the textbooks assigned for the class. The body of the paper will be approximately six to eight double-spaced pages, according to APA Style and Format. This does not include your Title Page and Reference Page and the remainder of your Research Project.

A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, students are to maintain a basic structure according to APA style. For example, the following questions and suggestions can help provide guidance:

- Introduction: _____ The introduction to the paper addresses current statistics, current events, and/or current research regarding the topic to appropriately introduce and grab the reader's attention? The writer defines key terms and concepts related to the topic. The writer provides an overall structure, and purpose for writing the paper (objectives) in the Introductory section of the paper.
- Body of the Text: _____ Does the paper address the most important dimensions and key concepts regarding the topic from appropriate sources, i.e., reputable books and Journal Articles (not cut and pasted from the Internet)? Are these resources cited throughout the body of the paper according to APA style? Does the student link together his/her thoughts

throughout the paper? Is there a logical flow of thought? Does the student use third person throughout the paper instead of using first person? Are there transition sentences that link paragraphs to paragraphs and major sections to major sections?

- Conclusion and Implications: _____ Did the student provide a summary of the key main points and provide practical suggestions/implications for counselors, teachers, and/or ministers? In other words, did students adequately and effectively answer the “So what?” question in the conclusion?
- Grammar and Style _____ 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?

The following rubrics will also be used to score the research paper:

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)

<http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)

Section 2 of the Research Project consists of a “Marriage and Family Project.”

This is the Practical Application section of your Research Project. As part of Criswell 360, the mission of the College is to cultivate leaders who are Ambassadors, Cultivators, Peacemakers, Problem Solvers, and Professionals. Students are required to create a project that allows them to be Peacemakers in their homes, churches, schools, or local community.

Students must create this “Peace Project” or a “Forgiveness Project” or a “Conflict Resolution Project” within the first three weeks of class. The Peace Project must be submitted by email to the Professor and Grader for the course for approval. As part of the Research Project, students will describe the Peace Project in detail, provide a summary of the results of the experience, and include personal reflections. This portion of the Research Project will be in APA Style and Format, double-spaced and a maximum of three pages.

Section 3 of the Research Project consists of the Presentation.

The final section of the Research Project is the Presentation. In this 30 to 40-minute maximum presentation, students will share the main highlights of their Research Paper and Marriage and Family Project. Students will create a PowerPoint and handout. Students will also leave time at the end of the presentation to answer questions. **It is important to note that the Written Portion of the Research Project is due before class on the day students are assigned to present. The date students will present will be included in the Course Schedule and Calendar section of the syllabus.**

4. Twenty percent (20%) of the student’s grade will depend on regular class attendance, class participation, and 4 quiz grades throughout the course of the semester. Some of the quizzes will be unannounced to encourage class attendance and to stay up with the assigned reading. In addition, a final quiz (Quiz #5) will be a subjective grade by the Professor based on participation, professional disposition, and attitude. This subjective grade will be assessed at the conclusion of the semester. Hence, in order for students to

receive full credit for this requirement, students must not only attend class they must also participate in class.

Course/Classroom Policies and Information

Students in this class will be allowed 2 excused absences. A third absence will result in the loss of a letter grade for the course. A fourth absence will result in a failing grade of “F” for the course. No late work will be accepted. It is the responsibility of the student to ensure all required work is turned in on time.

In addition, Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before

submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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 the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at

library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Learning Opportunities
1	8/16 and 18	Introductions, Syllabus Review, Introduction of the Course Dating in America
2	8/23 and 25	Dating in America (cont'd) What is Marriage and Family?
3	8/30 and 9/1	Characteristics of Healthy Families (Gladding Chapter 3) Quiz 1: Dating, Definitions, and Characteristics of Healthy Families Research Topic is Due Marriage and Family Project Description is Due
4	9/6 and 9/8	Labor Day (9/6)
5	9/13 and 9/15	Family Developmental Life Cycle
6	9/20 and 9/22	Family Developmental Life Cycle (cont'd) Family Genograms
7	9/27 and 9/29	Communication Quiz 2 Family Developmental Life Cycle and Communication
8	10/4 and 10/6	Review for Midterm Exam Midterm Exam
9	10/11-15	Student Development Week
10	10/18 and 10/20	Marital Distress Conflict in Marriage
11	10/25 and 10/27	Conflict in Marriage (cont'd) Forgiveness (REACH) Quiz 3 Conflict in Marriage
12	11/1 and 11/3	Research and Writing Days
13	11/8 and 11/10	Guest Presenter Bruce White and Discussion
14	11/15 and 17	Attachment Theory and Parenting Quiz 4 Parenting
15	11/22-26	Thanksgiving Break
16	11/29 and 12/1	Written Portion of Research Project is Due Student Presentations Review for Final Exam
17	12/6-10	Final Exams

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.