



On-Campus Course Syllabus

PSY 102
Dynamics of Marriage and Family
Spring 2023

Class Information

Day and Time: Tuesday/Thursday 1:45pm to 3:00pm

Room Number: E211

Contact Information

Instructor Name: Eric Puente

Instructor Email: epuente@criswell.edu

Instructor Phone: 214-280-5113

Instructor Office Hours: Tuesdays/Thursdays 3pm to 4pm

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

- Define and compare the concept of family from a biblical as well as a contemporary North American (cultural and social science) perspective,
- Explore the history of American families and current portrayals in events, policies, and pop culture in order to discern the importance for the church and its mission,
- Identify and understand key aspects within families including: family development, communication, challenges, parenting, marriages, blended families, mate selection, and other major topics,
- Explain key factors contributing to the “healthiness” and “unhealthiness” of families,
- Introduce key counseling theories, techniques, and approaches related to family therapy,
- Apply this knowledge and understanding in the students’ family, church, and local community.

Required Textbooks

J. O. Balswick, J. K. Balswick, and T. V. Frederick, (2021). *The Family: a Christian Perspective on the Contemporary Home*. (5th ed). Grand Rapids, MI: Baker Academic. ISBN 978-1540963000

J. S. Ripley and E. L. Worthington, Jr. (2014). *Couple Therapy: a New Hope-focused Approach*. Downers Grove, IL: InterVarsity Press. ISBN 978-0830828579

Recommended Reading

S. Coontz. (2005). *Marriage, a History: from Obedience to Intimacy or How Love conquered Marriage*. New York, NY: Viking.

R. S. Hess, and M. D. Carroll. (2003). *Family in the Bible: Exploring Customs, Culture and Context*. Grand Rapids, MI: Baker Academic.

A. Kostenberger and D. W. Jones. (2012). *Marriage and the Family: Biblical Essentials*. Wheaton, IL: Crossway.

D. Levine, L. P. Moch, L. A. Tilly, J. Modell, and E. Pleck. (1983). *Essays on Family and Historical Change*. College Station, TX: Texas A & M University Press.

Course Requirements and Assignments

1. Weekly Summary Papers (30%): Because reading the required texts is an important part of the course, students are required to upload to Canvas a one-page summary of the assigned reading **every Monday by midnight** before class. Each paper must be Times New Roman font, double-spaced, and with one inch margins. The first line should contain the student's name, the date, and topic. The summary must contain concise statements that demonstrate the main points or argument. Only important details should be mentioned. Summaries with "fluff" will have points taken away. The total number of summary papers due is 15, and the **lowest grade will be dropped**. The grade will depend on the quality of the responses to the following questions: 1) What was the author's main thesis or theses? 2) Does it affirm biblical theology or biblical norms? Why or why not? 3) Which interventions (in Worthington) were read and why or why not would they be useful to believers?

2. Analysis of Current Christian Thought on the Family (25%): Students must turn in a three-page paper (Times New Roman, 12pt font, one inch margins, top line for name/date/topic) that evaluates an influential source of Christian thought on the family such as a well known author or an organization/ministry that has impacted the US Christian culture within the last 30 years. The paper must substantiate why the source and its claims regarding some aspect of the family are important. Also, the paper must reflect an evaluation of the claims, the mission, and the method the source has used to promote itself. The report must include strengths and weakness, and it must demonstrate the reasons for the evaluation. More weight of the grade will go to the thoughtfulness of the analysis and use of knowledge from the course to substantiate the student's evaluation. This paper must be uploaded to Canvas and is due on **May 11th**. Grading will be based on:

Format/style	20%
Clarity & quality of evaluation	60%
Selection of source	20%

3. Family Interviews (20%): Three reports will be due during the semester that contain each student's interactions with people in different stages of life. Students are to interview i) single adult without children (**due 2/14**), ii) a married couple (**3/9**), and iii) a single parent (**4/6**) using the questions and format provided in a separate sheet titled, **Family Interview Instructions**. These may be turned in class or via Canvas.

4. Personal Evaluation (15%): At the end of the course, students will turn in a personal evaluation (2-3 pages, Times New Roman, 12pt font, one inch margins, top line name, date, topic) that describes how the information covered in the course has helped the student conform to biblical standards in one or more of their role(s) as a member of his/her family. Students should use the charts on page 22 of *The Family: a Christian Perspective* and pages 54-55 and 334-341 of *Couple Therapy* as starting points. This paper is due **May 2nd** by midnight and must be uploaded to Canvas.

5. Class Participation (10%): Students are expected to attend all class times and to complete all assignments on time. No late work will be accepted. Class participation also includes comments, questions, applications, examples, etc. during class time. Class attendance will be recorded using a paper turned in that contains three “takeaways” from the content covered in the class time.

Course/Classroom Policies and Information

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 an 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 assignments 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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

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 Calendar

Week	Date	Topic/Assignment
1	1/17 & 1/19	Syllabus; BFM Article XVIII, History of the Family in America (Fam 1-23)
2	1/24 & 1/26	Scripture, biblical theology, and the family (Fam 24-46 & CT 21-30)
3	1/31 & 2/2	Biblical models of marriage (Fam 78-108)
4	2/7 & 2/9	Mate selection and dating (Fam 47-77)
5	2/14 & 2/16	Marriage counseling and family background (CT 31-60; select only two interventions); Single interview due 2/14
6	2/21 & 2/23	Helping common marriage struggles (CT 103-143)
7	2/28 & 3/2	Helping common marriage struggles (part 2) (CT 144-195)
8	3/7 & 3/9	Strategies for managing sessions and assessing progress (CT 197-239; select only two interventions); Couple interview due 3/9
9	3/14 & 3/16	SPRING BREAK
10	3/21 & 3/23	Biblical models of parenting (Fam 109-129)
11	3/28 & 3/30	Family development stages & maturity (Fam 130-153)
12	4/4 & 4/6	Family spirituality & major challenges (Fam 154-178); Single parent interview due 4/6
13	4/11 & 4/13	Gender & Sexuality (Fam 199-236)
14	4/18 & 4/20	Communication, conflicts, and closeness (Fam 237-262)
15	4/25 & 4/27	Families & the greater social spheres (Fam 262-313)
16	5/2 & 5/4	Family in a postmodern world (Fam 315-342); (Personal evaluation due 5/2)
17	5/9 & 5/11	FINALS WEEK (Analysis of source on Christian family due 5/11)

Selected Bibliography

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Balla P. (2005). *The child-parent relationship in the new testament and its environment*. Hendrickson.

Carder D. (2017). *Anatomy of an affair: how affairs attractions and addictions develop and how to guard your marriage against them*. Moody.

Carder D. & Jaenicke D. (2008). *Torn asunder: recovering from an extramarital affair* (3rd ed.). Moody.

Chapman G. D. (1995). *The five love languages: how to express heartfelt commitment to your mate* ([New ed.]). Northfield Pub.

Clinton T. E. & Trent J. (2009). *The quick-reference guide to marriage & family counseling*. Baker Books.

Cloud H. (2011). *Unlocking your family patterns: finding freedom from a hurtful past* ([New ed.]). Moody.

Cloud H. & Townsend J. S. (1999). *Boundaries in marriage*. Zondervan.

Deal R. L. & Olson D. H. L. (2010). *The remarriage checkup: tools to help your marriage last a lifetime*. Bethany House.

Glahn S. & Barnes C. G. (2020). *Sanctified sexuality: valuing sex in an oversexed world*. Kregel Academic.

George D. & Trimbur J. (2011). *Reading culture: contexts for critical reading and writing* (8th ed.). Pearson.

Hamilton V. P. (1995). *The book of Genesis. Chapters 1-17*. Wm. B. Eerdmans Pub.

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Littauer M. & Littauer F. (2006). *Wired that way*. Regal Books.

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Worthington E. L. (2000). *Christian marital counseling: eight approaches to helping couples*. Wipf and Stock.