



Red Deer College
Bachelor of Education Program

Family Studies 315 (A) Relationship Development

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Section (A) – Winter 2010
TR 2:00-3:20 PM
January 7-April 8, 2010
Room: 2402

Course Description

The study of the nature of intimate relationships in friendships, marriage and family.

Course Goals

By the end of this course, through instructor-developed assessment instruments, and to a degree expected of 300-level college/university students, learners will...

1. demonstrate knowledge and understanding of a range of foundational material in the field of relationship development.
2. relate and apply their new knowledge and understanding to personal, community, and professional contexts.
3. evaluate and synthesize their new knowledge and understanding toward deeper and broader implications of relationship development.

Required Textbook

White, J., Larson, L., Goltz, J., and Munro, B. (2005). *Families in Canada* (3rd edition). Toronto: Pearson.
(This text is available in the Red Deer College bookstore)

Reading and Information Schedule

| Date | Readings | Information |
|-------------|--|---|
| January 7 | | |
| January 12 | White, et al: Part I: Introduction | |
| January 14 | White, et al: Part I: Introduction | |
| January 19 | White, et al: Part I: Introduction | |
| January 21 | White, et al: Part II: Families in differing times and places | |
| January 26 | White, et al: Part II: Families in differing times and places | |
| January 28 | | First Examination |
| February 2 | White, et al: Part II: Families in differing times and places | |
| February 4 | White, et al: Part III: Intimacy and premarital relationships | |
| February 9 | White, et al: Part III: Intimacy and premarital relationships | |
| February 11 | White, et al: Part III: Intimacy and premarital relationships | |
| February 16 | | --Mid-Term Break: No Classes-- |
| February 18 | | --Mid-Term Break: No Classes-- |
| February 23 | White, et al: Part IV: Defining and maintaining marriage relationships | |
| February 25 | | Second Examination |
| March 2 | White, et al: Part IV: Defining and maintaining marriage relationships | |
| March 4 | White, et al: Part IV: Defining and maintaining marriage relationships | |
| March 9 | White, et al: Part V: Families over the lifespan | |
| March 11 | White, et al: Part V: Families over the lifespan | |
| March 16 | White, et al: Part V: Families over the lifespan | |
| March 18 | | Third Examination |
| March 23 | White, et al: Part VI: Marriages and families in transition and crisis | |
| March 25 | White, et al: Part VI: Marriages and families in transition and crisis | |
| March 30 | White, et al: Part VI: Marriages and families in transition and crisis | |
| April 1 | White, et al: Part VII: Families facing the future | |
| April 6 | White, et al: Part VII: Families facing the future | |
| April 8 | White, et al: Part VII: Families facing the future | Last class |
| | | Final Examination scheduled during Exam Week: April 17 to 24 |
| | | |

Assessment and Evaluation

Assessment and evaluation *for* and *of* learning will occur through three term examinations and one final examination:

1. First Examination (January 28): This examination will assess learning from textbook readings, lectures, videos, and in-class activities and discussions from January 7 to (and including) January 26. You will have the full class time to write the exam. Value: 15%.
2. Second Examination (February 25): This examination will be cumulative and assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from January 7 to (and including) February 23. You will have the full class time to write the exam. Value: 20%.
2. Third Examination (March 18): This examination will be cumulative and assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from January 7 to (and including) March 16. You will have the full class time to write the exam. Value: 25%.
4. Final Examination (TBA): The Final Examination will be cumulative and assess all learning from textbook readings, lectures, videos, and in-class activities and discussions from the entire course. Value: 40%.

Instructor Commitment: Students can expect feedback (scores) for examinations within two weeks of their writing.

Final Grades

Final grades are reported using letter grades. Final grades are determined after combining term scores and the final examination scores. Students are ranked in order of total scores, and a grade is assigned according to relative ranking (in comparison to the other total scores in the class) and expected demonstration of learning in a 300-level college/university course.

Grading in Undergraduate Courses

| Grading In Undergraduate Courses | | |
|-------------------------------------|--------------|-------------|
| Descriptors | Letter Grade | Point Value |
| Excellent | A+ | 4.0 |
| | A | 4.0 |
| | A- | 3.7 |
| Good | B+ | 3.3 |
| | B | 3.0 |
| | B- | 2.7 |
| Satisfactory | C+ | 2.3 |
| | C | 2.0 |
| | C- | 1.7 |
| Poor | D+ | 1.3 |
| Minimal Pass | D | 1.0 |
| Failure | F | 0 |

Mean grades will usually fall in the following ranges:

| Level | 200 | 300 | 400 |
|-------|---------------|---------------|---------------|
| | 2.73 – 2.92 | 2.92 – 3.06 | 3.06 – 3.16 |
| | Average: 2.83 | Average: 3.00 | Average: 3.11 |

Final Grades can be accessed in 3 ways: 1) Using a touch tone phone, call the Telephone Grade Inquiry System (TGIS) at (403) 343-4074. You will be prompted for your 9-digit student ID number and your date of birth in YYMMDD order. The response should give you your term GPA, your academic standing and the grade for each individual course for the term. 2) Your personal web account. Log on to your personal student web account and access the Final Grades link or the Academic Transcript link. 3) In person at the Registrar's Office. Stop by the registration desk at the Registrar's Office and provide picture ID to get a copy of your unofficial transcript.

Professionalism and our Teaching/Learning Environment

I feel privileged to teach and learn with you! I know you value your time here and, with your colleagues, pay a lot of money for and dedicate a lot of hard work toward your education. Therefore, every member of our classroom community deserves an outstanding environment for teaching and learning. In this spirit, I share, as a formality, the following class expectations. Please...

- No texting
- No off-topic conversations during class lecture, activity, and/or discussion
- No gathering of books, binders, and/or backpacks, until instructor concludes the class
- Participate fully in and benefit from in-class activities

As intimated, I have a very high regard, respect, and enthusiasm for your learning and work. I know we will work hard together to create an outstanding teaching and learning environment and experience.

Attendance Policy

Attendance and participation are strongly encouraged! If you must miss class, I urge you to borrow notes from a colleague.

Equality, Equity, and Respect

The course is committed to providing an environment of equality and respect for all people within the college community and to supporting faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. I recommend the use of inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic backgrounds. In order to create a thoughtful and respectful community, you are encouraged to use gender-neutral or gender-inclusive language and to be sensitive to the impact of devaluing language.

Plagiarism and Cheating

Please refer to the Student Appeal, Dispute, and Misconduct Processes Policy for information. It can be found on the Red Deer College website at http://www.rdc.ab.ca/about_rdc/standard_practices/documents/student_dispute_appeal_and_misconduct_processes_policy.pdf. The following indented passage is from that document:

7. Plagiarism

Plagiarism involves submitting work in a course as if it were the student's own work. Plagiarism may involve the act of submitting work in which some or all of the phrasing, ideas, or line of reasoning are alleged to be the submitter's own but in fact were created by someone else. The most common forms of plagiarism consist of these practices:

- copying from someone else's writing without proper acknowledgement
- paraphrasing someone else's writing without proper acknowledgement
- using the ideas or line of reasoning original to someone else without proper acknowledgement
- submitting work in which someone else has made substantial editing improvements to the content and phrasing of the work of the submitter
- submitting work in one course that the submitter has already submitted in another

course, without the approval of the person teaching the current course

- the work submitted or presented was done, in whole or in part, by an individual other than the student presenting the work

Note: in the above, “submitted work” refers to any oral or written or other work which a student presents to his/her instructor as part of the course requirements.

In the specific case of plagiarism, plagiarism can be judged to have occurred if:

- the instructor has both the material presented by the student and the original source from which this material was taken, or
- the student is incapable of explaining the terminology or ideas in the submitted material, and such terminology or ideas cannot be shown to originate in the works contained in the Bibliography or Works Cited page accompanying the submitted material, or, for oral presentations, if the student cannot produce the notes or texts used to prepare his/her material.

If a student is found guilty of plagiarism or cheating, they may be subject to penalties such as failure of the course and/or expulsion from Red Deer College.

Changes to the Course Outline

Changes to the course outline may be made after the first day of class. This must be done during a regular class, by consensus of the instructor and students in attendance on that day.

Services for Students with Disabilities

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, mental or physical health are advised to discuss their needs with the Counselling, Career & Learning Centre:

Room 1402, RDC
Telephone: (403) 343-4064
E-mail: help_learn@rdc.ab.ca

Withdrawal

The last day to add/drop this course is Wednesday, January 13, 2010. The last day to withdraw without academic penalty is Monday, March 22, 2010 (a WD will appear on your transcript).