



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: FAMS

Course and Section #: 1150-005

Course Title: Marriage & Relationship Skills

Credits: 3

Course Description

Guides students in building a lasting intimate relationship of their own and in understanding and teaching relationship maintenance and improvement strategies based on large-scale scientifically derived marriage and relationship principles. Utilizes cutting edge research on factors and issues related to relationship success and outcome including whom and when to marry and how to build stable and happy relationships over time. Stresses increased understanding of desirable relationship outcomes and how to achieve them.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Lori Duke, LAMFT

Student Learning Outcomes

1. Analyze the empirical evidence and importance of becoming emotionally and psychologically healthy before and during romantic relationships.
 2. Define ethical and moral issues that underpin the study and intervention of marriage and other relationships.
 3. Identify the dynamics of family background, gender, singlehood, sex, friendship, attraction dating, and mate selection, and how they influence and relate to romantic relationships.
 4. Articulate the roles of work and family as well as material resources.
 5. Describe the influence of power, decision making, and communication.
 6. Apply Skills in conflict resolution within romantic relationships.
 7. Examine the dynamics of divorce, remarriage, and step-parenting.
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Course Materials and Texts

Gottman, J. M. (2015). *The seven principles for making marriage work*. New York: Radom House LLC

Markman, H. J., Stanley, S. M., Rhoades, G.K., & Levine, J.R. (2024). *Fighting for your marriage: A deluxe revised edition of the classic best seller for enhancing marriage and preventing divorce*. (4th ed). Hoboken, New Jersey: Jossey-Bass.

Van Epp, J. (2007). *How to avoid falling in love with a jerk*. New York, NY: McGraw-Hill.

Course Requirements

Course Assignments, Assessments, and Grading Policy

- *Reading Quizzes*: There will be reading quizzes administered on Canvas. There is a quiz for each chapter you read. The quizzes will be open-book and contain multiple-choice and True/False options. They are timed quizzes, and you will have 15 mins for each quiz. (5 points each – 35 total quizzes)
- *Personal Reflection Assignments (PRA)*: There will be two personal reflection assignments.
 - **PRA #1—Healthy Me Assessment (50 points)** – Self-exploration via interviews, assessments, reflection, and writing.
 - **PRA #2—Dealbreakers or Expectations (40 points)**:
 - **PRA #2a (For single [i.e., unmarried or not in a long-term relationship] students)—Deal Breakers and Expectations:**
 - **PRA #2b (For Married/Long-term relationship students)-Expectations:**
- *Marriage and Relationship Interview Assignment (MRIA)* (35 points each for MR1A #1-4 and #5 is worth 45 points): Conduct several interviews throughout the semester.
- **MR1A #1—Single, male, female, or non-binary friend (at least 18 years old or older):**
- **MR1A #2—Committed/Engaged Couples** (2 couples OR 2 individuals from **different** relationships – they are not engaged or committed to each other. Commitment for this MR1A does not mean they are married):
- **MR1A #3—Newlywed Couples** (2 couples OR 2 individuals from different marriages [not married to each other] who have been married at least 6 months to their spouse, but no more than 5 years. It is preferable that at least one of the couples has a child but this is not required).
- **MR1A #4: Short-term Married Couples** (2 couples or 2 individuals from different marriages [not married to each other] who have been married between 6 and 20 years)
- **MR1A #5: Long-term Married Couples**—For this final MR1A, you will interview at least two couples or two individuals from different marriages [not married to each other] who have been married for at least 20 years. However, this assignment will have two parts. The first part will be much like the previous MR1A assignments. You will interview couples and then you write about the interviews and integrate specific course content into your write-up.
- *Final Exam*: The final exam will be a reflective paper. It will have 3 reflective essay questions. It will be worth 200 points. Reflect and write about the following:
 - How has this course changed you? (50 points)
 - What are three concepts you learned that have impacted you and your view on relationships? Please do not just list the concepts. Discuss WHY these concepts impacted you and your view on relationships. (100 points)
 - How will you apply these concepts you learned, in your current or future relationships? (50 points)
- *Attendance*: Attendance is vital to your success and the learning process in this course. You will receive 10 points per class. To receive the points, you need to come to class on time and stay for the entire class period. Do not plan on missing too many classes as it does add up.

Points Breakdown:

Attendance points	370 points
2 Personal Reflection Assignments	
Healthy Me (PRA #1)	50 points
Deal Breakers and Expectations (PRA #2)	40 points
4 Interview Assignments (MRIA) x 35	140 points
MRIA #5	45 points
35 Reading Quizzes (5 pts each)	175 points
<u>Final</u>	<u>200 points</u>
Total Points = 1260 points	

Grading Scale:

95% – 100% = A	80% – 82% = B-	66% – 69% = D+
90% – 94% = A-	76% – 79% = C+	63% – 65% = D
86% – 89% = B+	73% – 75% = C	60% – 63% = D-
83% – 85% = B	70% – 72% = C-	0% – 59% = F

Required or Recommended Reading Assignments

All required readings are from the required texts and align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Theories of Romantic Relationships: No readings

Attachment Adaption Strategies: No readings

Relationship Attachment Model: Chpts 1 & 2 – Van Epp

Personal Well-being: Chpt 3 – Van Epp

Knowledge & Compatibility: Chpts 4 & 5 – Van Epp

Communication: Chapter 6 Van Epp, Chpts 3, 4, 5 & 6 -- Markman

Patterns: Chpts 7, 8, 9 – Van Epp

Trust: Chpt 10 – Van Epp

Reliance: Chpt 11 -- Van Epp

Commitment, Marriage & Influence: Chpt 12 – Van Epp, Chpts 1 – 7 – Gottman & Chpt 11 Markman

Marital Conflict: Chpts 7 – 9 – Gottman & 7 & 8 – Markman

Intimacy & Friendship: Chpt 12 Gottman, Chpt 13 – Van Epp & 10, 12, 15 Markman

Intimate Partner Violence: No Reading

Becoming Parents: No Reading

Required Course Syllabus Statements

Generative AI

Most recently, so-called Artificial Intelligence (A.I.) is growing at a rapid pace both inside and outside of educational settings. These include, but are not limited to, ChatGPT and Bard. Specific to this class and its assignments. I am not against AI, however, I don't believe most assignments will lend themselves well to AI use. The written assignments are based on your own personal experiences and opinions, and I do not believe that AI would be able to adequately express those. Therefore, AI of any kind is NOT permissible in this class, and I will consider it a form of plagiarism. It will be treated similarly as any other form of cheating. Therefore, using any form of AI, including but not limited to ChatGPT or Bard, will result in a grade reduction or other forms of penalization.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.