



## Master Course Syllabus

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

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**Semester:** Spring

**Course Prefix:** FAMS 1150

**Course Title:** Marriage and Relationship Skills

**Year:** 2025

**Course and Section #:** 009

**Credits:** 3

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### *Course Description*

This course comprises recent and relevant research on factors and issues related to relationship success and outcomes including whom and when to partner/marry and how to build stable and happy romantic relationships over time. The course materials utilize research and empirically based practices to resolve specific relationship challenges. The course also stresses increased understanding of desirable relationship outcomes and how to achieve them.

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### *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.*

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### *Instructor Information*

**Instructor Name:** Jeremy Boden

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### *Student Learning Outcomes*

Analyze the empirical evidence and importance of becoming emotionally and psychologically healthy before and during romantic relationships.

Define ethical and moral issues that underpin the study and intervention of marriage and other relationships. Identify the dynamics of family background, gender, singlehood, sex, friendship, attraction dating, and mate selection, and how they influence and relate to romantic relationships.

Articulate the roles of work and family as well as material resources.

Describe the influence of power, decision making, and communication.

Apply skills in conflict resolution within romantic relationships.

Examine the dynamics of divorce, remarriage, and step-parenting.

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### *Course Materials and Texts*

Markman, H. J., Stanley, S. M., Rhoads, G. K., & Levine, J. R. (2024). *Fighting for your marriage: Positive steps for preventing divorce and building a lasting love (4<sup>th</sup> Ed.)*. San Francisco, CA: Jossey-Bass.

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

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

1. *Preparation Quizzes*: There will be approximately 30 quizzes administered on Canvas. These quizzes will be due before class starts on the day the reading is designated on the syllabus. The quizzes will be open-book and contain multiple-choice and True/False options.
  2. *Final Exam*: The final exam will be comprehensive and will cover what you have learned throughout the semester. The exam will be worth 50 points. More details will be given throughout the semester and during the last week of the semester.
  3. *Personal Reflection Assignments (PRA)*: There will be three personal reflection assignments dispersed throughout the semester. Students will write about their expectations for relationships, mental health, and what they learned from their family of origin about sexuality.
  4. *Marriage and Relationship Interview Assignment (MRIA)*: One of the best ways to learn about relationships is to learn from those who are currently in relationships or are seeking to have one. Therefore, you will be asked to conduct several interviews throughout the semester—single individuals, dating or engaged couples, newlywed couples, short-term married couples, and long-term married couples. Please see the assignment description on Canvas.
  5. *Grading policy*: Assignments will be graded according to level of adherence to the assignment description.
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### **Required or Recommended Reading Assignments**

All chapters in each book.

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### **General Description of the Subject Matter of Each Lecture or Discussion**

Theories of Relationships: Covers social exchange, family systems, and adult attachment theory

Mate Selection: Covers theories of attraction and mate selection

Emotional and Mental Wellbeing: Covers theories of emotional and mental wellbeing

Gay and Lesbian Relationships: Covers research on dynamics of gay and lesbian relationships

Intimate Partner Violence: Covers predictors of abusive relationships

Social Cognitions and Relationships: Covers social cognitions and how they impact romantic relationships

Dissolution of Committed Relationships: Covers research on the breakdown of committed relationships

Transition to Marriage: Covers research on the dynamics in the transition to marriage

Transition to Parenthood: Covers research on the dynamics in the transition to parenthood for committed couples

Communication: Covers theories and frameworks on communication in committed relationships and how to make it more effective.

Conflict Resolution: Covers theories and frameworks on conflict in committed relationships and how to move through conflict effectively.

Sexuality in Committed relationships: covers models of healthy sexuality in committed romantic relationships.

Commitment: Covers models of commitment in committed relationships.

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Forgiveness: Covers research on forgiveness in committed relationships.

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## ***Required Course Syllabus Statements***

### **Generative AI**

Most recently, ChatGPT and other AI (artificial intelligence) has become a growing aid for students. This form of plagiarism also falls under academic dishonesty and will be treated similarly as any other form of cheating. Therefore, using any form of AI, including ChatGPT, will result in a grade reduction or other forms of penalization.

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### **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.

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## ***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](mailto: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](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **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

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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](#).

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### **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](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **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](mailto: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.