



## FAMS 1150: Marriage & Relationship Skills (Online) Spring 2025

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

**Year:** 2025

**Course Prefix:** FAMS

**Course and Section #:** 1150-X05

**Course Title:** Marriage and Relationship Skills

**Credits:** 3

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### ***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.

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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:** Michelle Schow

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### ***Student Learning Outcomes***

Upon successful completion of the course, students should be able to...

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***

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. (Please note, this book is dated. However, the principles are sound and still apply to today's dating environment. I will include supplemental content that is more updated.)

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## ***Course Requirements***

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

1. *Preparation Quizzes*: There will be approximately 30 quizzes administered on Canvas. The quizzes will be open-book and contain multiple-choice, fill-in-the-blank, and True/False options.
2. *Experiential and Application Journal Entries (5 Points)*. Part of your learning in this course is to be mindful of your experience as you engage in assignments, readings, and lectures. Throughout the semester and for each module, you will be expected to record your thoughts, insights, and experiences as you read your textbooks, take part in the lectures, and complete assignments. You will also write about how your new knowledge applies to your and/or other individuals in your life. You are expected to write at least 250 words but no more than 500 words for each experiential and application journal entry make sure to comment on the readings, lectures, and assignments. Remember, this is not a detailed explanation of the lectures and readings.
3. *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.
4. *Personal Reflection Assignments (PRA)*: There will be three personal reflection assignments dispersed throughout the semester. All writing assignments should be typed in 12-point font, double-spaced with 1-inch margins and in Times New Roman font. For this PRA there will be three steps. As you write the paper, please break them up into paragraphs and title each section. You do *not* need a title page, date, or course number.
  - a. **PRA #1—Healthy Me Assessment (60 points)**: Please see the assignment description on Canvas.
  - b. **PRA #2—Dealbreakers or Expectations (30 points)**: Please see the assignment description on Canvas.
  - c. **PRA #3—My Sexual Script\* (20 points)**: Please see the assignment description on Canvas.
5. *Marriage and Relationship Interview Assignment (MRIA)* (35 points each for #1-4; 45 points for #5):
  - a. 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.

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### **Required or Recommended Reading Assignments**

All required readings use chapters from the course text that align with the modules below.

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

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#### Module 1:

VanEpp Chapter 1: Follow your heart without losing your mind

Van Epp Chapter 2: The RAM plan—the most fundamental identifying features of true jerks

Van Epp Chapter 3: Healthy People Make Healthy Choices

Van Epp Chapter 4: Hello, I love you, won't you tell me your name?

#### Module 2:

Van Epp Chapter 5: Find your Soup Mate, Getting to know your compatibility potential

Van Epp Chapter 6: Say what you mean and mean what you say, getting to know the skills for building relationships

Van Epp Chapter 7: And My Third Wheel wife was a...patterns from other relationships

Van Epp Chapter 8: Patterns of Family Background

#### Module 3:

Van Epp Chapter 9: Patterns of the conscience

Van Epp Chapter 10: Sketching the Date-Mate profile

Van Epp Chapter 11: Will your partner meet your needs?

Van Epp Chapter 12: Can you keep commitment

Van Epp Chapter 13: Should we have sex?

#### Module 4:

Stosny: Are You dating an abuser (pdf document)

Abusive Behavior Inventory (pdf document)

Power and Control Wheel (pdf document)

#### Module5:

Markham Chapter 1: Five keys for a great relationship

Markham Chapter 2: Destructive pattern: Danger ahead

Markham Chapter 3: Changing roles, changing rules

Markham Chapter 4: When what you heard isn't what I said: Understanding filters

Markham Chapter 5: Talking safely without fighting: The speaker/listener technique

#### Module 6:

Markham Chapter 6: Controlling the home fires: handling issues and events well

Markham Chapter 7: New perspectives on problems and problem solving

Markham Chapter 8: Keeping conflict under control

Markham Chapter 9: Safe Harbor, preserving and protecting friendship

#### Module 7:

Markham Chapter 10: Being there: Supporting one another in life

Markham Chapter 11: Playing together—how to succeed without trying

Markham Chapter 13: Core beliefs and spiritual intimacy

#### Module 8:

Markham Chapter 15: Forgiveness

Markham Chapter 16: Commitment in an everchanging world

Markham Chapter 17: Getting more help

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

### **Generative AI**

1. Plagiarism and cheating have long been an issue in academia. While instructors can apply filters and barriers to decrease plagiarism and other forms of dishonesty, students have found methods to move through and around those obstacles. We as family science instructors in the program have discussed this issue at length and one principle that has risen to the surface is that the values and attributes of trust, integrity, and honesty are fundamental parts of personal and family relationships. Further, our field is grounded in those principles and without strict adherence and unified consensus of these values is essential to rigorous field and to healthy and happy families. It is our hope that the students who graduate from UVU and with a degree in Family Science will embrace those shared values of integrity, honesty, and integrity as you work through assignments, continue in your careers, and as you build healthy personal and family relationships.

With all of this said, using other's work to pass it off as your own falls under the category of cheating, plagiarism, and academic dishonesty. We as faculty have agreed to institute penalties for violating the course rules around plagiarism. If you are discovered participating in any of the form of academic dishonesty, it will be considered cheating: plagiarism, falsification of information, fabricating information, using unauthorized assistance on tests and other assignments, using unauthorized sources on assignments, substituting other student's work for your own or vice versa, acquiring tests without express permission, copying another person's work, and other behaviors which give you an unfair advantage over other students or which do not reflect your knowledge and performance. Those engaging in any form of cheating, plagiarism, or academic dishonesty will receive a "0" for the assignment involved. Repeat offenders will receive a "0" and "F" for the class. Ongoing cheaters will be referred to the Department Chair or Dean for possible dismissal from school.

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.

In addition to your own academic integrity, I, as your professor, do all that I can to maintain a sense of fairness throughout my classes. Therefore, asking me to allow extra time on assignments without your situation falling under the exceptions described above, is inappropriate. Further, near the end of the semester, I occasionally have students ask me to make special exceptions for them and all additional leniency or additional extra credit to supplement their grade. Remember, in order for me to maintain some sense of academic integrity, I cannot allow this. Otherwise, I would need to allow this for every student in the class.

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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 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.