

## Master Course Syllabus

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

**Semester:** Spring 2025

**Year:** 2025

**Course Prefix:** FAMS

**Course and Section #:** 1150-X06

**Course Title:** Marriage and 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:** Elizabeth Fawcett (Dr. Fawcett)

### *Student Learning Outcomes*

**Upon successful completion, students should be able to . . .**

|   |  |
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| 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.   |

Upon successful completion, students should be able to . . .

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.

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## Course Requirements

### Course Assignments, Assessments, and Grading Policy

#### Assignments and Assessments

1. *Preparation Quizzes*(10 points each; 300 points total): There will be approximately 30 quizzes administered on Canvas. The quizzes will be open-book and contain multiple-choice and True/False options.
2. *Experiential and Application Journal Entries* (5 points each; 40 points total). Part of your learning in this course is to be mindful of your experience as you engage in assignments, readings, and lectures. 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.
3. *Personal Reflection Assignments* (20-60 points each; 110 points total): There will be three personal reflection assignments. These assignments require you to complete at least one assessment (provided within each module). You are not required to share the assessment data, but you are asked to write about why the assessment was accurate or not. All writing assignments should be typed in 12-point font, double-spaced with 1-inch margins and in Times New Roman font. Use the assignment description and rubric to organize topics into paragraphs, and title each sections.
4. *Marriage and Relationship Interview Assignment* (35-45 points each; 185 total points):
  - a. You will be asked to conduct five interviews with single individuals, dating or engaged couples, newlywed couples, short-term married couples, and long-term married couples. You will write about how the interview content shared with you fits with the course content.
5. *Final Exam* (50 points): The final exam will be comprehensive and will cover what you have learned throughout the semester.

Final grades are rounded to the nearest tenth and assigned the corresponding letter grade:

|                  |                  |                  |
|------------------|------------------|------------------|
| 94% – 100% = A   | 80% – 82.9% = B- | 66% – 69.9% = D+ |
| 90% – 93.9% = A- | 76% – 79.9% = C+ | 63% – 65.9% = D  |
| 86% – 89.9% = B+ | 73% – 75.9% = C  | 60% – 62.9% = D- |
| 83% – 85.9% = B  | 70% – 72.9% = C- | 0% – 59% = F     |

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## Required or Recommended Reading Assignments

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

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

*Module 1: Van Epp Chapters 1, 2, 3*

Theories of romantic relationships  
Introduction to Relationship Attachment Model  
Understanding Attachment Strategies

*Module 2: Van Epp Chapters 4, 5, 6, 7*

Getting to know a partner  
Getting to know your compatibility potential  
Getting to know skills for building and maintaining relationships  
Getting to know the patterns from other relationships

*Module 3: Van Epp Chapters 8, 9, 10, 11*

Getting to know the patterns of a family background  
Getting to know the patterns of conscience  
What does it mean to trust a partner  
What does it mean to rely on a partner

*Module 4: Van Epp Chapters 12, 13*

What does it mean to keep a commitment  
Sex in premarital relationships  
Additional information about: abusive behavior, power/control, betrayal sexual infidelity, breaking up

*Module 5: Markman Chapters 1, 2, 3, 13*

Keys for a great relationship  
Destructive patterns  
Transition to parenthood  
Leisure and marital quality across the transition to parenthood

*Module 6: Markman Chapters 4, 6, 7, 8, 9*

Communication filters  
Speaker-Listener Technique  
Handling conflict in romantic relationships  
Problem solving strategies and skills  
Repairing from disconnection

*Module 7: Markman Chapters 5, 10, 11, 12*

Dating and staying friends throughout marriage  
Supporting one another in life  
Sensuality and sex in committed relationships

*Module 8: Markman Chapters 14, 15, 16, 17*

Religion, core beliefs and marriage  
Forgiveness  
Commitment in a changing world  
Getting help when needed

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

### **Generative AI**

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

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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.