



## Contemporary Families GI

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 240G

**Course and Section #:** 005

**Course Title:** Contemporary Families GI

**Credits:** 3.0

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### *Course Description*

Examines dynamics of the healthy family using family theory, individual life span development, research, and active learning experiences. Analyzes variations within families due to form, gender, socioeconomic status, culture, race, and other factors. Focuses on the diversity of family organization, interaction patterns, parenting practices, values, and prejudice in a multicultural society.

Contemporary Families will expand students' awareness of variations within families due to form, culture, and other factors. Multiple theoretical approaches will be studied as well as best practices in social science research. The areas of kinship, family organization, interpersonal relationships, parenting, values and beliefs, gender, conflict and crisis, communication, love, intimacy, and sexuality, family-work balance, and aging will be the focus for the class.

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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:** Makayla L Cammack

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### *Student Learning Outcomes*

Upon successful completion of this course, students will be able to:

Identify the changing nature of today's families and variations in culture, structure and outcomes.

Assess variations in families in areas of structure, class, race, and ethnicity.

Examine cutting-edge scholarship regarding the study of families.

Analyze how factors such as class, race, ethnicity, or gender can influence family development.

Discuss trends within the family that have led to these variations.

Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.

Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.

Evaluate global or intercultural issues.

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## ***Course Materials and Texts***

Welch, K. (2020). *Family life now* (3<sup>rd</sup> ed.). Sage Publishing.

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## ***Course Requirements***

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

**Chapter Readings, Activities, and Quizzes** Our textbook for this class is online and interactive. As you read the assigned chapters each module, you will be given questions to answer to check your comprehension of the material. You will have the opportunity to do those as many times as you need for full points. You may choose to complete the questions as you go or at the end of the chapter, but you must complete them all for full points. Each chapter will also have an associated, untimed, open-book quiz of 15 questions. Complete the quizzes alone. You may take each quiz twice and keep the higher score. The lowest Chapter Quiz score will be dropped, so 15 Chapter Quizzes count towards your final grade. **Story Map Quizzes** Each module has a Story Map with activities, additional readings, videos, and polls. After each Story Map is a quiz to check your comprehension of the material. You may reference your materials while taking the quizzes. Complete the quizzes alone. You may take each quiz twice and keep the higher score. The lowest Story Map Quiz score will be dropped, so 7 Story Map Quizzes count towards your final grade. **Module Activities** For each module, you will complete three activities to further your exploration of the topic of the module. You will choose from a set of eight activities. Each module will have options for read, watch, make, do, discuss, journal, share, and search. Please pay attention to instructions and length requirements for each assignment. The lowest 3 Activity Squares will be dropped, so 21 Activity Squares count towards your final grade. Using sources with correct APA citation and reference formatting is a large portion of many of those activities, so be sure to reference the [APA Tips](#) page often! **ABC Project (Key G/I Assignment)** **This course is designated Global/Intercultural.** As the signature assignment of this course, you will complete a paper reflecting on your own experiences and the experiences of a selected other in five important domains. You will write the paper in three parts, which build on each other, and then submit the full paper with revisions from the feedback on the earlier parts. At the end of the semester, you will reflect on your experience with the project. This fulfills the UVU Global Intercultural Objective 3. The final portion of this assignment, a Reflection on your experience, is the **Final Assignment** of the course and takes the place of a final exam. Due dates are a thing throughout school, work, and life. They are important. All work in this course has assigned due dates. Keeping up with those dates will help you stay on top of the class and give you more time to enjoy it as you go. However, there's a certain amount of flexibility in most due dates, and this course is not an exception to that. **All assignments except for those in Module 8 have an automatic grace period of 48 hours**, meaning that you are fine to take a little extra time to make sure you're submitting work you are pleased with. If you submit something after the due date, note that you may not receive feedback as quickly as you would have otherwise.

If something comes up and you need to submit past the 48 hours, email or message me. We'll work together to figure out a plan to help you catch up and get what you need. Module 8 cannot be extended because it's due on the last day of the semester, so pay attention to that date and keep that in mind. If something happens and you are unable to work on the course for a significant amount of time (more than a few days), please consider reaching out to the [Office of Accessibility Services](#)[Links to an external](#)

[site](#). They can help you determine appropriate accommodations in this and other classes and work with you to overcome challenges you may be facing.

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

Various videos and articles contained in modules.

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

Course Modules include:

Families and Family Science

Communication & Gender

Love & Intimacy

Dating, Cohabitation, Marriage, & Sex

Parenting, & Work and Family Life

Divorce and Recoupling

Stress and Aging

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

#### **Generative AI**

Use ChatGPT as a learning assistant, not as a crutch. If you use it, cite it at the top of your code. You are responsible to make sure that any code or content does what it is supposed to do and says what you want it to say. Don't accept anything it generates at face value without checking it critically. These days potential employers will expect you to know how to use tools like ChatGPT to generate code, so it is a skill we need to teach you. If it helps you learn some things faster, GREAT because we can spend class time on more interesting topics. Just remember: If you REALLY want to be good, work for it.

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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.

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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.