



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 #: 240G 006

Course Title: Contemporary Family Relations

Credits: 3

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. Fulfills the Global/Intercultural requirement.

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: Dr. Ethan Jones **Email:** ethan.jones@uvu.edu **Office phone:** 801-863-0000 **Office location:** Clarke Building CB210G

Student Learning Outcomes

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

1	Identify the changing nature of today's families and variations in culture, structure and outcomes.
2	Assess variations in families in areas of structure, class, race, and ethnicity.
3	Examine cutting-edge scholarship regarding the study of families.

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

4	Analyze how factors such as class, race, ethnicity, or gender can influence family development.
5	Discuss trends within the family that have led to these variations.
6	Evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.
7	Discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
8	Evaluate global or intercultural issues.

Course Materials and Texts

All required course materials are included in Canvas (with links to open-access or Library resources) and Sage Vantage, or will be provided to you at no additional cost. You've already paid for access to Sage Vantage, so you can set up access to that at any time.

Please note that the UVU Bookstore may recommend additional “Optional Study Tools & Resources” for this class on their website. These resources are advertisements and were not selected or endorsed by your professor. Purchasing these resources is **not recommended**.

This course requires the use of SAGE Vantage, an online learning environment that includes access to the entire text and integrated assignments, including multimedia activities, concept-based knowledge checks, and end of chapter reading tests.

Registering for SAGE Vantage:

Click the link I've provided for you in Module 0.

View the [Sage Vantage Privacy Policy \(Links to an external site.\)](#).

Technical Support:

Call SAGE at (800) 818 – 7243 ext. 7080 for all technical difficulties or Vantage questions. This will be your fastest method for getting help. Live assistance is available:

- Monday - Friday: 8:00 a.m. – 11:00 p.m. ET
- Saturday – Sunday: 11:30 a.m. – 11:00 p.m. ET

You can also find video tutorials or create a technical ticket at

<https://sagevantage.softwareassist.com>

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent	Grade	Percent	Grade	Percent
A	94-100	B-	80-82	D+	67-69
A-	90-93	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	0-59

Assignment Categories

Activity (Number)	Percent
Textbook Chapters & Activities (16)	25%
Textbook Quizzes (15/16)	10%
Class Artifacts (27/29)	40%
ABC Project (5)	25%

Late Work Statement:

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

Graded Work Descriptions

Assignment submission boxes have full descriptions and rubrics.

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 Quiz score will be dropped, so 15 Quizzes count towards your final grade.

Class Artifacts & Attendance

For each class meeting, you will be asked to read or watch materials or do activities before the class to prepare. During class, you'll create an artifact of the class session that you'll submit during or shortly after class. The lowest 2 Artifact scores will be dropped.

If you are ill, or suspect you are ill, please do not come to class. It is imperative that we all take responsibility for protecting our own and others' health by self-monitoring and staying away if we need. In cases in which you cannot attend class in person, you can still join the class through a live Teams call. You will still be able to complete the Artifact this way and will not lose points. Class session recordings will also be made available if you are unable to attend the call live. In those cases, you will have the opportunity to submit the class Artifact if you watch the recording and submit the Artifact by the deadline (11:59pm the day following the class).

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.

Required or Recommended Reading Assignments

All readings come from Family Life Now by Kelly Welch. Which can be found on Sage Vantage connected to your Canvas.

Week 1:

- Chapter 1

Week 2:

- Chapter 2

Week 3:

- Chapter 3

Week 4:

- Chapter 4

Week 5:

- Chapter 5

Week 6:

- Chapter 6

Week 7:

- Chapter 7

Week 8

- Chapter 8

Week 9:

- Chapter 9

Week 10:

- Chapter 10 and 11

Week 11:

- Chapter 12

Week 12:

- Chapter 13

Week 13:

- Chapter 14

Week 14:

- Chapter 15

Week 15:

- Chapter 16

General Description of the Subject Matter of Each Lecture or Discussion

Week 1:

- Day 1: Get to know you and brief discussion on family of origin.
- Day 2: Syllabus review, course expectations, and brief intro to intersectionality.

Week 2:

- Day 3: Discussion on the current state of the family in the modern era.
- Day 4: Understanding families through research and theory.

Week 3:

- Day 5: Discussion on gender in the family.
- Day 6: Discussion on sexual identities and the differentiating from gender.

Week 4:

- Day 7: Discussion on socioeconomic status and the impacts on the family.
- Day 8: Family systems theory and its impact on communication.

Week 5:

- Day 9: Discussing intimacy
- Day 10: Discussion on the love pyramid.

Week 6:

- Day 11: Identifying the difference between intimacy and love.
- Day 12: Discussion on attachment theory and the impacts on adult relationships.

Week 7:

- Day 13: The state of dating.
- Day 14: Discussing a path to commitment in dating relationships.

Week 8

- Day 15: Discussing the phenomenon of cohabitation.
- Day 16: Relationships, sex, and infidelity.

Week 9:

- Day 17: Review of singlehood, coupling, cohabitating, and marriage.
- Day 18: Personal identity and it's impacts on sexual values and beliefs

Week 10:

- Day 19: State of childbearing in the modern United States.
- Day 20: Becoming parents and the decision-making process.

Week 11:

- Day 21: Navigating the dual roles as parent and professional.
- Day 22: General discussion on parenting and types of parents.

Week 12:

- Day 23: The sad reality of marital dissolution.
- Day 24: Role of divorce and it's impacts on family life.

Week 13:

- Day 25: The journey towards healing and recoupling.
- Day 26: Stepfamilies, the positive, the negative, and everything in between.

Week 14:

- Day 27: Family changes, non-normative family transitions.
- Day 28: Double ABC-X model and it's usefulness in helping professions.

Week 15:

- Day 29: The ever changing familial landscape, specifically related to aging.
- Day 30: Overview of materials and review of any topics that would like to be discussed further.

Required Course Syllabus Statements

Generative AI

Use of Artificial Intelligence

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- *Brainstorming and refining your ideas;*
- *Fine tuning your research questions;*
- *Finding information on your topic;*
- *Drafting an outline to organize your thoughts; and*

- *Checking grammar and style.*

The use of generative AI tools is not permitted in this course for the following activities:

- *Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.*
- *Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.*
- *Writing a draft of a writing assignment.*
- *Writing entire sentences, paragraphs or papers to complete class assignments.*

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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.