

COURSE OUTLINE OF RECORD



Palo Verde College

**One College Drive, Blythe, CA 92225
(760) 921-5500**

Course Control Number: 000438679

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face	3/14/13	4/16/13
Correspondence Ed.	3/14/13	4/16/13
Distance Ed.	3/14/13	4/16/13

1. Course Information. Course Initiator: Lupita Andrade

Subject Area and Course Number: SOC 111		Course Title: Marriage and the Family			
New Course <input type="checkbox"/> Revised <input checked="" type="checkbox"/> Updated <input type="checkbox"/>		Static ID A11100	TOP Code 2208.00	Credit Status Request D=Credit-Degree Applicable	
Classification Code Y=Credit Course		SAM Code E=Non-occupational			Course prior to college level Y=Not applicable
Noncredit category Y=Not Applicable; Credit Course		Meets a unique need: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Demand/Enrollment Potential: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Transfer request A=UC and CSU		Articulation request: UC <input checked="" type="checkbox"/> CSU <input checked="" type="checkbox"/> CSU-GE <input checked="" type="checkbox"/> IGETC <input checked="" type="checkbox"/>			
Basic Skills N=Not a Basic Skills Course		Funding Agency Y=Not Applicable			Course Program Status 1=Program Applicable
Co-Op Status N=Not Part of a Co-Op Program		Special Class Status N=Course is Not a Special Class			

JUSTIFICATION FOR NEED:

This course is transferrable, and can fulfill degree, certificate, and elective requirements.

CATALOG DESCRIPTION:

This course is designed to investigate the structures and functions of the family institution historically, cross-culturally, and in American Society. Attention is on changing gender roles, family stability, family structure and definitions of the family. In addition, emphasis is placed on the family's relationship to economic structures, political institutions, and belief systems. This course is useful for students contemplating majors or careers in sociology, counseling, psychology, social work, and related fields.

SEMESTER UNITS: 3

Course Length: Lecture: 54 Laboratory: Clinic/Field:

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

If the course has pre-requisites, co-requisites or advisories, list them here and attach a completed Pre-requisite Justification form.

Prerequisite: Eligible for ENG 099

Entrance Skills: *Before entering the course students must be able:*

- a. Employ basic vocabulary and style.
 - b. Develop, organize and express ideas in paragraph and essay form.
 - c. Read texts and respond in writing at the literate level.
 - d. Apply standard rules of grammar, punctuation, and mechanics in written responses.
 - e. Compose simple, organized responses to readings.
 - f. Practice fundamental study skills and learning habits.
 - g. Demonstrate the ability to participate in class discussions and assigned projects.
 - h. Use the dictionary and other reference materials in and outside the library.
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OBJECTIVES and LEARNING OUTCOMES:

Upon successful completion of the course the student will be able to:

Student Learning Outcomes:

1. Compare and contrast different definitions, structures, and functions of the family cross-culturally and historically.
2. Analyze the influence of economic and political systems on family structure and function.

Objectives:

Upon successful completion of the course the student will be able to:

1. Define terms describing various forms of the family.
 2. Differentiate and appraise different theoretical approaches to the study of the family.
 3. Assess the relationship between macrosociological and microsociological aspects of family structure and function.
 4. Synthesize the relationships among diverse issues such as single parenting, racism, economic stratification, teen pregnancy, domestic violence, childcare, changing labor markets, political power, and gay parenting.
 5. Recognize and illustrate ethnic and class variations of the family in American society.
 6. Describe and explain patterns of mate selection.
 7. Evaluate the important of different types of descent and inheritance for the continuity of the family.
 8. Relate the causes and implications of changing gender roles for the family.
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COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

The presentation of topics may vary, depending on the test, materials, and the instructors discretion. Suggested topics are as follows:

1. Introduction to Marriage and Family
2. How to Study Marriage and the Family
3. Communication, Power and Conflict
4. The Role of Gender
5. Friendship, Affection, Love and Intimacy
6. Sex and Fertility
7. Choosing a Partner
8. Preparing for Children and Parenting
9. Family Variation
10. Middle-Aged and Aging Families
11. The Effects of Work and the Economy
12. Family and social Institutions: Education, Religion, Politics, and the Legal System
13. Stress, Violence, and Abuse in Marriages and Families
14. Separation and Divorce
15. Single-Parent Families, Remarriage, and Stepfamilies
16. Enduring Marriages and Families: Successful Patterns of Commitment

2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:

N/A

3. Examples of reading assignments:

Reading assignments are required and may include, but are not limited to, the following: Standard textbooks, journal articles, or other readings at the appropriate collegiate level, subject to the approval of the department chairperson in consultation with the instructor.

4. Examples of writing assignments:

Writing assignments are required and may include, but are not limited to, the following: Traditional research papers, position papers, or other alternatives that require critical reading, analysis, and evaluation skills, at the discretion of the instructor and subject to approval of the department chairperson.

5. Appropriate assignments to be completed outside of class:

Outside assignments may include, but are not limited to, the following:

In addition to the reading assigned to students, audio-visual material, field trips, resource materials in the college library, or other materials/activities may be assigned if deemed appropriate by the instructor and indicated in the course syllabus.

6. Appropriate assignments that demonstrate critical thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

1. Analyze and compare various theories and explanations for historical and cross-cultural differences in family structure and function
2. Assess the usefulness of qualitative and quantitative sociological methodologies to theory building and revision
3. Distinguish between descriptive and prescriptive analysis in discussions of the family
4. Synthesize macro and micro sociological levels of analysis of the family

7. Other assignments (if applicable):

N/A

8. Face-to-Face Course Sections:

Face-to-face education is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

a. Describe the methods of instruction.

Methods of instruction may include, but are not limited to, the following: Lecture, discussion, group activities, audio-visual, and other appropriate instructional strategies at the discretion of the instructor, and subject to approval of the department chairperson.

b. Describe the methods of evaluating of student performance.

A student's grade will be based on multiple measures of performance. These methods may include, but are not limited to, the following:

The student's grade will be determined by no less than two evaluation techniques, at least one of which must demonstrate writing skills.

c. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

d. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

N/A

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

9. Correspondence Education Course Sections (correspondence, hybrid correspondence)

Correspondence education is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and student is asynchronous. **Hybrid correspondence education** is the combination of correspondence and face-to-face interaction between instructor and student.

a. Describe the methods of instruction.

Primarily correspondence, telephone, mail, e-mail, courier and office hour meetings.

b. Describe the methods of evaluating student performance.

A student's grade will be based on multiple measures of performance. These methods may include, but are not limited to, the following:

The student's grade will be determined by no less than two evaluation techniques, at least one of which must demonstrate writing skills

c. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact may include, but is not limited to, the following: exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

Evaluation of student readiness may include, but is not limited to, the following: a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the

course in a correspondence or hybrid correspondence instructional mode.

f. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

N/A

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

N/A

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

10. Distance Education Course Sections (online, ITV, hybrid)

Online education is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues. **Interactive television (ITV)** is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit). **Hybrid** instruction is a combination of face-to-face instruction and online instruction.

a. Describe the methods of instruction.

Methods of instruction may include, but are not limited to, the following: Online lecture, discussion, group activities, audio-visual, and other appropriate instructional strategies at the discretion of the instructor, and subject to approval of the department chairperson.

b. Describe the methods of evaluating student performance.

A student's grade will be based on multiple measures of performance. These methods may include, but are not limited to, the following:

The student's grade will be determined by no less than two evaluation techniques, at least one of which must demonstrate writing skills.

c. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact may include, but is not limited to, the following: exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online

discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

e. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

Evaluation of student readiness may include, but is not limited to, the following: a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

f. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

N/A

h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Students must have access to a computer, email, and the internet.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Kunz, J. (2013). *Think: Marriages & Families*. Boston: Pearson.

SIGNATURES:

COURSE INITIATOR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____