

ARIZONA WESTERN COLLEGE
SYLLABUS

FAS 101 FAMILY CULTURE & STRUCTURE

Credit Hours: 3 Lec 3

General Education Course: C (Ethnic, Race, Gender Awareness)

PREREQUISITE: None

COURSE DESCRIPTION

Family relationship process and functions are examined from the beginning of a couple's union and throughout their lives as a unit. Emphasis on developmental stages, relationships, conflicts, crises, and family structure.

1. COURSE GOALS

- 1.1 To promote an understanding of the changing family and to attempt to reduce the ambivalence of "today's family".
- 1.2 To scientifically study the family and come to understand the pros and cons of the family as a social subsystem.
- 1.3 To historically observe the family from prehistoric time to the present.
- 1.4 To inform the student of the influence gender plays within the family on all decisions throughout the lifespan.
- 1.5 To promote an understanding and appreciation for the ethnic and racial differences of families in an attempt to eliminate the stereotype and generalization often attributed to these differences.

2. OUTCOMES

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

- 2.1 identify the nature of personal interactions and to describe how personal relationships are formed.
- 2.2 analyze personal attitudes about commitment, communication, and intimacy with others, including attitudes towards changing gender roles in today's society.
- 2.3 describe the dynamics of family and marital adjustment and relationship enrichment and list the conflicts, including the pressures of work and money, which are part of living intimately with another person.
- 2.4 describe interpersonal relationships in the context of the family life cycle, from planning for children to planning for retirement. Special attention is given to the socialization, growth, and development of individuals within the family unit, encouraging the building of self-esteem and discipline to develop responsibility.
- 2.5 identify various life stresses that can strain and alter family relationships, their effects on the family unit, and possible ways of coping.
- 2.6 analyze differences within the family that are uniquely influenced by ethnicity, race, and gender.
- 2.7 describe the history and evolution of the different present day family units.

3. AWC GENERAL EDUCATION (GE) OUTCOMES

3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Use information effectively to accomplish a specific purpose
- Create content in a digital environment

3.2 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis

3.3 SCIENTIFIC LITERACY

- Distinguish between a scientific hypothesis and scientific theory
- Describe the scientific method as a process
- Utilize data to communicate and apply an understanding of scientific logic and/or quantitative reasoning
- Analyze an article in popular literature that pertains to science and interpret the findings in terms of public policy, personal experience, or daily life

3.4 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Develop strategies beyond the classroom to address local, national, and global issues
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.
- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.

4. METHODS OF INSTRUCTION

- 4.1 Textbooks
- 4.2 Supplementary materials
- 4.3 Audio-visuales
- 4.4 Lectures
- 4.5 Guest speakers
- 4.6 Class discussions
- 4.7 Related activities

5. LEARNING ACTIVITIES

- 5.1 Read weekly assignments from text and supplemental materials
- 5.2 Utilize supplementary materials as needed for further clarification
- 5.3 Actively participate and take notes in all classroom lectures, discussions, and exercises
- 5.4 Take all tests and quizzes as directed
- 5.5 Written assignments

6. EVALUATION

- 6.1 Evaluation will serve two purposes. In addition to the purpose of grading, evaluation is an integral part of the learning process. Tests and written assignments are designed to correspond with the goals of the course
- 6.2 The final grade will be based upon the following categories:
40% Written Assignments
Writing is a major component of all activities related to this course. Grammatically correct English is to be used at all times; depending on the severity of errors, papers turned in not using grammatically correct English will lose points at the instructor's discretion
50% Exams
10% Participation
- 6.3 The grading scale is 90%=A, 80%=B, 70%=C, 60%=D, 50% and below =F

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the

45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.

- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature—will be subject to the procedures and consequences outlined in AWC’s Student Code of Conduct.
- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for “No Show” reporting during the first 10 days of each semester.
Students who have enrolled but have never attended class may be issued a “No Show” (NS) grade by the professor or instructor and receive a final grade of “NS” on their official academic record. An NS grade may result in a student losing their federal financial aid.
For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):
- Submitting an academic assignment
 - Taking an exam, an interactive tutorial or computer-assisted instruction
 - Attending a study group that is assigned by the school
 - Participating in an online discussion about academic matters
 - Initiating contact with a faculty member to ask a question about the academic subject studied in the course