

Mayville State University

SOC 335 Marriage & Family

Spring 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Lonamalia Smith

Contact Information: Office – Classroom Building, room 111B

Office Phone- 701 788 4812 lona.smith@mayvillestate.edu

Hours of Availability: M T Th F 2:00pm – 4:00pm or appointment by email

Instruction Mode: on-campus face-to-face

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: M W F 11:00 a.m. – 11:50 a.m. Education, room 122

Course Materials and Technologies

Required:

Benokraitis, Nijole V. Marriage & Families 9th Edition ISBN #: 9780134720166

Additional readings and items will also be assigned throughout the course through Blackboard or in class.

Course Description

A study of the sociology of marriage and family life, including contemporary changes and challenges.

Pre-/Co-requisites: SOC 110 Introduction to Sociology

Course Objectives

The purpose of this course is to expand our understanding and perspective on the social institution of family. We will discuss in depth the role in socialization the family plays in our human development. We will also discuss the ever-changing paradigm of “the Family” and discuss the family’s role in society from the three major perspective: Functionalist, Conflict and Symbolic Interactionist.

By the end of the semester, you should be able to: Define and apply the sociological imagination as it pertains to the construction of the family concept. Understand the functions and social problems created and maintained by social institutions such as the family. Explain cultural and generational difference in the family over history until today.

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Health Education Program Approval Standards through North Dakota’s Education Standards and Practices Board ([ND ESPB](#))

Mayville State University

Standards Alignment (Health Education Program Approval Standards-ND ESPB)

- Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior.
- Component 1.c: Candidates analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.
- Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.
- Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.
- Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
- Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
- Component 4.b: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
- Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.

Course Expectations

How to be Successful in the Course

COME TO CLASS ON TIME – BE RESPECTFUL of me and your classmates. If your tardiness becomes an issue, we can discuss you dropping the class.

Filming of me, your fellow classmates or our classroom activities is strictly prohibited without permission. This also includes posting unauthorized videos on any social media platform or in virtual communications. You must have permission from the person to film!

Computer usage is acceptable for note taking and “in class” activities. Social networking, internet surfing or any other unnecessary technological usage is prohibited. If I feel cell phones and other technology usage is disturbing myself or the class, I will ask you to leave class which will negate all points earned for that day!

This course is primarily lecture based. YOU are responsible for the chapter readings. Everything discussed, lectured, and shown in class is fair game for pop quizzes. Participation in this class includes being present (and awake!), joining in class discussion, being prepared to discuss the material, and participating in group work.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. I do not have a preference regarding communication; you may contact me via office phone or email. I will return any attempt at communication within 24 – 72 hours. However, I do not always check emails over the weekend or after 4:00 p.m. In other words, please plan accordingly if you need input from me. I will return all graded work with feedback within 7 days.

Mayville State University

Assignments and Assessments

ASSIGNMENTS	TOTAL # ASSIGNMENTS	POINTS POSSIBLE FOR EACH	TOTAL POSSIBLE POINTS
Journal Articles: You will read academic writing of topics/themes that we are exploring in class. It is important to understand how to read, interpret and write about the foundational pieces regarding sociology theories and phenomena. The criteria and due dates are all loaded into Blackboard.	6	20 points each	120
Chapter Reading Questions: The criteria and the content are labeled in Blackboard. An example of a full point forum is available in Blackboard.	12	10 points each	120
Practice Chapter Quizzes The criteria and due dates are all loaded into Blackboard.	5	Potentially 10 points each	Potentially 50 points. <i>(not added into the course total below)</i>
Film Review: Discussion questions that align with the film	3	20 points each	60
Unit Exams	6	100 points each	600
<i>Total Points Possible</i>			900

Once these items close in Blackboard, they will not be reopened.

Evaluation and Grading

Grading Policies

Late work WILL NOT BE ACCEPTED. If an emergency arises which interrupts student's abilities to turn assignments in on time, you must contact me at least a day prior to the class period in which it is due.

Attendance/Participation Policies

Coming to class ensures that you receive the correct & current information! If exams days or content changes, if impromptu points are rewarded, if assignments are handed out or if quizzes are administered and miss class without a university sanctioned excuse, you miss those points. I will be taking attendance daily. This can strongly impact your grade as I will take into consideration your attendance when rounding up final grades or granting favors!

University sanctioned excuse with proper documentation for missing class periods, exams, quizzes, projects, films, and other items:

- Hospitalization
- Death in the Family

Mayville State University

- Jury Duty
- Military Duty
- Illness
- Athletics, Student Government, Speech, DECCA, Multi-Cultural Club, CRU & Drama.

Grading Scale

We will use the standard grading scale for the class:

A 100-90% B 89-80% C 79-70% D 69-60% F 59-0%

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

The class Blackboard page will be your main directive for assignment criteria, due dates, and all communication for the course. Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

The last day to drop the course is Friday, April 11th at the end of the business day (4:00 p.m. C.S.T.).

Labor Acknowledgement:

We respectfully acknowledge our debt to the enslaved people, primarily of African descent, whose labor and suffering built and grew the economy and infrastructure of a nation that refused to recognize their humanity. While the 13th Amendment to the Constitution technically ended “slavery” in the U.S., we know that slavery’s ongoing impacts are still felt by countless people forced – through violence, threats, and coercion – to work in the U.S. We recognize our debt to exploited workers past and present whose labor was and continues to be

Mayville State University

stolen through unjust practices. We acknowledge our collective debt to the Indigenous peoples of this land whose labor was forced and exploited, the Chinese immigrants who built railroads that allowed for westward American development, Japanese Americans whose properties and livelihoods were taken from them while incarcerated during World War II, and migrant workers from the Philippines, Mexico, and Central and South America who have worked Pacific Northwest farms and canneries. We recognize the immigrant and American-born workers of African, Asian, and Central and South American descent whose labor remains hidden in the shadows but still contributes to the wellbeing of our collective community. We recognize that our economy continues to rely on the exploited labor of incarcerated people, largely people of color, who earn pennies an hour while generating billions in goods and services each year. And we know there are many other people, too numerous to mention, who are prevented from reaping the true value of their labor by unjust systems and cruel practices. We mourn their loss of life, liberty, and opportunity. We acknowledge that the theft of labor is the theft of generational progress. Nearly all people of color have been robbed of the opportunity and wealth that their ancestors might otherwise have passed on to them.