

## Syllabus

### Schedule

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#### Course Description

{Course Title}

#### Outcomes

#### Description

#### Learning Model Architecture

#### Teach One Another

#### Discussion Board

Based on your thoughts and insights about the reading, teach others in your assigned group by sharing your comments on the discussion board. Your goal for this activity should be to solidify your thoughts and to enhance the learning of others. You will be graded on the depth of your thinking and your ability to clearly articulate your thoughts. To meet this objective, entries should be at least one-half to a full page of typed text (single spaced). You are encouraged to share personal insights, brief personal experiences, observations, ways the material specifically applies to you and other students, concerns, and questions for other group members to consider. Be sure to incorporate reading material. Moreover, find ways to incorporate material (Due by Wednesday night).

After group members have posted their thoughts, read all of the comments from group members and respond to the thoughts and comments of others in your group. Once again, your goal for all this activity should be to solidify your thoughts and to enhance the learning of others. You will be graded on the depth of your thinking and your ability to clearly articulate your thoughts. To meet this objective, entries should be at least one-half to a full page of typed text (single spaced).

#### Participation

Students are responsible to contribute to the learning of others. To facilitate learning, students will be assigned a group and will regularly participate in discussions and other activities within their assigned group. Moreover, students will be evaluated by other group members and by the instructor based on their contribution to the group and depth of responses.

Individual and/or Group Activities: Throughout the semester, individual and group activities will be conducted as a means to facilitate active learning and to help students make connections between course material and their personal lives. Some of the activities will be in the form of a reaction paper. Approximately 5-6 activities will be held during the course of the semester. Each activity is worth 5 points.

## Ponder

### Reflective Journal

At the end of each week (due Saturday night), record thoughts, insights, concerns, observatins, etc. based on the student's experiences, observations and informatin the student learned from the reading and comments of other students.

In the journal entries, make sure you are incorporating material from the reading and comments from other students.

Genogram and Paper: To learn about marital patterns within your family of origin, as well as family patterns that are likely to affect your marital relationship, you are to complete a genogram, that outlines marital patterns for three successive generations, starting with your grandparents. In other words, record your grandparents (generation 1), all of their children and spouses (i.e., your father or mother, aunts, uncles, and spouses) (generation 2), and all of the children and spouses of your father or mother, aunts, and uncles; including yourself and your spouse, if married (generation 3). After listing the third generation member of your family, including their spouses, you do not need to list their children because their children would be fourth generation members of the family. Do this for your mother's side of the family and for your father's side.

To complete this assignment, you will most likely want to interview family members to learn more about marital relationships within your family. In addition, write a three page paper (double spaced) *discussing what you learned* from the genogram. *Specifically, what did you learn from the themes and patterns in the genogram that may help you in your marriage or family?* Are there specific lessons that are apparent? How will these lessons help you in your marriage and family? The chapter by McGoldrick and Gerson on genograms may be a useful tool for generating ideas for this assignment. Points for this assignment will be awarded based on neatness, usefulness, and thoroughness in describing what you learned from themes and/or patterns within your family. (Worth 25 points total, 15 points for genogram and 10 points for paper).

## Prove

Reading Points: Students have an obligation to come to class prepared to contribute to the learning of others. When students have not read the assigned reading before class, it detracts from learning, especially when discussing the material in small groups. If you have thoroughly read all of the assigned reading for a given week, assign yourself 5 points. *Partial credit cannot be received for only reading a portion of the assigned reading.* These points cannot be made-up, therefore make sure you do the assigned reading before coming to class. You are expected to be honest when assigning yourself points.

## Quizzes

After each unit, students will take a timed, open book/note quiz. Quizzes may include items that are true and false, multiple-choice, matching, and short essay questions. Quizzes will cover reading material and everything covered in the course, including class discussions, video clips, etc.

## Final paper

Students will conclude the course by writing a reflective paper about course material most relevant to them. The purpose of the paper is to help students reflect on principles learned throughout the course and to identify those principles that they especially want to apply to their own marriages.

### Prerequisites

### Required Materials

### Grading Policies

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## University Policies

### Student Honor

Student Honor is following the path of discipleship and learning to be more like Christ--learning to think, to feel, and to act more as He does. *Living a life of honor:*

-- Begins as we learn and live the baseline standards of the Honor Code, understand their purposes, and are true to the promises we have made.

-- Continues as we heed the promptings of the Spirit to raise our personal bar of righteousness and foster a spirit of integrity, sacrifice, consecration, love, service and willing obedience as students and throughout our lives.

-- Prepares our hearts for devoted discipleship in the family, church, work, and community.

[Honor Code](#) | [Academic Honesty](#) | [Dress and Grooming Standards](#)

### Students with Disabilities

BYU-Idaho is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office at 208.496.1158. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by this office. If you need assistance or feel you have been unlawfully discriminated on the basis of disability, you may seek resolution through established policy and procedures. Contact the Personnel Office at 208.496.1130.

### Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program which receives federal funds, including federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful

sexual harassment or gender-based discrimination, please contact the Personnel Office at 208-496-1130.

**Disclaimers**