



INSTRUCTIONAL PACKAGE

SOC 220

SOCIOLOGY OF THE FAMILY

Fall 2018/Spring 2019/Summer 2019

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: Fall 2018/Spring 2019/Summer 2019

COURSE PREFIX: SOC 220

COURSE TITLE: Sociology of the Family

CONTACT HOURS: 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course is designed to introduce students to the theory and research focused on family behaviors, roles, values, and problems. The course applies the theoretical concepts and research to family as a social institution and group within society. The course provides an introduction to how theory and research can affect societal response to families including public policy. The course will introduce students to the views of the family based on a social structure, social interaction, and social conflict perspective. The dynamics and diversity of the modern family within an ever-changing society will be explored.

COURSE DESCRIPTION:

This course includes an application of theory and research related to family behaviors, roles, and values with emphasis on understanding family problems.

PREREQUISITES/CO-REQUISITES:

(COMPASS Reading 85 and COMPASS Writing 78) or (ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or (New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or (COMPANION Reading 075 and COMPANION Sentence Skills 081) or (Multiple Measures English 1) or (SAT Critical Reading 480) or (ACT English 19 and ACT Reading 19) or (Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC) or (Credit level ENG 155 Minimum Grade of C or Credit level ENG 155 Minimum Grade of TC) or (Credit level ENG 100 Minimum Grade of C*)

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Zinn, M. B., Eitzen, D. S., & Wells, B. (2015). Diversity in families (10th ed.). Pearson Publishing.

ADDITIONAL REQUIREMENTS:

None

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

CLASSROOM ETIQUETTE:

Students are required to read the textbook assignments. The text will introduce you to key concepts, principles, and methods devised to describe and explain sociology and our society. Students are also encouraged to take notes. This course is designed to foster interaction, active learning and the sharing of ideas and information. Therefore, as a student, you are encouraged to participate and to be respectful of other students and the instructor. (Please be respectful when others are presenting, and asking questions. Therefore, do not engage in disruptive behavior and/or talking during class presentations and lectures). This directive is part of the standard of acceptable behavior for this class. Students in violation of this directive may be asked to leave the class for the remainder of the class period, and subsequently referred to the Chief Student Services Officer for further disciplinary action. For a detailed explanation of The Student Code for The South Carolina Technical College System, please refer to the College Catalog (available Online). The faculty and administration of HGTC are committed to enhancing your learning experience at the College through improved methods of instruction and support services.

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. *Use of Electronic devices is prohibited in the classroom.

POLICY REGARDING ACADEMIC MISCONDUCT (WHICH INCLUDES CHEATING ON TESTS, PLAGIARISM, AND FALSIFICATION OF INFORMATION)

Please review the "Student Rights and Responsibilities, Academic Misconduct" in the Horry-Georgetown Technical College Catalog and Student Handbook available in hardcopy and Online.

Classroom conduct: It is the responsibility of faculty to clearly communicate classroom expectations early in the semester. If, after that communication, students are unwilling to comply with expectations and have been notified of the unacceptability of such conduct, faculty should:

- First offense of disruptive behavior-Dismiss student from class "for a period" until discussion concerning acceptable conduct and next steps can occur between faculty and student. Student should not be readmitted to class until such discussion occurs.
- Second offense of disruptive behavior-Dismiss student from class (or request Public Safety assistance for removal) for written referral to Chief Student Services Officer for disciplinary follow up.

Academic Misconduct: Cheating, plagiarism, collusion, et al.

- Professor must meet with student to discuss allegation and evidence upon which it is based. The student must be given the opportunity to refute the allegation.
- If academic misconduct is substantiated to the Professor’s satisfaction, the Professor notifies the student of the sanction to be imposed, consisting of one of the following:
 - Assign a grade of zero to the test, assignment, etc. involved in the academic misconduct.
 - Assign a failing grade for the course (with consultation on student academic options including the appeal process)
 - Require the student to withdraw from the course
- Within five (5) working days of the meeting with the student, the Professor must provide a written explanation of the incident and any sanction imposed to the Chief Instructional Office. Please also notify the CSSO, as the CSSO serves as the CIO designee for appeal processing.

*Horry-Georgetown Technical College Policy: No eating, drinking or smoking is permitted in the classroom.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

For **online/hybrid** course:

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

List Assessments and Learning Outcomes for each module.

Unit I – The Family: Generally, Historically, Economically		Week	Chapters
1.1	Images, Ideals and Myths	1	1
1.2	Preindustrial Families & Emergence of the Modern Family	2	2
1.3	Historical Making of Family Diversity	3	3
1.4	Families and New Economic Realities	4	4
	Examination One	4	1-4

- Identify the three distinct images of families in U.S. society.
- Identify the widely accepted myths about the family that exist in our society.
- Describe how social forces and macro structures impact families, causing change over time.
- Describe the uneven change based family variation across time and social location.
- Describe how the economy shapes families and its members.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

Unit II – Changing and Dynamic Nature of the Family

2.1	Family and Demographic Trends	5	5
2.2	Class, Race and Gender	6	6
2.3	Meshing the World of Work and Family	7	7
2.4	Social Construction of Intimacy	8	8
2.5	Contemporary Marriage	9	9
	Examination Two	9	5-9

- Describe how demographic trends associated with immigration and aging affect the family.
- Explain how the changing views regarding race and gender affect families in U.S. society.
- Describe how the work patterns of different classes and races affect the family.
- Summarize the current facts and trends pertaining to sex in contemporary U.S. society.
- Summarize the changing concept of marriage in the 21st century U.S.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

Unit III - Relationships within the Family

3.1	Parents and Children	10	10
3.2	Violence in the Family	11	11
3.3	Divorce and Remarriage	12	12
3.4	Emergent Families in the Global Era	13	13
3.5	Family Policy for the 21 st Century	14	14
	Examination Three (Final Examination)	15	10-14

- Describe the changing view of parenthood in the U.S.
- Discuss the incidence, causes, and consequences of family (domestic) violence as related to spousal, child, and elder abuse.
- Identify the social implications of divorce and remarriage in the 21st century U.S.
- Discuss how changing family and household arrangements reflect the adaptation of evolving technologies, economic conditions, and social trends.

- Summarize the role of government in the institution of the family, the relationship between members, and social interactions between the family and society.

*Assessment(s): Complete class activities, handouts, homework assignments and/or quizzes.
Unit Exam

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below. See the respective **Instructor’s Course Informational Sheet** for specific evaluation requirements relevant to a course section. The following is offered as an example of what an instructor might require:

EVALUATION*

Exams (2 to 5 Exams including Final Exam if applicable)	50%-80%
Quizzes/Assignments	10-25%
Participation	0-10%
Papers/Projects/Portfolios/ Discussions	10%-25%

Total (must add up to 100%)

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)).

You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Any student missing more than two (2) weeks without notification will be withdrawn for excessive absences.

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu