

## Course Material Submission Form OAN Match Definition Form

**Today's Date:** Feb 2, 2008

<b>Use this table to specify institutional data</b>	
<b>College/University:</b>	BGSU
Name and title of individual submitting on behalf of the college/university	
<b>Name:</b>	Mark Gromko
<b>Title:</b>	Vice Provost for Academic Programs
<b>Address:</b>	McFall Center
<b>Email:</b>	mgromko@bgsu.edu
<b>Phone:</b>	419-372-7794
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**Indicate the reason for this submission:**

New Course Match  
 Course Renumbering Only (do not use for calendar changes)  
 Revised Materials - Faculty review panel requested clarification  
 Revised Materials - Institution submitting additional information  
 Revised Materials - Course content revised by institution, including situations of both content and credit hour change  
 Revised Materials - Other

**Describe specific revisions being made for "Revised Materials" submissions:**  
 Clarifying where in the syllabus the TAG learning outcomes are addressed

**Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):**

**Table 1 – Use this table to describe the course match for which materials are being submitted for the first time or revised.**

Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row:  
 2008 Academic Year       Summer    Autumn    Spring

Quarter institutions complete this row:  
 20      Academic Year    Summer    Autumn    Winter    Spring

<b>Ohio Articulation</b>	<b>OSS 023</b>
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<b>Number (OAN)</b> (Use a separate form for each OAN.):	
<b>Number of courses in the match:</b>	1 (up to 10)
<b>Current status of match:</b>	<input type="checkbox"/> First time submission <input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error <input checked="" type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted
<b>Course or Courses being matched to or currently matched to the OAN listed above.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	<b>Course Number</b>
	1. <a href="#">SOC 361</a>
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

**Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.**

<b>Course Number.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	<a href="#">SOC 361</a>	<b>Course Title:</b>	<i>The Family</i>
<b>Hours</b> (be sure that the hours for this course matches the hours in the OAN.)			
<input checked="" type="checkbox"/> <b>Semester Hours</b>		<input type="checkbox"/> <b>Quarter Hours</b>	
<b>Total Credit Hours</b>	3	<b>Lecture Hours</b>	3
		<b>Laboratory Hours (if applicable)</b>	
<b>Course Placement in Major:</b>		<input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Major Elective <input type="checkbox"/> Major Not Offered <input type="checkbox"/> Other	
<b>Pre-Requisite Course work (if applicable)</b> (Be sure this is consistent with the OAN definition): <a href="#">SOC 101 Principles of Sociology</a>			
<b>Catalog/Course Description:</b> Traditional and contemporary family types; current similarities and differences of family organization in various cultural environments. Prerequisite: <a href="#">SOC 101</a> . Applicable to the BG Perspective (general education) social sciences requirement.			
<b>Texts/Outside Readings/Ancillary Materials</b> (Be sure that the text meets performance expectations): Cherlin, Andrew J. 2005. <i>Public and Private Families: An Introduction</i> . Boston: McGraw-Hill; fourth			

edition.

McLanahan, Sara, and Gary Sandefur. 1994. *Growing Up with a Single Parent: What Hurts, What Helps*. Cambridge, MA: Harvard University Press.

### **Course Objectives and/or Plan of Work:**

(Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.)

This course is an introductory survey of family behavior, interaction, and organization from the sociological perspective. The objectives of the course involve describing and, particularly, explaining how people behave in families and how families influence our lives. We will examine families across the entire life cycle, from mate selection and marriage through socialization of children to old age and widowhood. While our primary focus will be on American families, our family system will be studied in both comparative and historical contexts to provide an understanding of the similarities and differences between American families and others, and of how contemporary family patterns developed.

This course satisfies BG Perspective requirements in the social and behavioral sciences. As such, it is designed to help you develop the following skills:

- You will be able to communicate effectively by gaining proficiency in reading and writing.
- You will be able to think critically through investigating and creative problem solving.
- You will learn how to identify sociological issues and problems, and to formulate and frame these in ways that contribute to their solution.
- You will learn how sociological theory is applied to events to produce knowledge.
- You will be able to construct and present a sociological argument, identifying the evidence that supports it and the reasoning processes by which a conclusion is reached.
- You will be able to articulate the bases of evidence in the discipline, how they are used, and the assumptions on which they rest.

There are also learning objectives that are specific to this course. By the conclusion of this course, students should demonstrate an understanding of:

- The major theoretical perspectives applied to the study of marriage and family, including functionalism, conflict theory, symbolic interactionism, and exchange theory; (#1)
- Methods employed in the collection and analysis of data on families and family relations;
- The socio-historical evolution of family forms and processes contributing to changes in form over time; (#2)
- The causes and consequences of diversity in family form, including cohabitation and marriage, child-bearing, divorce, and remarriage; (#4)
- The role of family and family practices in child socialization; (#6)
- The interaction between work and family; (#3)
- Causes and consequences of the social meanings given to gender and sexual orientation in families; (#7)
- The causes and consequences of family violence; (#5)

The effects of social structure, governmental policies, and systems of inequality on family forms and dynamics. (#8)

### **Description of Assessment and/or Evaluation of Student Learning** (The

assessment plan needs to be appropriate for the expected rigor of the course) :

There will be three examinations, including two mid-terms and a final. They will be

administered at the points indicated in the outline below. The exact dates of the mid-terms will be determined as we proceed through the course; you will have at least two weeks' notice of the dates of the exams. The final will be given at the assigned time during finals week, which is **8:30 AM on Tuesday, December 12<sup>th</sup>**; it will *not* be given early. Each exam will be a mixture of multiple-choice and short-answer essay questions. The two mid-terms will be worth 50 points each. The final, which will contain a modest comprehensive section, will be worth 75 points.

Students will also do a project that will result in a term paper. The project involves an empirical analysis, in which you will examine data I provide you and come to a conclusion based on those data. Within the first few weeks, I will distribute a list of approximately four research questions; each student will choose one of them. Later in the semester we will provide some actual data, from the General Social Surveys, that bear on the questions at issue. You will employ these data in writing your final paper. These papers are due on Friday, December 1<sup>st</sup>. The papers will be worth 50 points toward the final grade.

Students may also earn up to 25 points from pop quizzes (5 points each), which will be given in class at times that will not be announced in advance. If you are not in class when the quiz is given, you cannot make it up unless you are participating in an official university-sponsored activity or have a verified medical excuse.

In summary, your grade will be based on the following criteria:

Midterm 1	50 points	
Midterm 2	50 points	
Final	75 points	
Term paper	50 points	
Pop quizzes		<u>25 points</u>
Total	250 points	

The number of points required to achieve any particular grade is not predetermined. Cutting points will depend on the difficulty of examinations, and the overall performance of the class on exams and assignments. However, I will inform you after each exam or assignment exactly where you stand, and what your grade would be based on work completed to that point.

### **Master Syllabi and Working Syllabi (if both are used):**

#### **SOCIOLOGY 361**

#### **THE FAMILY**

Fall Semester 2006

10:30 – 11:20 MWF, South Hall 111

Instructor: Dr. Gary R. Lee  
Office: Williams 219  
Hours: MWF 1:00 – 3:00 and by appointment  
Phone: 372-2292  
E-mail: grlee@bgsu.edu

This course is an introductory survey of family behavior, interaction, and organization from the sociological perspective. The objectives of the course involve describing and, particularly, explaining how people behave in families and how families influence our lives. We will examine families across

the entire life cycle, from mate selection and marriage through socialization of children to old age and widowhood. While our primary focus will be on American families, our family system will be studied in both comparative and historical contexts to provide an understanding of the similarities and differences between American families and others, and of how contemporary family patterns developed.

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- The causes and consequences of family violence; (#5)
- The effects of social structure, governmental policies, and systems of inequality on family forms and dynamics. (#8)

There are two books for this course. Both are required. They are:

Cherlin, Andrew J. 2005. *Public and Private Families: An Introduction*. Boston: McGraw-Hill; fourth edition.

McLanahan, Sara, and Gary Sandefur. 1994. *Growing Up with a Single Parent: What Hurts, What Helps*. Cambridge, MA: Harvard University Press.

All assigned readings are taken from these two books. Although we will cover the entirety of both books, the amount of reading is fairly light for a full semester. This is because we are more interested in comprehension than quantity. It is impossible to do well in the course without reading the books in a thorough and timely manner.

You will note as the course proceeds that the material presented in class does not simply regurgitate the texts. Lectures and discussions are intended to supplement and expand upon the books, not to repeat them. *It is not my job to tell you what the books say.* (This is not intended, of course, to

discourage questions or discussions about the books, but rather to indicate that *you* are responsible for reading them.) To do well in the course, you will need to be familiar with the material presented in both the books and the class; one will not substitute for the other. However, because the classroom material does often expand or elaborate on issues raised in the books, it is important to keep up with the readings. If you have not, lectures may be difficult to follow.

### Assignments

There will be three examinations, including two mid-terms and a final. They will be administered at the points indicated in the outline below. The exact dates of the mid-terms will be determined as we proceed through the course; you will have at least two weeks' notice of the dates of the exams. The final will be given at the assigned time during finals week, which is **8:30 AM on Tuesday, December 12<sup>th</sup>**; it will *not* be given early. Each exam will be a mixture of multiple-choice and short-answer essay questions. The two mid-terms will be worth 50 points each. The final, which will contain a modest comprehensive section, will be worth 75 points.

Students will also do a project that will result in a term paper. The project involves an empirical analysis, in which you will examine data I provide you and come to a conclusion based on those data. Within the first few weeks, I will distribute a list of approximately four research questions; each student will choose one of them. Later in the semester we will provide some actual data, from the General Social Surveys, that bear on the questions at issue. You will employ these data in writing your final paper. These papers are due on Friday, December 1<sup>st</sup>. The papers will be worth 50 points toward the final grade.

Students may also earn up to 25 points from pop quizzes (5 points each), which will be given in class at times that will not be announced in advance. If you are not in class when the quiz is given, you cannot make it up unless you are participating in an official university-sponsored activity or have a verified medical excuse.

In summary, your grade will be based on the following criteria:

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### Attendance Policy

I do not take attendance in class. There are, however, two incentives for attendance, in addition to the sheer pleasure of spending an hour discussing family behavior. First, very little of the material we will discuss in class is available to you in the books; I intentionally organize the class that way. Half of the questions on each exam will come from class discussions. Second, as noted above, pop quizzes may be taken only by students who are in class on the days they are given, and these days will not be announced in advance.

**NOTE: Cell phones are not allowed in the classroom.** Please turn them off prior to the start of class.

### Academic Honesty

The principles and rules of academic honesty specified in the University's Student Handbook will govern this course. Any instance of plagiarism, on the term paper or on exams, will result in a failing grade for the course.

### Course Outline

The outline below lists the topics to be covered, together with corresponding reading assignments, in the order in which they will be covered. There are no dates attached to the topics because I want to retain the flexibility to spend more or less time on a topic according to the class's interest. However, you will receive at least two weeks' notice of the exact date of each mid-term examination. It will be greatly to your advantage to have read the relevant sections of the text before we cover each topic in class.

#### I. The Nature and Objectives of Family Sociology

##### A. Topics

1. Why study families?
2. Theory and method in family sociology. (#1)
3. Gender, sexual orientation, and families. (#7)
4. Race and class variations in families.

##### B. Readings (Cherlin):

- Ch. 1, "Public and Private Families," pp. 1-33.  
Ch. 3, "Gender and Families," pp. 76-107.  
Ch. 4, "Social Class and Families," pp. 108-140.  
Ch. 5, "Race, Ethnicity, and Families," pp. 141-178.

#### II. The Comparative and Historical Context

##### A. Topics

1. Family structure across time and cultures. (#2)
2. Marital structure across time and cultures. (#2)
3. Contemporary variations in family structure. (#4)

##### B. Readings (Cherlin):

- Ch. 2, "The History of the Family," pp. 34-73.

\*\*\* FIRST MID-TERM EXAMINATION \*\*\*

#### III. Premarital Relations

##### A. Topics

1. Premarital sexuality.
2. Mate selection and marriage behavior.
3. Cohabitation. (#4)

##### B. Readings (Cherlin):

- Ch. 6, "Sexuality and Love," pp. 180-218.  
Ch. 7, "Cohabitation and Marriage," pp. 220-258.

#### IV. The Marital Institution

##### A. Topics

1. Marital quality.
2. Marital roles and relationships. (#3, #5)

- B. Readings (Cherlin):
  - Ch. 8, "Work and Families," pp. 260-289.
  - Ch. 11, "Domestic Violence," pp. 366-399.

V. Marital Termination

- A. Topics
  - 1. Marital stability and instability. (#4)
  - 2. Remarriage. (#4)
- B. Readings (Cherlin):
  - Ch. 12, "Divorce," pp. 400-433.
  - Ch. 13, "Remarriage and Stepfamilies," pp. 434-463.

\*\*\* SECOND MID-TERM EXAMINATION \*\*\*

VI. The Family Institution

- A. Topics
  - 1. Fertility and family size.
  - 2. Demography and cohort succession.
  - 3. Socialization of children. (#6)
- B. Readings (Cherlin):
  - Ch. 9, "Children and Parents," pp. 292-329.
- C. Readings (McLanahan & Sandefur): Entire book.

VII. Kinship and Aging

- A. Topics
  - 1. Connections between adult generations.
  - 2. Coresidence, proximity, and interaction.
- B. Readings (Cherlin):
  - Ch. 10, "The Elderly and Their Families," pp. 330-364.

VIII. Conclusions: The Family in the Future

- A. Topics
  - 1. Family policies and problems. (#8)
  - 2. Social change and families. (#2)
- B. Readings (Cherlin):
  - Ch. 14, "The Family, the State, and Social Policy," pp. 466-493.
  - Ch. 15, "Social Change and Families," pp. 494-523.

\*\*\* FINAL EXAMINATION \*\*\*  
(Tuesday, December 12<sup>th</sup>, 8:30 A.M.)

**Additional Documentation:**

**OBR Use**

<b>Approved-Effective Date</b>	
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<b>Pending (i.e. Additional Information Requested)</b>	
<b>Disapproved</b>	
<b>Today's Date</b>	

# Course Material Submission Form

## Instructions and notes

1. Submit completed forms to [atpanels@regents.state.oh.us](mailto:atpanels@regents.state.oh.us).
2. Use this form to define course matches and to submit new or revised course materials for faculty panel review. Please do not submit a form for multiple OANs or Courses.
3. For course renumbering and credit hour revision, remember to withdraw the old match.
4. For course renumbering and credit hour revision, you may want to include information about how the new numbers relate to the old in the Institutional Notes to the Faculty Panel.
5. Click check boxes to check the item. Text fields will expand as you enter information. Press tab to move forward through form. Press Shift-tab to move backward. Note that these tables are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form. It is possible to paste tables as nested tables. Use the Edit Menu "Paste as Nested Tables" selection.
6. Once you are done entering your information, save the data file. Under the File menu, choose "Save as" and then enter the name (no spaces!) of the file using the following naming conventions:
  - a. For course material submissions: **Institution-OAN-Course Number-Sequence-Version. Institution** is the 4 character HEI institution designation. **OAN** is the Ohio Articulation Number whose match is being defined or revised. **Course Number** is the **transcript** course number. **Sequence** is an indication of which course of a multi-course match is addressed in this form. The sequence is of the form (n of m) for an m-course match. For example, 1 of 1 for a single course match or 1 of 2 and 2 of 2 for a 2 course match. **Version** is a number indicating the revision number of this submission. Start with "Ver1" for the first time submission and include the "Ver".

### Example:

If you are submitting course materials for Rhodes Community College MATH110 for OMT005 the name of the file would be LMTC-OMT005-MATH110-(1 of 1)-Ver1.

If you are submitting course materials for Rhodes Community College MATH111 and MATH112 for OMT006 the name of the files would be LMTC-OMT006-MATH111-(1 of 2)-Ver1 and LMTC-OMT006-MATH112-(2 of 2)-Ver1.

7. Course materials must be submitted according to timelines below:

Considering the submissions of **new** courses for TAG matches, our goal is to work toward a timeline as follows:

Submit Course Material:	Start of Term 1
Faculty Panels Review Submitted Courses:	During Term 1
Approved course is effective:	Start of Term 2
Approved course is matched for transcript processing:	Term 3

A new match will have to be approved according to the timeframes below:

Course Approval Sample Timelines

#### Quarter Institutions

	Summer	Autumn	Winter	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1	By 3/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 2/28	By 5/31

#### Semester Institutions

	Summer	Autumn	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 5/31

- If you want to submit supplementary supporting documentation, you may do that. Simply send the file along with this form and name the supplementary file **Institution-OAN-Course Number-Supplement. Institution, OAN, and Course Number** are as described in Number 6 above. Include the word **"Supplement"**. Just be sure to reference the supplement from the appropriate spot in this document.
- Remember that all institutions are required to have at least one course match for each OAN in all TAGs for which they have corresponding programs.
- This form should be used for all submissions or resubmissions starting immediately.
- If you encounter problems or have questions, please contact any of the individuals listed below:

Jim Ginzer (614) 752-9486 [jginzer@regents.state.oh.us](mailto:jginzer@regents.state.oh.us)  
 Sam Stoddard (614) 752-9532 [sstoddard@regents.state.oh.us](mailto:sstoddard@regents.state.oh.us)  
 Candice Grant (614) 644-0642 [cgrant@regents.state.oh.us](mailto:cgrant@regents.state.oh.us)