Instructor: Prof. Bo Cassell  
Division of Behavioral Sciences  
Office Location: Metz 204  
email: brcassell@mnu.edu

Office Hours: Mon. and Fri., 10:00-10:30am, 1:30-3:00pm.  
TTh, 10:30am-12 Noon. Also by appointment (call or email).

TEXTBOOKS:

And


Additional required materials – AWARE Online Test Card (Either comes with the Olson/DeFrain text, or Available separately from the Bookstore)

Course Description:
From the Catalog: An analysis of the modern American family; its structure and functions including historical changes, varied patterns, and influence of society. Focus on practical patterns which develop a Christian family.

This course surveys the theoretical and research literature of the modern American family. Historical and contemporary variations in family patterns, structure, and functions of families, and the interaction of families and society are explored. The course will also attempt to identify the major reasons for successful marriages, as well as the personal and couple development that typically occurs in a “growing marriage.” The course may be applied toward a major or minor in sociology and toward the social responsibility component of the general education requirements.

Credit Hours: 3  
Prerequisites: None

GOALS, OBJECTIVES, OUTCOMES:
In the process of completing this course, the professor desires the following for the students:

Goals--what he wants the students to be like (character)

- To be inquisitive about the unique influence of his/her own family background on current functioning  
- To value him/herself as a person capable of being a positive agent of change in a family context
· To be tolerant of differences between individuals in one’s personal family context, as well as differences which exist in families other than one’s own
· To be committed toward the Christian ideal of marriage as a permanent relationship that is prompted and sustained by Christian values
· To be motivated toward more sophisticated learning in the area of Marriage and the Family

Objectives--what he wants the students to know (content)
· How persons develop in and respond to his/her particular family context
· Typical life stages through which individuals and families pass
· Processes by which various family types are organized and function
· Various factors which influence mate selection, courtship, and the maintenance of permanent marital relationships
· Stressors that tend to be threats to stable marital and family life and appropriate ways in which to respond to those stressors
· Understand and articulate the different frameworks and approaches to the study of families (e.g. family systems theory, family strengths theory, etc).
· Understand and articulate the themes of intimacy, strengths, and diversity as they relate to marriage and family.

Outcomes--what he wants the student to do (competency)
· Feel comfortable with his/her own personal history and use it as a platform for building or enhancing solid foundations that fosters the potential for Christian marriage and family relationships
· Articulate a rationale for personal involvement with members of the opposite sex that includes a sense of respect and boundaries based on an awareness of Christian principles
· Interact with persons of other persuasions developing his/her own position on issues of consequence

COURSE REQUIREMENTS:

· Reading. Scheduled sections from the text must be read prior to each class session. Consistent reading of the assigned material will provide the basis for informed class discussions. Class attendance and active participation in class discussions will be a part of the grade for the course.

· Book Review. Each student will read the book, The Five Love Languages and write a 900-1500 word (approximately 3-5 page typed, double-spaced) report. The report will be submitted electronically via Moodle (http://courses.mnu.edu). This report should express your reaction to the salient points, the purpose of the author, what you agree/disagree with and why, what you feel you learned or gained from the book. (Details and a grading rubric are provided in this syllabus.) Due prior to class discussion. See Syllabus Schedule for due date.

· Current Events. The Current Event Papers are application of outside reading material to classroom content. Readings from other sources besides the text will be required as a part of this assignment. Other sources include news magazines and newspapers – no Internet. This paper must be submitted electronically via Moodle (http://courses.mnu.edu) prior to class on the day of each test and must coincide with the material in those chapters (any of the chapters read since the previous Current Event assignment may be used). Each must include a copy of the article, and at least 600 words—a minimum of two “fat” paragraphs: one paragraph is a summary statement that tells why you chose it, and one paragraph connects it by reference with the material from the text showing your ability to make application. The report should be submitted to Moodle—a copy of the article may be scanned and attached electronically, OR a photo copy may be turned in
**Marriage and Family Syllabus**

- **Couple Interviews.** Students will conduct interviews with couples at various stages in their marriage. A typed, double-spaced summary report will be submitted electronically via Moodle (http://courses.mnu.edu). Information, suggested questions and a grading checklist are provided in this syllabus. *Due prior to class discussion.* See Syllabus Schedule for due date.

- **Exams.** *Exams will cover the text and discussion material.* Four exams (not including the final) are included on the schedule. Exams will assist the student in reviewing and retaining key information from the assigned reading. The format for the exams will test a broad range of learning styles. Tests may include, but are not limited to, the following: multiple choice, matching, fill in the blank, true/false and essay questions. However, most of the exams in this class are multiple choice with true/false.

- **Comprehensive Final Examination.** MNU requires a comprehensive examination in each course. This final examination will be composed of material which may have appeared on the four periodic exams during the semester.

**EVALUATION:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>100</td>
</tr>
<tr>
<td>Examinations (4 @ 75)</td>
<td>300</td>
</tr>
<tr>
<td>Book Report</td>
<td>100</td>
</tr>
<tr>
<td>Current Events (4 @ 50 each)</td>
<td>200</td>
</tr>
<tr>
<td>Couple Interviews</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Points 1000

**Grading Scale:**

- **A** 93-100%
- **A-** 90-92%
- **B+** 87-89%
- **B** 83-86%
- **B-** 80-82%
- **C+** 77-79%
- **C** 73-76%
- **C-** 70-72%
- **D+** 66-69%
- **D** 63-65%
- **D-** 60-62%
- **F** Below 60%

**POLICIES**

**Electronic Communication Between Faculty and Students**
All electronic communication between faculty and students must be made using their *mnu.edu* account. Homework assignments and research papers must also be submitted through the MNU server.

**Turning In Work**
All work will be turned in electronically to Moodle (http://courses.mnu.edu) unless otherwise noted. All work is due on the day it is due, *before midnight, unless stated otherwise.* Due date= Date given, time...
due= before 12:00 midnight that day. All papers should follow the ASA (American Sociological Association) Style Guide or the APA (American Psychological Association) Style unless otherwise noted. For more information, students can visit:

For APA Style:
http://owl.english.purdue.edu/owl/resource/560/01/

For ASA Style:
www.asanet.org/page.ww?name=Quick+Style+Guide&section=Sociology+Depts
www.calstatela.edu/library/bi/rsalina/asa_styleguide.html
www.buffalostate.edu/library/docs/asa.pdf

ALL ASSIGNMENTS IN ALL OF PROFESSOR CASSELL’S CLASSES ARE TURNED IN TO MOODLE, AND CHECKED THROUGH THE "TURN IT IN" (www.turnitin.com) or an equivalent ACADEMIC INTEGRITY WEB SITE, unless stated otherwise. PAPER ASSIGNMENTS WILL NOT BE ACCEPTED ANY OTHER WAY.

NOTE: Since all assignments (unless noted) are turned in electronically, and at times electronic servers cease to function or electronic transfers break down and occasionally do not go through properly, it is important for the student to KEEP A COPY OF ALL WORK TURNED IN. Also, keep a copy of any posting receipt that you receive from Moodle. IT IS THE STUDENT’S RESPONSIBILITY TO PROVE THAT THEY HAVE COMPLETED THE WORK, AND THAT THE WORK WAS TURNED IN, and turned in on time.

Late Work
Work turned in late will be penalized by 5% off the total per day. A day is a 24 hour period from the time it is due. Work turned in one minute after it is due loses 5%. For example, say you have an assignment due Monday at 12:00 midnight, and it is an “A” quality paper, (that would normally receive 93%). If you turn it in at 11:59 p.m., you receive an “A.” If you turn this paper in at 12:01 a.m., you will receive an “B+” (5% off the total, or in this case, 88%). Another 24 hours later, it drops another 5%. See the table below for a sample explanation:

<table>
<thead>
<tr>
<th>Paper Due on Monday at 12:00 midnight is turned in...</th>
<th>Percentage of Points Deducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to Monday, 11:59 pm</td>
<td>0% deducted</td>
</tr>
<tr>
<td>Tuesday, 12:01 am to 11:59 pm</td>
<td>5% deducted (one 24 hour period—one day late)</td>
</tr>
<tr>
<td>Wednesday, 12:01 am to 11:59 pm</td>
<td>10% deducted (two days late)</td>
</tr>
<tr>
<td>Thursday, 12:01 am to 11:59 pm</td>
<td>15% deducted (three days late)</td>
</tr>
<tr>
<td>Friday, 12:01 am to 11:59 pm</td>
<td>20% deducted (four days late)</td>
</tr>
<tr>
<td>Saturday, 12:01 am to 11:59 pm</td>
<td>25% deducted (five days late)</td>
</tr>
<tr>
<td>Sunday, 12:01 am to 11:59 pm</td>
<td>30% deducted (six days late)</td>
</tr>
<tr>
<td>Monday, 12:01 am to 11:59 pm</td>
<td>35% deducted (seven days late)</td>
</tr>
<tr>
<td>After Monday 12:00 midnight, one week late</td>
<td>40% deducted (After 7 full days—automatic F)</td>
</tr>
</tbody>
</table>

(Note also that this policy allows for hard working students to take “an extra day” and still get an “A”. If you are working on your assignment and could use more time, but could make it outstanding, you could turn it in later on the day it is due, and if it warrants 100%, you would receive 95%, an A.)

Generally, it is always better to turn in the work and not give up—check with the professor before deciding not to turn in an assignment—BUT BE PREPARED TO RECEIVE LESS CREDIT FOR LATE WORK.

Make Up Work/Make Up Exams
Make up work is allowed only under a dire, life and death excuse. Any non-emergency late work will be
treated according to the late work policy, above—exams are never accepted late without prior permission from the professor, or in emergency cases as accounted for in this paragraph. Student MUST provide written verification of the emergency reason for missing an assignment/exam. Written verification must be provided on an official form or business letterhead with an address or phone number for follow up verification. For example, if the student is in a car accident on the way to the exam, the professor will need to see the police report. If the car breaks down on the way to the exam, the professor will need to see the repair receipt. If sick, the professor will need to see a note from the resident educator on university letterhead. In other words, you will need a verifiable emergency reason to make up an exam or assignment.

Unique Circumstances
Students traveling to represent the school at school sanctioned events (away sporting events, debate teams, out of town class trips or presentations, etc.) should plan ahead and turn assignments in early. Students on school sanctioned trips longer than 3 days will be given one extra day without penalty—when their travel falls on an assignment due date. Allowance will be given for attendance during these trips, but students may be required to do special “away trip assignments” to make up for the attendance points lost. The instructor must be notified in writing ahead of time for these allowances to take effect.

Students facing a family emergency—on the level that an employer would excuse you from work (i.e. death, life threatening illness, etc.) will be given three extra days without penalty when these happen during a due date only. The student must communicate to the instructor, and “emergency” must be verified and approved by the instructor for this to take effect. (See above policy on make up work/make up exams).

NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE DAY OF THE CLASS FINAL. NO EXCEPTIONS.

Attendance/Late Arrival/Class Disruption
The basic policy of MNU is that there are no excused absences. Consistent attendance is essential for success in the course. In this class, Students will lose 1% of their final grade for each absence. However, you have three “free” absences. In other words, if you miss three class periods, nothing is deducted. Upon the fourth absence, 40 points (4%) will be taken off your final grade (approximately one grade step—i.e. A- to B+). For every additional absence, 10 additional points (1%) will be deducted. Students more than 7 minutes late for a given class period without a reasonable excuse will be counted as absent for that class period (the instructor’s watch will be used as the time reference). YOUR THREE FREE ABSENCES ARE FOR ANY AND ALL REASONS. Use them wisely. If you use them up, and then get sick, or have an emergency later, all absences will be counted.

Disruptive behavior will not be tolerated. Students that are a distraction to other students or to the instructor may be asked to stop their behavior, and/or leave the classroom—AND MAY LOSE GRADE POINTS FROM THEIR FINAL GRADE (from attendance/participation). Disruptive behavior includes, but is not limited to: inappropriate talking in class, text messaging/cell phone use, distracting laptop use or laptop use “wasting time” on uses not related to class. For classes with Participation point, these behaviors can result in a loss of participation points even if they are not disruptive to others.

Special Accommodations
Students needing special accommodations should notify the professor and visit the Kresge Center (in the library) during the first two weeks of the course. (Note that the Kresge Center is not just for students with particular needs. There is tutoring available for any student.)

Academic Integrity
All work is expected to be the student’s own. No credit will be given for assignments or exams that have been plagiarized. Cheating and other dishonest behavior will result in an F for the assignment and will be reported to the Vice President for Academic Affairs.

Students who don’t know what plagiarism is, or who don’t understand the serious nature of it should visit:
http://www.plagiarism.org
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html

Students may also find this helpful for creating proper citations:
www.chicagomanualofstyle.org
www.easybib.com
www.noodletools.com
Current Event
Checklist for Evaluation

Content of the current event report:
_____ Summary paragraph of the article is concise; not a re-write of the article
_____ Reference is made to the text or class discussion
_____ Application is made to personal life, society, families, marriage, etc. and why particular article was selected.
_____ Copy of the article – newspaper or magazine – is attached. No Internet.

Format of the current event report:
_____ Typed and double-spaced
_____ Submitted on time (prior to class via Moodle)
_____ Less than five grammatical errors.

Marriage and Family Five Love Languages Book Report – Outline
Typed and double-spaced

I. Introduction –
   • Summary of the book
   • What is the author’s purpose?

II. Key points (Body of the paper)
   • Choose two or three (or more) key things that jumped out at you.
   • Give some background, examples, definitions re: these points
   • Why are they significant to you?
   • Agree or disagree with these points – and why do you agree/disagree?

III. Application
   • How can you apply – or not – the things in the book to the things discussed in this class, personally, in your relationships and your family?
   • Does this book give you new insight into your needs, and attitudes, as well as to the needs of others?
   • What do you think or feel about things presented in the book – can include key points or can also reference additional things that you may not have presented as a key point. i.e. a quote
that really triggered your thinking, an example that particularly made you think or you could relate to.

IV. Conclusion
• Overall summary, opinion of the book.

Marriage and Family Couple Interviews
Requirements For Summary Paper

• The paper will be typed and double-spaced, submitted electronically via Moodle.
• You will need to address the following items in your summary:
  • Who were the people you interviewed. Names need not be used but some type of descriptor such as “family friend”, “grandparents who have been married for…”, “sister and brother-in-law”, etc.
  • What did you like most about doing the interviews? Why?
  • What, if anything, did you learn?
  • What did you find to be most surprising from the responses you were given? Or what type of response were you expecting that you did not receive?
  • Were there any common themes? For example, 4 of your 5 couples said ________ is THE most important thing in marriage, or “In every couple I interviewed, the women are the ones who handle the finances.”
  • Did you notice anything about family rituals or family practices that was consistent with all the couples or that was unusual or unique? What was it and why was it notable?
  • How has this assignment enhanced your learning?
  • Additional information you want to share regarding this assignment.

Marriage and Family
COUPLE INTERVIEWS

Each student will conduct five interviews of couples at various stages in their marriage.
The stages are as follows:

• Married less than five years with no children
• Married for five to fifteen years with at least one child.
• Married for twenty to forty years.
• Married for over forty years – to the same spouse.
• Either one or both of the couple have been divorced and remarried.

Questions to ask of each couple: (in addition to length of marriage)

• What type of rituals and/or traditions do you have in your family?
• Did these come from either one of your backgrounds? Or did you create the tradition after you were married?
• Who handles the finances in your marriage?
• What has been your greatest difficulty in your marriage?
• What do you do when there is a major decision to make?
• What would you identify as the strength(s) of your family?
• What do you think is the most important ingredient(s) for a successful marriage?
• What advice would you give to a person who is preparing for marriage?
• What do you do as a couple to ensure you have time for just the two of you? (i.e. “date night”, overnight every three months, go out to dinner once a week)
• What things do you do on a regular basis to keep your marriage strong and healthy?
• What would you say is something you do in your relationship that is unique to just the two of you?
• In what area do you feel you have had to make the greatest compromise?
• Do you/Have you set goals for your marriage/family? Can you give examples?

Additional question for those married less than five years with no children:
• About ½ of newlywed couples have serious doubts during their first year of marriage about whether their marriage will last. Have you experienced any of those feelings? If so, how did you deal with those feelings?

Additional question for those married over forty years:
• What do you think has been the basis for your marriage lasting for this long?

Marriage and Family Couple Interviews
Checklist for Evaluation

Interviews

_____ Interviews completed and couples identified (brother/sister, parents, grandparents, friend of roommate, youth pastor, etc., etc.)

_____ Married less than five years with no children
_____ Married for five to fifteen years with at least one child
_____ Married for twenty to forty years
_____ Married for over forty years to the same spouse
_____ Either one or both of the couple have been divorced and remarried.

_____ Student actually interviewed the couple in person or via telephone not by email.
_____ Introductory paragraph is clear and concise.

Report addresses the following:
____ Who were the people you interviewed. Names need not be used but some type of descriptor such as “family friend”, “grandparents who have been married for…”, “sister and brother-in-law”, etc.
____ What you like most about doing the interviews and why?
____ What, if anything, did you learn?
____ Did you notice anything about family rituals or family practices that was consistent with all the couples or that was unusual or unique? What was it and why was it notable?
____ What you found to be most surprising from the responses and/or what type of response you were expecting that you did not receive.
____ Common themes discovered among the five couples or in specific questions. (i.e. “Out of all interviewed couples, 4 of 5 said the wife handles the finances.”)
____ How has this assignment enhanced your learning?
____ Additional comments re: responses to the questions asked.

Note: You do not need to provide a “word for word” documentation of interview answers, however, your summaries, themes, rituals, etc. should be thorough with plenty of examples directly from the interviews themselves.

Conclusion:
____ is clear and concise.
____ acknowledges how this assignment enhanced the student’s learning.
____ additional information shared regarding this assignment

Format of the report:
____ Typed and double-spaced, submitted electronically via Moodle.
____ less than five grammatical errors.
____ Length can vary, but the report minimum should be 1500 words.
## TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27</td>
<td>Introduction to the Course/ Course Overview</td>
</tr>
<tr>
<td>September 1</td>
<td>Chapter 1 – Perspectives on Intimate Relationships</td>
</tr>
<tr>
<td>September 3</td>
<td>AWARE test</td>
</tr>
<tr>
<td>September 8</td>
<td>Chapter 1 – Part 2 (AWARE review)</td>
</tr>
<tr>
<td>September 10</td>
<td>Chapter 2 - Cultural Diversity: Family Strengths/Challenges</td>
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<tr>
<td>September 15</td>
<td>Chapter 3 – Understanding Marriage/Family Dynamics</td>
</tr>
<tr>
<td>September 17</td>
<td>EXAM 1 (Chapters 1-3) – Current Event #1 Due</td>
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<tr>
<td>September 22</td>
<td>Chapter 4 – Communication and Intimacy</td>
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<tr>
<td>September 24</td>
<td>Communication and Intimacy Continued</td>
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<td>September 29</td>
<td>Chapter 5 – Conflict and Conflict Resolution</td>
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<tr>
<td>October 1</td>
<td>Chapter 6 – Sexual Intimacy</td>
</tr>
<tr>
<td>October 6</td>
<td>EXAM 2 (Chapters 4-6) – Current Event #2 Due</td>
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<tr>
<td>October 8</td>
<td>Chapter 7 - Gender Roles and Power in the Family</td>
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<tr>
<td>October 13</td>
<td>Chapter 8 – Managing Economic Resources</td>
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<tr>
<td>October 15</td>
<td>Managing Economic Resources, Continued</td>
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<tr>
<td>October 20</td>
<td>Chapter 9 – Friendship, Intimacy, and Singlehood</td>
</tr>
<tr>
<td>October 22</td>
<td>Five Love Languages Book Report Due OCT. 21 – Discussion Oct. 22</td>
</tr>
<tr>
<td>October 27</td>
<td>Chapter 10 – Dating, Mate Selection, and Living Together</td>
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<tr>
<td>October 29</td>
<td>EXAM 3 (Chapters 7-10) – Current Event #3 Due</td>
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<tr>
<td>November 3</td>
<td>Chapter 11 – Marriage: Building a Strong Foundation</td>
</tr>
<tr>
<td>November 5</td>
<td>NO CLASS (Student Testing)</td>
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<tr>
<td>November 10</td>
<td>Chapter 12 – Parenthood: Choices and Challenges</td>
</tr>
<tr>
<td>November 12</td>
<td>Chapter 13 – Midlife and Older Couples</td>
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<tr>
<td>November 17</td>
<td>EXAM 4 (Chapters 11-13) – Current Event #4 Due</td>
</tr>
<tr>
<td>November 19</td>
<td>Chapter 14 – Stress, Abuse and Family Problems</td>
</tr>
<tr>
<td>November 24</td>
<td>Couple Interviews Due NOV. 23– Discussion Nov. 24</td>
</tr>
<tr>
<td>November 26</td>
<td>NO CLASS (Thanksgiving)</td>
</tr>
<tr>
<td>December 1</td>
<td>Stress, part 2</td>
</tr>
<tr>
<td>December 3</td>
<td>Chapter 15 – Divorce, Single-Parent Families and Stepfamilies</td>
</tr>
<tr>
<td>December 8</td>
<td>AWARE Test (Part 2)</td>
</tr>
<tr>
<td>December 10</td>
<td>Study Day/Review for Final Exam</td>
</tr>
<tr>
<td>December 15</td>
<td>FINAL EXAM – 1:00-2:50 p.m.</td>
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</tbody>
</table>
Marriage and Family Book Report Rubric

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Exceeds Pts. 140-110</th>
<th>Meets pts 110-70</th>
<th>Resubmit Pts. 70 or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The introduction is complete and concise. It offers a clear summary of the book. It provides the reader with a clear statement of the author’s purpose, and why he/she wrote the book. The introduction indicates the student goes beyond the given.</td>
<td>The introduction is complete. The summary of the book is referenced and well thought out. It provides the reader with a clear idea of the author’s purpose for writing the book. The introduction is limited in going beyond the obvious, stated purpose.</td>
<td>The introduction is limited in scope. It lacks a clear summary of the book. It does not provide the reader with a clear idea of the author’s purpose or reason for writing the book.</td>
</tr>
<tr>
<td>Key points</td>
<td>The student clearly provides background, examples and definitions regarding key points that influenced his/her thinking. These ideas are fully supported by strong rationale of the importance/meaning/significance of the key points. The student effectively expresses his/her agreement or disagreement with these points.</td>
<td>Key points are clearly presented. There is some awareness of different points of view and the student is somewhat able to place his/her own view in perspective sharing limited importance/meaning/significance. Ideas are supported with some background, examples and definitions.</td>
<td>Key points are limited in scope. There is a mechanical translation, with little or no interpretation of a sense of wider significance or meaning. The ideas are a restatement of what was read.</td>
</tr>
<tr>
<td>Application</td>
<td>Application is detailed and thorough. The student is able to use the knowledge, skill and insight to adjust understandings as well as influencing him/her to see what others see and feel. There is an awareness of one’s prejudices; expresses an insightful view knowing his/her limits. Application is clearly made by applying a quote or example presented from the book to support a new thought or express a feeling as a response.</td>
<td>Application indicates a general awareness of what is and is not understood, and demonstrates an adequate viewpoint of one’s prejudices and weaknesses. The student is able to perform well in simple context and indicates some capacity to make application to personal feelings and changes in attitudes and opinions.</td>
<td>Superficial and limited interpretation. There is little or no evidence of imagining other ways of seeing things, and unaware of his/her understanding and role of prejudices in opinions. Limited use of personal judgment and responsiveness to the book’s content and ability to provoke additional or new thoughts and insight.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion is thorough and concise. It reflects the student’s overall opinion. Effectively critiques other reasonable perspectives.</td>
<td>The summary is complete. It reflects the opinion of the student.</td>
<td>The conclusion is limited and fragmented. There is superficial opinion of the author’s work.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Clear, concise, free of grammatical errors</td>
<td>Clear, few grammatical errors (less than five)</td>
<td>Several grammatical errors (more than five)</td>
</tr>
</tbody>
</table>
Alignment of Mission, Objectives, and Outcomes

MidAmerica Nazarene University

Term: Fall 2009  
Class: Marriage & the Family  
Dept #: SOCI 2003  
CRN: 20039  
Professor: Bo Cassell  
Means of Marriage and Family Interviews

University Mission Statement:
The University provides a variety of intellectual, social, and religious activities that serve a developmental function in students.

Related Division Mission:
General Education at MidAmerica aims to develop certain knowledge, values, and competencies in students in the following areas: Spiritual Development, Self Understanding, Critical Thinking, Effective Communication, Social Responsibility, Scientific Literacy, and Aesthetic Literacy.

Course Objectives:
Social Responsibility: Students will become informed, concerned, and involved citizens of the world.

Intended Educational (Student) Outcome:
Social Responsibility: Students will become informed, concerned, and involved citizens of the world.

Means of Assessment:
Marriage and Family Interviews