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**UNIVERSITY OF GUELPH  
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION**

**FRHD\*1020DE Couple and Family Relationships  
COURSE OUTLINE**

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This course is designed and designated, as a core course for students to develop skills in critical thinking, academic writing and personal reflections.

### **Objectives**

This course is designed to keep the learner at the centre of the learning process, by emphasizing the exploration of meaning and content knowledge through personal and interpersonal discovery. FRHD\*1020 was developed with consideration to the University of Guelph Learning Objectives. The general objective is to expand students' knowledge of current conceptual frameworks and research studies in the area of couple and family relationships. Specifically, it is hoped that students will:

1. Create a dynamic, exploratory, respectful and inclusive learning environment for students and instructor on-line;
2. Demonstrate a global understanding of issues impacting couples and families, comprehending the variety of political, religious, cultural, biological, social, and historical forces that influence family life;
3. Illustrate an appropriate depth and breadth of understanding of couple and family relations and dynamics, recognizing the implications of course content and putting it into a broader context;
4. To increase understanding of how dominant social values and the unequal structure of opportunities within any particular social context influence people's choices about family life;
5. To review historical trends in family structure within the Canadian context.;
6. Develop acceptance and understanding related to family issues; specifically, to aspects of couple and family dynamics which can be considered and evaluated in many ways. It is hoped that students will become more open, aware and accepting of the diverse family structures, lifestyles and value systems of others, especially those which are divergent from their own;
7. Formulate independence of thought, and the ability to challenge accepted truths about the family and think critically about the family as it appears in research and the media;
8. Differentiate and understand the various forms of inquiry used in couple and family research, and be able to assess the strengths and limitations as well as the cultural and historical impact of these forms;
9. Employ a love of learning, or intellectual curiosity, regarding couple and family relations and dynamics, by getting personally involved with course content, and reflecting on the personal experiences that have contributed to your family's development and the values you hold related to couple and family relationships;
10. Become aware and examine their own experiences, values and biases in relation to the various dimensions of family and couple relationships; and challenge one's own beliefs, attitudes and values regarding these relationships;
11. Critique the personal and practical implications of course content; becoming informed,

about issues related to family life that will enable you to better understand the dynamics of your own family, and enhance your family life experience.

12. To expand knowledge of individual decision-making regarding couple and family relationships.

## **Course Structure**

- 1 Unit 01: Getting Started & Definitions
  - 2 Unit 02: Family Structure & Diversity
  - 3 Unit 03: The Couple Relationship - Intimate Relationships
  - 4 Unit 04: Understanding Relationships in the Family
  - 5 Unit 05: Gender Power and Family Work
  - 6 Unit 06: Family Life-Cycle and Dynamics
  - 7 Unit 07: Family Stress: Issues of Violence and Poverty
  - 8 Unit 08: Separation and Divorce
  - 9 Unit 09: Family Transitions & Future of Canadian Families
- Learning Resources

## **Required Textbook**

The Family Dynamic: A Canadian Perspective (6th Edition)  
Ward, M (2014) Toronto, ON: Nelson Education Ltd.

Materials can be purchased at either of these locations:

[University of Guelph Bookstore](#)  
[Co-op Bookstore](#)

## **Recommended Reference Guide**

American Psychological Association (6th edition)

## **Helpful Links:**

- 1 [APA Style Guide](#)
- 2 [OWL Purdue Online Writing Lab](#)

## **Course Website**

The course website supplements the readings from the textbook. You are fully responsible for reading the chapters assigned in each unit of the course website.

By the end of the course, you are expected to have read all the chapters in the textbook. In addition, you are fully responsible for the supplementary material contained online in the weekly Units.

You are responsible for all postings on the up-dates (News) page of the course website. Visit regularly throughout the week to check for messages (Mandatory). Your assignments will be submitted electronically via the course website. There is a Resources section to the website that you will need to use as well. If you have questions for your instructor they can be asked in the course Discussions area (Optional).

It is highly recommended that students utilize the writing and study resources of the University specifically intended for Distance Education students. Please review the Resources section of the course website (see the Resources tab at the top of this page).

## Course Evaluation

| Assignment                            | Value       | Due Date    |
|---------------------------------------|-------------|-------------|
| Assignment 1 - Annotated Bibliography | 25%         | Week 5      |
| Assignment 2 - Online Test            | 25%         | Week 7      |
| Assignment 3 - Reflection Report      | 20%         | Week 11     |
| Final Exam                            | 30%         | TBD         |
| <b>Total</b>                          | <b>100%</b> | <b>100%</b> |

In addition to learning about relationships, this course will provide students with practice in writing papers and conducting your own research. You will be evaluated on the basis of two assignments, an on-line test, and a final examination.

### Late Assignments

Papers received after the deadline time will receive a reduction of 10% per calendar day. After 5 calendar days, the grade received will be 0%. Extensions are ONLY permitted in exceptional circumstances: a) medical reasons, b) compassionate reasons, or c) conflict with a religious holiday. Consistent with university policy, all instances MUST be verified by official documentation (e.g., note from a doctor, program counselor, funeral home).

### Missed Midterm and Final Exam

In line with University of Guelph policy, the ONLY accepted reasons for missing a midterm exam are: a) medical/psychological reasons, b) compassionate reasons, or c) conflict with a religious holiday. Consistent with university policy, all instances MUST be verified by official documentation (e.g., note from a doctor, program counselor, funeral home). If you miss a midterm, you must provide an original copy of the documentation or you will receive a grade of 0% on that exam. If you know you will miss a midterm ahead of time, please contact me in advance. I am usually very understanding of extenuating circumstances. Please do not contact me after the fact. When a midterm is missed, contact me via email. A make-up exam will be scheduled.

In line with university policy, rescheduling of final exams goes through Academic Review Sub-Committee. According to policy, students should review their final schedules when registering for courses to avoid conflicts. Please be sure to review your exam schedule prior to making travel arrangements for the end of term, as this does not constitute a reason for missing a final exam according to UoG Policy.

## Where to get started

This course has been written by a "teacher," but you will not have access to her as your teacher. There is a course instructor assigned to this course. There are teaching assistants involved who will participate in assessing your course projects and providing you feedback. Yet, you will not meet with these people regularly over the course of the semester. You will be able to access them electronically here, online. The course instructor and teaching assistants will be the primary people responsible for setting the assignments, assessing them, and determining how your learning will be examined at the end of the semester. They are the University of Guelph's official "teachers" for this course. However, as a student who has opted to participate in this course by "distance," *you* have essentially decided to become your own teacher. You will

self-determine when and how your learning will progress through this course. You have taken on a significant responsibility for your own learning. Your decision is very much in keeping with the University of Guelph's commitment to creating a "learner-centered" environment. In taking this responsibility, you are encouraged to call upon the resources available to you - in particular the course Units and library resources.

This is an interactive online course, which differs from traditional courses in that it requires more structure and pacing. To successfully complete this course it is essential that you begin work as of the first week of classes and participate regularly throughout the semester.

Think of the website as your virtual classroom, and get used to coming to class on a regular basis. Log on to the course website as often as needed to keep up with discussions and developments.

You are responsible for all announcements, assignments and class material distributed online. Your course website acts as your classroom. You will need to visit the course website a minimum of 3-5 times per week to find out what to do, get help and talk to your instructor and your classmates. A good place to begin is here with the course Outline. You also need to visit the Coursework timeline (where you will be able to access weekly Units which guide you through the course). The Resources section of the course website has useful links relating to the course. If you have any questions you can ask them in the Main Discussion area.

## Discussion Use and Expectations

There is no requirement to participate in discussions on Saturdays and Sundays

The following topics are listed in your Discussion area:

**Main Class Discussion:** Use this discussion board for course-related inquiries. I will always read this Discussion board. This is where you go to ask me questions.

**Unit Discussions:** Use these discussion boards to collaborate with your group members on group Discussion topics.

**Coffee Shop:** Relax, chat and talk about non-course related things.

## Technical Requirements

You are expected to have an understanding of Internet and email basics. You will be navigating and searching the Internet and corresponding with others in your class using web-based conferencing and email.

Please ensure that your computer system meets the [Minimum Requirements](#).

If you do not have these technical requirements, consider either upgrading your personal computer, or using a machine on campus. Trying to use someone else's computer for the course may prove to be frustrating and difficult.

Please follow this quick [System Check](#) to determine if you have the right setup. (Results will be displayed in a new browser window).

## **Policies and Resources**

### **Undergraduate Policies and Resources**

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered University of Guelph Degree Student, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an Open Learning Program Student, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

### **Email Communication**

University of Guelph Degree Students

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

Open Learning Program Students

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

### **When You Cannot Meet Course Requirements**

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor in writing, with your name, ID number and email contact.

University of Guelph Degree Students

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

### **Drop Date**

University of Guelph Degree Students

The last date to drop one-semester courses, without academic penalty, is indicated in the Schedule section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#).

### **Copies of Assignments**

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

University of Guelph Degree Students

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](#) or [visit the SAS website](#).

### **Open Learning Program Students**

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support.

Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it.

Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

### **Acceptable Use**

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

### **Copyright Notice**

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner.

Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal

articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses. For more information about students' rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](#).

## Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

### Grading System

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

Letter Grade

Percentage

|    |        |
|----|--------|
| A+ | 90-100 |
| A  | 85-89  |
| A- | 80-84  |
| B+ | 77-79  |
| B  | 73-76  |
| B- | 70-72  |
| C+ | 67-69  |
| C  | 64-66  |
| C- | 60-62  |
| D+ | 57-59  |
| D  | 53-56  |
| D- | 50-52  |
| F  | 0-49   |

## Rights and Responsibilities

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Please consult the Open Learning and Educational Support website for more information on [your rights and responsibilities when learning in the online environment](#).

## Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.

## Course Schedule

| Dates  | Course Activities and Assignments  |
|--------|--|
| Week 1 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 1 (in your textbook)</li> <li>• Complete Unit 01 (accessible from the top navigation bar) (read Course Notes) (<i>Learning Activities are to be completed independently</i>)</li> </ul> <p><b>Activities</b></p> <p>Discussion 1 begins</p> <p>Introduce yourself to your Unit Discussion group</p> <p>Review Course Assignments via the "Assignments" tab</p> |

| Dates  | Course Readings, Activities and Assessments   |
|--------|---|
| Week 2 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Complete Unit 02 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Discussion 1 ends</p> <p>Start Working on Assignment 1</p> |

| Dates  | Course Readings, Activities and Assessments   |
|--------|---|
| Week 3 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapters 3 &amp; 4</li> <li>• Complete Unit 03 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Discussion 2 begins</p> <p>Work on Assignment 1</p> |

| Dates  | Course Activities, Readings, Notes Due Dates  |
|--------|---|
| Week 4 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 5, 6</li> <li>• Begin completing Unit 04 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Discussion 2 ends</p> <p><b>Submit Assignment 1 (25%)</b></p> |
| Week 5 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Complete Unit 04 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Discussion 3 begins</p> <p>Start Assignment 2</p>                        |

| Dates  | Course Readings, Activities and Assessments  |
|--------|--|
| Week 6 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Complete Unit 05 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Discussion 3 ends<br/>Work on Assignment 2</p> |

| Dates  | Course Readings, Activities and Assessments   |
|--------|---|
| Week 7 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapters 7 &amp; 8</li> <li>• Complete Unit 06 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Complete Assignment 2: On-line Test (25%)</p> |

| Dates  | Course Readings, Activities and Assessments  |
|--------|--|
| Week 8 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapters 13, 14</li> <li>• Begin completing Unit 07 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Discussion 4 begins<br/>Discussion 4 ends</p> |
| Week 9 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 15</li> <li>• Complete Unit 07 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <p>Discussion 5 begins<br/>Work on Assignment 3</p>           |

| Dates   | Course Readings, Activities and Assessments  |
|---------|--|
| Week 10 | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Complete Unit 08 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Discussion 5 ends</li> <li>• Work on Assignment 3</li> </ul> |

| Dates          | Course Readings, Activities and Assessments  |
|----------------|--|
| <b>Week 11</b> | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• Begin completing Unit 09 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Discussion 6 begins</li> <li>• <b>Submit Assignment 3 (20%)</b></li> </ul> |
| <b>Week 12</b> | <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Chapter 16</li> <li>• Complete Unit 09 (read Course Notes)</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Discussion 6 ends</li> </ul>   |