<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Department</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Course Title</td>
<td>Marriage and The Family</td>
</tr>
<tr>
<td>Course Prefix/Number</td>
<td>SOCI 2301</td>
</tr>
</tbody>
</table>

### Foundational Component Area (circle one)

<table>
<thead>
<tr>
<th>Communications</th>
<th>Mathematics</th>
<th>Life &amp; Physical Sciences</th>
<th>Language, Philosophy &amp; Culture</th>
<th>Social &amp; Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>American History</td>
<td>Government/Political Science</td>
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</table>

### Component Area Option

**How does this course meet the definition of the selected Foundational Component Area?** (definitions available on pp. 3-4)? If applying only for Component Area Option, which Foundational Component Area definition(s) does the course fit, and how?

SOCI 2301 examines marriage and family life. Its content includes a historical and cross-cultural examination of family, gender socialization, singlehood, courtship and mate selection, childrearing and parenting, family dynamics, family violence, divorce and its impact on families, and remarriage. It also addresses ethnic, social class and gender differences in family life. The course also examines how social policies impact families, and the difficulty of balancing work with family life.

**Attach an outline of major topics and major student assignments to demonstrate how the proposed course will prepare students to achieve the required Core Objectives for the selected Foundational Component Area(s).**

**See attached documents - 1. The semester schedule developed for SOCI 2301; 2. A list of writing assignments developed for the course; and 3. Grading rubric**
List the activities/measures that will be used to address and assess the required Core Objectives (definitions of Core Objectives available on p. 5, required Core Objectives for each Foundational Component Area found on p. 6). If applying for Component Area Option only, identify activities/measures for Critical Thinking, Communication Skills, and one other Core Objective.

1. Critical Thinking Skills:

Addressed through class discussions, writing assignments, and in-class small-group activities. Assessed through specific questions on an end-of-term Concepts Exam.

2. Communication Skills (Writing):

Addressed through writing assignments. Assessed through the use of a grading rubric.

3. Empirical and Quantitative Skills:

Addressed through reading assignments, in-class discussions, lecture, and small-group activities. Assessed through specific questions on an end-of-term Concepts Exam.

4. Social Responsibility:

Addressed through reading assignments, lecture, class discussions, and writing assignments. Assessed through specific questions on an end-of-term Concepts Exam.

At which level (introduced, reinforced, mastered and assessed) will each aspect of the required Core Objectives be addressed? What is the achievement target for each that will be assessed?

1. Critical Thinking Skills:
   1. Be able to generate/demonstrate original ideas (creative thinking)
      Level at which aspect will be addressed — Reinforced through a wide variety of assignments and activities, including writing assignments, classroom discussions, and group work focusing on evaluating new policy positions and their impact on families and the institution of marriage.

   2. Be able to apply information in a novel way (innovation)
      Level at which aspect will be addressed — Reinforced through classroom activities, including group work examining new ways to implement existing social policies related to marriage and family.

   3. Be able to ask relevant questions (inquiry)
      Level at which aspect will be addressed — Reinforced through writing assignments, classroom discussions, and classroom activities.

   4. Be able to list/describe the components of information (analysis)
      Level at which aspect will be addressed — Reinforced through lecture and classroom discussions. Group work will also be used to analyze and present graphical information.

   5. Be able to judge the relevance of the components of information (evaluation)
Level at which aspect will be addressed – Reinforced through classroom discussions and writing assignments.

6. Be able to integrate/organize information in its functional context (synthesis)
Level at which aspect will be addressed – Mastered and assessed. Achievement target – Overall student average of at least 70% correct on the Critical Thinking questions included in the end-of-term Concepts Exam.

2. Communication Skills (Writing):

1. Be able to develop, interpret, and express ideas effectively through written communication
Level at which aspect will be addressed – Mastered and assessed. Achievement target – Overall student average of at least 70% on the writing assignments scored using a common rubric.

2. Be able to develop, interpret, and express ideas effectively through oral communication
Level at which aspect will be addressed – Reinforced through classroom discussions and in-class presentations.

3. Be able to develop, interpret, and express ideas effectively through visual communication
Level at which aspect will be addressed – Reinforced through group work and classroom presentations.

3. Empirical and Quantitative Skills:

1. Be able to collect data
Level at which aspect will be addressed – Reinforced through lecture, classroom discussion, and group work

2. Be able to manipulate data
Level at which aspect will be addressed – Reinforced through lecture, classroom discussions, classroom activities, and group work.

3. Be able to analyze data to draw informed conclusions
Level at which aspect will be addressed – Mastered and assessed. Achievement target – Overall student average of at least 70% correct on the Empirical and Quantitative Skills questions included in the end-of-term Concepts Exam.

4. Social Responsibility:

1. Be able to demonstrate intercultural competence
Level at which aspect will be addressed – Mastered and assessed. Achievement target – Overall student average of at least 70% correct on the questions pertaining to intercultural competence included in the end-of-term Concepts Exam.

2. Be able to demonstrate knowledge of civic responsibility
Level at which aspect will be addressed – Reinforced through classroom activities, writing assignments, and group work presentations.
3. Be able to engage effectively in regional, national, and/or global communities
   Level at which aspect will be addressed – **Introduced** through class lecture and group work activities.

Identify any prerequisite REM (reading, English, and math) levels required for this course.

- Reading: 3
- English: 3
- Math: 1

List prerequisite and/or co-requisite courses (if any)

None

Signature Indicates Approval:

Department Chair:  

**Fernando Rodriguez**  

Division Dean:  

**A. Schnell**

Curriculum Committee Recommends Approval:  

Yes [ ] No [X]  

**S. A. Figueroa**  

Provost Approval:  

**Fernando Rodriguez**  

Date:  

- 6-3-13  
- 6/25/13  
- 6/28/13  
- 7/13/13
| Week 1 | Introduction  
|        | Chapter 1 – The Changing Family |
| Week 2 | Chapter 1 - continued  
|        | Chapter 2 – Studying the Family |
| Week 3 | Chapter 3 – The Family in Historical Perspective  
|        | Chapter 3 - continued |
| Week 4 | Chapter 5 – Socialization and Gender Roles  
|        | Chapter 5 – continued; Position Paper 1 due |
| Week 5 | Review for Exam 1  
|        | Exam 1 – the first exam will cover material from Chapters 1, 2, 3, and 5 |
| Week 6 | Chapter 6 – Romance, Love and Loving Relationships  
|        | Chapter 7 – Sexuality and Sexual Expression Throughout Life |
| Week 7 | Chapter 8 – Choosing Others: Dating and Mate Selection  
|        | Chapter 8 – continued; Position paper 2 due |
| Week 8 | Chapter 9 – Singlehood, Cohabitation, Civil Unions, and Other Options  
|        | Chapter 9 - continued |
| Week 9 | Chapter 10 – Marriage and Communication in Intimate Relationships  
|        | Review for Exam 2 |
| Week 10 | Exam 2 – The second exam will cover material from Chapters 6-10  
<p>|        | Chapter 11 – To Be or Not to Be a Parent: More Choices, More Constraints |
| Week 11 | Chapter 12 – Raising Children: Prospects and Pitfalls; Position Paper 3 due |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter 13 – Balancing Work and Family Life</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 15 – Separation and Divorce</td>
</tr>
<tr>
<td></td>
<td>Chapter 16 - continued</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 16 – Remarriage and Stepfamilies</td>
</tr>
<tr>
<td></td>
<td>Chapter 16 – continued</td>
</tr>
<tr>
<td>Week 14</td>
<td>Review for Exam 3; Position Paper 4 due</td>
</tr>
<tr>
<td></td>
<td>Exam 3 – The third exam will cover material from Chapters 11-13, 15, and 16</td>
</tr>
<tr>
<td>Week 15</td>
<td>Review for Final Exam</td>
</tr>
</tbody>
</table>
Selected writing assignments used in Sociology 2301 (Marriage and The Family) to meet the Required Core Objectives for Written Communication Skills and Critical Thinking

Students in SOCI 2301 are required to complete four writing assignments. These assignments require students to demonstrate the ability to read, understand, and thoughtfully consider a range of topics and/or current events related to their study of marriage and the family. A grading rubric (attached) is used to assess the students’ ability to reflect on, organize, and present ideas, including their ability to write at a college sophomore level, following standard conventions of grammar (Written Communication Skills). The grading rubric also assesses students’ ability to analyze, integrate and synthesize the information they are studying (Critical Thinking Skills).

Examples of the writing assignments required in SOCI 2301:

Consider the “myths” about marriage and the family presented by the author in Chapter 1. Have any of these myths affected your behavior in a relationship, or affected the relationship itself? How?
Do you think people today are less likely to accept, or buy into, these myths? Why or why not? What features of American life might make the acceptance of these myths more likely? For example, do the media perpetuate these myths? Discuss.

How important do you think sex is to a successful marriage? How can couples coordinate their attitudes toward and desire (or lack of desire) for sexual activity, or for certain types of sexual activity? How can differences between husbands and wives in how each relates to sexual activity threaten the stability of the marriage? Can a marriage be successful and gratifying in the absence of sexually activity? Discuss these issues.

Should sex education be taught in the schools? Why or why not? If not, how should young people obtain such information? If the schools are to be utilized, should there be specified limitations on the types of topics discussed, the ages of the students, and so on? For example, should students be educated in the use of condoms, or should a program emphasize abstinence alone? Should a program include discussions of masturbation and/or oral sex? What about homosexuality? Discuss how you might structure such a program.

Read this article regarding a woman who gave birth to eight babies. (Links to newspaper article detailing the situation)
Without commenting on this particular mother, address these issues:
Do you think that there should be any restrictions on the numbers of children people are allowed to have? If so, what kinds? If not, why not?
Should restrictions be placed on doctors in terms of their role in assisting with fertility procedures likely to result in multiple births? If so, what kinds? If not, why not?
What are some of the moral and ethical issues involved in either imposing restrictions, or in refusing to impose restrictions?
Regarding the disciplining of children:
Should the government have any right to tell parents how they can discipline their children?
Does the government interfere too frequently in how parents discipline their children?
Should parents be allowed to employ any disciplinary practice they feel is most appropriate or
which is consistent with religious beliefs, without governmental interference?
How can we best balance the rights of parents with the need to ensure that children are also
protected? Discuss.

The author of your text argues that gender-role stereotypes are just as alive and well in our
society, and that there still exists a “double standard”. Do you agree? Is there still a double
standard for women and men? How is it evidenced? Relate your response to situations you have
encountered in your own life.

Think about the relationship you are in or relationships you may have had in the past and discuss
the way in which social factors may have shaped that relationship. To what degree, for example,
do you and the person with whom you are in the relationship share similar social characteristics?
Discuss also the role of parents and peers in influencing your decisions regarding your
relationship.

How important do you think sex is to a successful marriage? How can couples “coordinate”
their attitudes toward and desire (or lack of desire) for sexual activity, or for certain types of
sexual activity? How can differences between husbands and wives in how each relates to sexual
activity threaten the stability of the marriage?

Should sex education be taught in the schools? Why or why not? If not, how should young
people obtain such information? If the schools are to be utilized, should there be specified
limitations on the types of topics discussed, the ages of the students, and so on? For example,
should students be educated in the use of condoms, or should a program emphasize abstinence
alone? Should a program include discussions of masturbation and/or oral sex? Discuss how you
might structure such a program.

Read the following two articles: the first provides details of a custody battle in West Virginia
between a dead woman’s relatives and the woman’s lesbian partner. The second article discusses
the resolution of the case.
http://www.aclu.org/lgbt/parenting/1453pr20041206.html
http://www.aclu.org/lgbt/parenting/12242pr20050617.html
Do you think the case was resolved correctly?
The court recognized the concept of “psychological parent.” Do you agree with the court?
Do you think that gay/lesbian couples should be allowed to have their unions recognized legally?
Why or why not?

Do you think there should be restrictions on women having children post-menopause? Read the
“Changes” discussion on page 313. Do you think women who choose to have children after
menopause are “irresponsible”? Do you think there should be laws addressing this issue? Discuss
these and other issues you think of.
What kinds of family-friendly benefits could employers provide their workers to help them juggle the dual responsibilities of work and family? What role should the federal government play in insuring that employers provide these benefits to workers? Why do you suppose the United States has lagged behind other Western nations in providing these benefits? (link to table detailing family leave policies in selected countries)

Do you think it is better for a couple in an unhappy marriage to stay married for the sake of the children? Wouldn't it be better to spare children the trauma of divorce? Shouldn't couples be less selfish of their own needs and wants and be more mindful of the needs of children? Discuss.
<table>
<thead>
<tr>
<th>Points</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>The essay has a clear opinion statement. Persuasive reasons support the opinion.</td>
<td>The opinion statement is clear, and most reasons support the opinion.</td>
<td>The opinion statement is clear. More persuasive reasons are needed.</td>
<td>The opinion statement is unclear. Persuasive reasons are needed.</td>
<td>An opinion statement, reasons, and details are needed.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The beginning contains the opinion statement. The middle provides clear support. The ending reinforces the opinion.</td>
<td>The writing has a clear beginning, middle, and ending, but one of those parts needs to be strengthened.</td>
<td>The writing has a beginning, middle, and ending, but two of those parts are weak.</td>
<td>The beginning, middle, and ending run together.</td>
<td>The organization is unclear and confusing.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Precise words create a clear message and fit the purpose.</td>
<td>Accurate words create a message. More persuasive words are needed.</td>
<td>More precise and accurate words are needed to create a clear message.</td>
<td>The words do not create a clear message.</td>
<td>Word choice has not been considered.</td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Student demonstrates full knowledge of topic (more than is required) and is able to deliver information with a level of comfort.</td>
<td>Student is at ease with the content and is able to deliver information with some level of comfort.</td>
<td>Student is somewhat comfortable with the topic, concepts, research, terminology and content.</td>
<td>Student is somewhat able to discuss basic concepts of topic, terminology, research, or content</td>
<td>Student is unable to discuss basic concepts of topic, terminology, research, or content</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Grammar and punctuation errors are few and are not distracting.</td>
<td>Grammar and punctuation errors are seen in a few sentences and are distracting where they appear.</td>
<td>Some errors cause confusion.</td>
<td>Frequent errors make the essay difficult to read.</td>
<td>Nearly every sentence contains errors.</td>
</tr>
</tbody>
</table>
Examples of End-of Term Concept Test Essay questions addressing Critical Thinking Skills: (see rubric below)

How should sex education be taught in the schools? Should there be specified limitations on the types of topics discussed, the ages of the students, and so on? For example, should students be educated in the use of condoms, or should a program emphasize abstinence alone? Should a program include discussions of masturbation and/or oral sex? Homosexuality? Discuss how you might structure the curriculum for such a program. Include the grade or age-level, topics, major focus, personnel, and ethical issues.

The Federal Medical Leave Act (FMLA) provides for job protections for persons needing leave from work following the birth of a child or to care for an ailing family member. Compare the benefits and limitations of the FMLA, specifically compared to the family leave policies found in most other industrialized nations. What changes to the FMLA would you make? Discuss those changes, the targeted groups, the impact on families and employers, and the costs and benefits of such changes.
## Scoring Rubric for Critical Thinking

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Interpretation</th>
<th>Analysis &amp; Evaluation</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 – Accomplished</strong></td>
<td>Analyzes insightful questions&lt;br&gt;Refutes bias&lt;br&gt;Critiques content&lt;br&gt;Examines inconsistencies&lt;br&gt;Values information</td>
<td>Examines conclusions&lt;br&gt;Uses reasonable judgment&lt;br&gt;Discriminates rationally&lt;br&gt;Synthesizes data&lt;br&gt;Views information critically</td>
<td>Argues succinctly&lt;br&gt;Discusses issues thoroughly&lt;br&gt;Shows intellectual honesty&lt;br&gt;Justifies decisions&lt;br&gt;Assimilates information</td>
</tr>
<tr>
<td><strong>3 - Competent</strong></td>
<td>Asks insightful questions&lt;br&gt;Detects bias&lt;br&gt;Categorizes content&lt;br&gt;Identifies inconsistencies&lt;br&gt;Recognizes context</td>
<td>Formulates conclusions&lt;br&gt;Recognizes arguments&lt;br&gt;Notices differences&lt;br&gt;Evaluates data&lt;br&gt;Seeks out information</td>
<td>Argues clearly&lt;br&gt;Identifies issues&lt;br&gt;Attributes sources naturally&lt;br&gt;Suggests solutions&lt;br&gt;Incorporates information</td>
</tr>
<tr>
<td><strong>2 - Developing</strong></td>
<td>Identifies some questions&lt;br&gt;Notes some bias&lt;br&gt;Recognizes basic content&lt;br&gt;States some inconsistencies&lt;br&gt;Selects sources adequately</td>
<td>Identifies some conclusions&lt;br&gt;Sees some arguments&lt;br&gt;Identifies some differences&lt;br&gt;Paraphrases data&lt;br&gt;Assumes information valid</td>
<td>Misconstrues arguments&lt;br&gt;Generalizes issues&lt;br&gt;Cites sources&lt;br&gt;Presents few options&lt;br&gt;Overlooks some information</td>
</tr>
<tr>
<td><strong>1 - Beginning</strong></td>
<td>Fails to question bias&lt;br&gt;Ignores bias&lt;br&gt;Misses major content areas&lt;br&gt; Detects no inconsistencies&lt;br&gt; Chooses biased sources</td>
<td>Fails to draw conclusions&lt;br&gt;Sees no arguments&lt;br&gt;Overlooks differences&lt;br&gt;Repeats data&lt;br&gt; Omits research</td>
<td>Omits arguments&lt;br&gt;Misrepresents data&lt;br&gt;Excludes data&lt;br&gt;Draws faulty conclusions&lt;br&gt;Shows intellectual dishonesty</td>
</tr>
</tbody>
</table>

Adapted from Rubric used by California State University, Fresno
Examples of End-of-Term Concept Test Multiple-Choice questions addressing Empirical and Quantitative Skills: (* denotes correct response)

A group of people (or things) that are representative of the population that a researcher wishes to study is called a
A) population.  
B) variable.  
*C) sample.  
D) focus group.

Researchers use which of the following methods to systematically collect data from respondents through questionnaires or interviews?  
A) the experiment  
*B) surveys  
C) participant observation  
D) unobtrusive measurement

A traditional approach used by social workers, psychologists, clinical sociologists, and marriage counselors, which provides in-depth information and detailed and vivid descriptions of family life, is called the __________ method.  
A) small group  
B) participant observation  
*C) case study  
D) focused detail

Which research methodology would be most appropriate in studying a very large group of people?  
*A) survey  
B) experiment  
C) observational study  
D) case study

In __________, researchers interact naturally with the people they are studying, but do not reveal their identities as researchers.  
A) participant observation  
*B) non-participant observation  
C) survey research  
D) clinical research

Which of the following is an example of secondary data?  
A) conversations between couples  
B) children playing together on a playground  
*C) diaries  
D) group interviews
A(n) ___________ is a controlled artificial situation that allows researchers to manipulate variables and measure their effects.
   A) survey
   B) focus group
   C) interview
   *D) experiment

A(n) ___________ states that one specified variable "causes" another specified variable.
   A) theory
   *B) hypothesis
   C) educated guess
   D) sample

Research that assesses the efficiency and effectiveness of social programs in both the public and private sectors is called
   A) survey research.
   B) participant observation.
   C) secondary analysis.
   *D) evaluation research.

In the statement, "The more education people have, the more likely they are to vote," education is the ___________ variable, and voting is the ___________ variable.
   *A) independent; dependent
   B) dependent; independent
   C) intervening, dependent
   D) operational; independent

A set of statements that explains why a particular phenomenon occurs is called a
   A) hypothesis.
   B) role.
   C) guide.
   *D) theory.

The ___________ function of the marriage ceremony is to publicize the formation of a new family unit and to legitimize sexual intercourse; the ___________ function is to communicate a "hands-off" message to past or future suitors.
   A) expressive; instrumental
   B) instrumental; expressive
   *C) manifest; latent
   D) latent; manifest

According to structural-functionalism, family roles are functional because they preserve
   A) sexism and abuse.
   B) individualism.
   C) flexibility and adaptability.
   *D) order, stability, and equilibrium.
How have feminist scholars contributed to family theory and social change?

A) They have shown that most families are traditional married couples with children and so we do not have to worry about the family declining.
B) They have worked to exclude fathers from having contact with their children after divorce.
*C) They have worked for legislation that provides employed women with parental leave rights in order to balance the power between men and women.
D) They have refocused much of the research on families to include fathers as involved, responsible, and nurturing family members who have a profound effect on children and the family.

Which theory views the family as a functioning unit that solves problems, makes decisions, and achieves collective goals?

*A) family systems theory
B) social exchange theory
C) conflict theory
D) structural-functional theory

The most common criticism of symbolic interaction theory is that it ignores

A) order and stability.
*B) the impact on the family of macro-level factors.
C) conflict and change.
D) the value of family roles.

Which theory examines the ways in which groups disagree, struggle for power, and compete for scarce resources?

A) structural-functionalism
B) exchange theory
*C) conflict theory
D) symbolic interactionism

Which perspective examines the changes that families experience over their lifespan?

A) symbolic interaction theory
*B) family development theory
C) exchange theory
D) structural-functionalism

__________ examines how a family influences and is influenced by its environment.

*A) Ecological
B) Structural Functional
C) Family Development
D) Symbolic Interactionism
According to the social exchange perspective, when would a marriage end in a separation or divorce?

A) When the husband and wife no longer make the same amount of income.
*B) When the costs of the marriage outweigh the rewards.
C) When the husband and wife no longer define the marriage in the same way.
D) When the children of the marriage grow up and leave home.
Example of End-of-Term Concept Test Essay question addressing Empirical and Quantitative Skills:

Suppose you were interested in studying the impact of domestic violence on its victims. Which method of data collection would you use — survey, clinical or field research? What are the strengths and weaknesses of the method you chose?

Potential Answer should identify at least one strength and one weakness of chosen method:

Survey Research:
- Collect information through questionnaires or interviews.
- Questionnaires could be mailed to victims of domestic violence, given by telephone or face-to-face.
- A major issue with using this method would be how to select a sample. The population of domestic violence victims would be very large and also difficult to identify. The student would probably have to use a nonprobability sample by either choosing victims who had gone to shelters or had come in contact with the police by reporting the domestic violence or a medical facility.
- These victims may or may not be representative of all victims of domestic violence, especially those who never report the violence.
- Mailing questionnaires to shelters would be inexpensive; however the response rate might be very low.
- Telephone interviews with victims at a shelter might be possible if the shelter gives permission. Face-to-face interviews with victims, either at a shelter or at a hospital or police station, should produce higher response rates and also allow the student to record the respondents' nonverbal behaviors during the survey. With face-to-face or telephone interviews, the student can also clarify questions for the respondent, or provide probes or prompts if the respondent seems reluctant to answer. A drawback of face-to-face interviews is that they can be very expensive in terms of time and money.

Clinical Research:
- Using this method, the student could interview victims of domestic violence who get counseling for it. Students could also observe the victims during the counseling sessions. As the counseling might also include the abuser, the student could observe the interactions between the abuser and the victim during the session.
- Using the case study method, the student could gather much in-depth information about the victim and the victim's family life. A weakness of this approach is that it is time consuming and expensive.
- There is also the issue of representativeness, as not all victims of domestic violence seek or can afford counseling. Also, the method may be too subjective, relying too much on victims' self-reports.

Field Research:
- Using this method, the student would try to observe victims in their natural surroundings. Doing so in the victim's home would probably be very difficult, but the student might
observe at a shelter, police station or hospital. The student could observe how the victim acts and communicates in that setting.

- The student could be a participant observer in which he or she does not reveal that he or she is a researcher. For example, the student could act as a nurse or a counselor. The student could also do nonparticipant observation in which he or she observes the behavior of victims but does not interact with them. A strength of this method would be that the student could get in-depth understanding of the victims through observing their actual behavior, rather than relying on self-reports as with surveys.

- The student can also decide to interview the subjects about their experiences, thereby gathering more information. A weakness of this method is that it can be very expensive and time consuming. It can be very difficult to balance participating and observing, especially if the student felt like he or she wanted to help the victims. Also, field research can be subjective in that the student's biases for or against the victims may color what and how they make their observations.
Examples of End-of-Term Concept Test Multiple-Choice questions that address
Intercultural Competence: (* denotes correct response)

The New England custom in which a young man and woman, both fully dressed, spent the night in a bed together, separated by a wooden board, was called
   A) camping.
   B) dating.
   *C) bundling.
   D) swaddling.

Among Mexican American families, the practice in which close relationships were established and maintained among parents, children, and the children's godparents is called
   A) familism.
   *B) compadrazgo.
   C) machismo.
   D) cloistering.

The concept of __________ stresses male attributes such as dominance, assertiveness, pride, and sexual prowess.
   A) familism
   *B) machismo
   C) compadrazgo
   D) breadwinning

Asian-American and Mexican-American families are often characterized by __________; that is, family relationships taking precedence over individual desires.
   *A) familism
   B) co-dependency
   C) machismo
   D) procreation

“True womanhood” is characterized by
   A) submissiveness.
   B) domesticity.
   C) purity.
   *D) all of the above.
Foundational Component Areas

Definitions

Communication
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Teamwork
- Personal Responsibility

Mathematics
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

The following three Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills

Life and Physical Sciences
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork

Language, Philosophy, and Culture
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Personal Responsibility
- Social Responsibility
Creative Arts
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Teamwork
- Social Responsibility

American History
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Personal Responsibility
- Social Responsibility

Government/Political Science
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Personal Responsibility
- Social Responsibility

Social and Behavioral Sciences
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Social Responsibility
Core Objectives

Definitions

**Critical Thinking Skills**
To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Communication Skills**
To include effective development, interpretation and expression of ideas through written, oral and visual communication

**Empirical and Quantitative Skills**
To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

**Teamwork**
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

**Personal Responsibility**
To include the ability to connect choices, actions and consequences to ethical decision-making

**Social Responsibility**
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
<table>
<thead>
<tr>
<th>Foundational Component Area</th>
<th>SCH</th>
<th>CT</th>
<th>CDH</th>
<th>EGS</th>
<th>TW</th>
<th>SR</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Objectives</td>
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<tr>
<td>Communication</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>
| Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.
| Courses involve the command of oral, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. |
| Mathematics                 | 3   | 0  | 0   | 0   | 0  | 0  | 0  |
| Courses in this category focus on quantitative literacy in logic, patterns, and relationships.
| Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience. |
| Life and Physical Sciences  | 6   | 0  | 0   | 0   | 0  | 0  | 0  |
| Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
| Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experience. |
| Language, Philosophy & Culture | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
| Courses involve the exploration of ideas that foster aesthetic and intellectual renewal in order to understand the human condition across cultures. |
| Creative Arts               | 3   | 0  | 0   | 0   | 0  | 0  | 0  |
| Courses in this category focus on the appreciation and analysis of creative arts and works of the human imagination.
| Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art. |
| American History            | 6   | 0  | 0   | 0   | 0  | 0  | 0  |
| Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.
| Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role. |
| Government/Psychological Science | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| Courses in this category focus on an understanding of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.
| Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations. |
| Social and Behavioral Sciences | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
| Courses involve the exploration of behavioral and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture. |
| Component Area Option       |     |    |     |     |    |    |    |
| a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas. |
| b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:
| (i) Meet(s) the definition specified for one or more of the foundational component areas; and
| (ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice. |

WAAR/6.4.2012