

GRAND VALLEY STATE UNIVERSITY
FAMILY LAW- LS 350, 3 credits
WINTER 2016

Instructor:	Kristin A. Hanratty, JD	Email:	hanrattk@gvsu.edu
Office Phone:	616-516-1440	Time Class Meets:	6:00-8:50 p.m.
Office Hours:	BY APPOINTMENT	Location of Class:	DeVos 209 E
		Prerequisite:	LS 201 or concurrent enrollment

COURSE DESCRIPTION: A study of Family law through the examination of key concepts, case law, statutory law, and documents. Fact-gathering techniques and drafting considerations will be highlighted. Topics include Marriage, Divorce, Child Custody, Child support and Parenting time, Spousal Support, abuse and neglect and premarital agreements.

Objectives: Upon completion of this course, the student will:

1. Define the different types of Custody
2. Analyze the legal sufficiency of Marriage
3. Explain the different types of parenting time
4. Understand and distinguish various real estate and other marital property
5. Explain Child support and Parenting time
6. Explain Adoption and Paternity
7. Distinguish the different types of Spousal support
8. Describe and identify Child Abuse and Neglect
9. Analyze issues concerning non-traditional marriages
10. Understand the Legal Professionals roles and responsibilities

Blooms Taxonomy Level and Dominant Curriculum “Threads”: While LS 350 will draw from across “Bloom’s Taxonomy” of learning; it will nevertheless dominantly draw from the levels of “Comprehension”, “Application”, and “Analysis

Required Texts: Ehrlich, J. Shoshanna (2013) Family Law for Paralegals, Sixth Edition. Aspen Publishers.

Select Cases: In addition to the required readings, select cases and Statutes will be assigned throughout the semester.

The School of Criminal Justice Resource Center: The School of Criminal Justice Resource Center, located in 259c DeVos is available to assist all students registered in criminal justice and legal studies undergraduate courses. Staffed by SCJ graduate student mentors, the center provides help with research and writing concerns including: conducting scholarly research, utilizing library catalogs and databases, validating research sources, paper organization, common writing mistakes, proper APA formatting, proofreading and editing, and other services. Convenient appointment hours are scheduled each semester and will be announced in class.

Academic Integrity: Please refer to sections 223.00 and 223.01 of the GVSU Student Code.

Attendance: Although I do not have a formal attendance policy students who have excessive absences generally do not do very well. Attendance is, however, mandatory for all examinations unless excused by the instructor. These situations will be limited to emergencies.

Class participation: Students are expected to come to class prepared and with the assigned readings completed to share questions and thoughts relating to the assigned topics. Some topics will be covered in class primarily through the use of group instruction rather than lecture by the instructor. All class members are expected to contribute to a classroom environment that is conducive to learning. Cell phones should be turned off and put away during class. Laptops may be used only for taking notes, doing research, or other purposes related to class. Consequences for violating the policies on electronic devices include loss of the privilege to use a laptop during class and a reduction of the student's grade by up to 5%, at the instructor's discretion.

Students are responsible for all material covered in class, including handouts distributed in class and material posted on the class Blackboard website. Tests may cover material discussed in class or posted on Blackboard which is not in the textbook.

Disability Related Accommodations: If you have a need for disability related accommodations, please inform me and the Office of Disability Support Services at 200 STU (331-2490).

Methods of Evaluation: There will be 2 exams worth 25% each and one final exam worth 50%. There is also an extra-credit assignment that may increase a grade up to 5 points.

TOPICS AND READING ASSIGNMENTS:

(The instructor reserves the right to change this schedule.)

Date	Topic	Assignment for Next Class
1/14/16	Intro of course material	Read Chapter 1 (pages 1- 40 and <i>Marvin v Marvin</i> pages 57 – 61) Read Case- <i>Obergefell v Hodges</i> , 135 S Ct 2584 (2015 (Selected sections)
1/21/15	Marriage and Nonmarital couples	Read Chapter 2 (omit cases at the end of the chapter) Read Chapter 3 Read Case- <i>Allard v Allard</i> , 2014 WL 7202812 (Mich Ct of Appeals) Review Personal Protection Order handouts
1/28/16	Premarital Agreements and Domestic Violence	Read Chapter 4
2/4/16	Divorce, Annulment and Legal Separation	Read Chapter 5 (omit cases at end of chapter) Read Cases- <i>Vodvarka v Grasmeyer</i> , 259 Mich App 499 (2003) <i>Shade v Wright</i> , 291 Mich App 17 (2010)
2/11/16	Child Custody and Parenting Time	Read Chapter 6
2/18/16	Child Support	Study for Test One
2/25/16	Test One Child Support (cont'd.)	Read Chapter 7
3/3/16	Spousal Support	None
3/10/16	SPRING BREAK	Read Chapter 8 and Chapter 9
3/17/16	Division of Marital Property and Jurisdiction	Study for Test Two
3/24/16	Test Two Marital property (cont'd.)	Read pages 435-484
3/31/16	The Divorce Process; part 1	Read page 484-530

4/7/16	The Divorce Process; part 2 and Paternity	Read pages 535-559 Read pages 575-606 Read Chapter 13
4/14/16	Abuse and Neglect	None (begin reviewing for final)
4/21/16	Review	EXTRA CREDIT ASSIGNMENT DUE

FINAL EXAM- 4/28/16

Grading Scale (by percentage):

A	94 to 100	B	84 to 86	C	74 to 76	D	64 to 66
A-	90 to 93	B-	80 to 83	C-	70 to 73	F	0 to 63
B+	87 to 89	C+	77 to 79	D+	67 to 69		

Bloom's Taxonomy of the Cognitive Domain*

(In other words, a level-by-level approach to understanding how you think!)

Benjamin Bloom created this taxonomy (organization of categories) to understand the level of abstract thinking required in various educational settings. *During the course of the semester, course content, exercises, assignments and tests will move through these levels from knowledge to analysis.* In other words, this class is structured to develop and test your critical thinking skills about the material. (Note that the taxonomy works from the bottom up. That is, the higher you go on the chart, the more developed the level of critical thinking.)

What does this mean for you as a student in this course? (1) *It is very important that you gain the foundational knowledge for the course.* Each unit will build on old knowledge and introduce new knowledge. If you don't understand a core concept, see me! Don't get lost or left behind because you were afraid to ask. *There are no stupid questions in this class!* (2) *Participate in the class exercises and assignments.* I develop these to help you use your knowledge and develop your thinking skills through case scenarios, problems, and focused activities. *This isn't just busy work!* Believe it or not, there's a method to the madness! (3) *Review the test study guides to see what level of thinking I will expect on each topic.* If I ask you to identify something, I will be asking you to tell me what you know. If I ask you to define something, I will be asking you to show me what you comprehend (understand). If I ask you to compare and contrast two ideas, I am asking you to analyze the material in terms of similarities and/or differences. If I am asking you to integrate or assess, I am asking you to synthesize and evaluate. *As you will see, test questions often are similar to in-class activities or assignments, another good reason to make sure that you participate and ask if you have questions!*

Bloom's Taxonomy

6. EVALUATION	Students can use previously learned standards/criteria to determine the worth or merit of a complex product.	Compare and discriminate between ideas, Assess value of theories, presentations, Make choices based on reasoned argument, Verify value of evidence, Recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
5. SYNTHESIS	Students can create an original and complex product out of a set of simpler components.	Use old ideas to create new ones, Generalize from given facts, Relate knowledge from several areas, Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, build, solve, perform, establish, predict, produce, modify, plan, formulate, design, invent, compose, formulate, prepare, generalize, rewrite
4. ANALYSIS	Students can take a complex set of material and break it down into its component parts and/or explain why a complex set of relationships is organized as it is or what caused it to be or predict from the present to the future.	Seeing patterns, Organization of parts, Recognition of hidden meanings, Identification of components	Analyze, breakdown, separate, order, explain, connect, classify, arrange, divide, compare and contrast, select, explain, infer, show how, draw a diagram, deduce
3. APPLICATION	Students can apply previously learned material such as concepts, rules or generalizations to newly taught material.	Use information, Use methods, concepts, theories in new situations, Solve problems using required skills or knowledge	Apply, classify, find, choose, compute, sort, generalize, organize, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
2. COMPREHENSION	Students can express previously learned material in their own way.	Understanding information, Grasp meaning, Translate knowledge into new context, Interpret facts, Compare, Contrast, Order, Group, Infer causes, Predict consequences	Summarize, define, put in your own words, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, summarize, translate, illustrate, restate, demonstrate
1. KNOWLEDGE	Students can recall, reproduce or recognize previously learned information as it was taught to them.	Observation and recall of information, Knowledge of dates, events, places, Knowledge of major ideas Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, underline, place in order, reproduce, recognize, recall, name, who, when, where, etc.
LEVEL	DESCRIPTION	GOAL	SUGGESTED ACTION VERBS/QUESTION CUES

Adapted from Bloom, Benjamin S. 1984. *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon, Pearson Education