

COMM 3309.W01 – Family Communication (Online)
Fall 2020
Course Syllabus

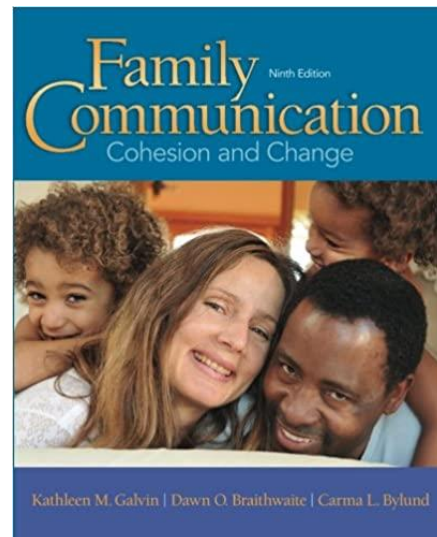
Professor:	Joseph Velasco, Ph.D.
Office Hours:	By appointment
Office Location:	FAB 206B; Online Classroom via Blackboard Collaborate
Telephone:	432-837-8370
Email Address:	jvelasco@sulross.edu
Class Schedule:	TBA
Classroom Location:	Blackboard-hosted Online Instruction
Required Text:	Galvin, K. M., Braithwaite, D. O., Schrod, P., & Bylund, C. L. (2019). Family communication: Cohesion and change (10 th ed.). New York, NY: Routledge.
Required Equipment & Software:	Internet connection; computer with webcam & microphone; Microsoft Word, Microsoft PowerPoint (available free to SRSU students via Office 365)

Resources

- Bookstore
- Graduate Student C
- Human Resources
- Library
- Lobo lookout
- Lobo Pass
- Office 365**
- SGA
- Student Publications
- VoIP Control Panel

“We are born into a family, we are socialized and acculturated within a family, we mature from a family using information and behaviors learned from a family, and, when we die, we diminish a family. Families surround us, shape us, and contribute to our destiny.” (Judy Goldberg, family therapist)

Communication is learned and much of what we learn is learned within family contexts. We communicate to meet and interact with other people and to improve all types of relationships. Across the varying dynamics of family, friends, romances, lifestyles, cultures, and interpersonal relationships, communication defines and shapes the interaction as we seek to strengthen bonds. This course is grounded in communication research centered on family interaction and multiple communicative/relational issues implicating family as the core communicative context.



This course is designed as an introduction to communication phenomena in the setting of the family. The overall goal is to help you understand how we develop, maintain, enhance, or disturb family relationships through communication. You will learn verbal and nonverbal skills which can help promote healthy family communication.

Finally, this course also provides an option for service-learning, which is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Section I. Course Objectives

The general objectives for this course are to *further enhance your competence and knowledge of human communication within family contexts*. As a student, your learning objectives are to:

1. Develop a communication perspective on the family.
2. Identify and explain various theories in family communication.
3. Comprehend various concepts and discuss them in an intellectual manner.
4. Analyze your communication and the communication of others.
5. Demonstrate proficiency with synthesizing concepts from multiple readings in conversation with other students.
6. Develop proficiency with academic writing.
7. Contribute to a collection of academic journal article reviews, thereby constructing a community of scholars amongst your course colleagues.

Section II. Student Learning Outcomes

This course is designed to meet one or more of the student learning outcomes applied to all Communication majors:

SLO 1: Students will be able to analyze communication content for argument, including identification of major elements, such as claim, warrants, and data.

SLO 2: Students will be able to effectively construct messages appropriate to audience, purpose, and context; including electronic media technologies.

SLO 3: Students will be able to apply Communication theories, perspectives, principles, and concepts to the analysis of communication situations.

Section III. Marketable Skills

This course offers you the opportunity to develop the following skills:

- Informative and Persuasive Speaking
- Audience-centered Writing
- Critical Analysis
- Research
- Effective Message Construction Using Technology

Section IV. Course Requirements, Assignments, and Grading

<u>Assignment</u>	<u>Points Possible</u>
Discussion Board (6)	300
Article Summaries (3)	300
Literature Review Draft	100
Final - Literature Review	300
Total	1000

Grade Description (Points)

A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = < 600

Discussion Board. Thirty percent of your grade is dependent upon your contribution to our Blackboard discussion board. For each discussion question that I post, you are asked to contribute one response (25 points) and a reply (25 points) to one of your peers.

Article Summaries. Throughout the course, you are required to search the online database (provided by the library) and find three scholarly journal articles that both interest you AND relate to the field of family communication and come from a peer-reviewed Communication journal. For each journal article, you will write a one-page summary which adheres to a format which is posted on Blackboard. You will submit a Word document through our Bb Assignments link, and you will also post a copy in the designated discussion board so that your peers can view your work and respond to it. Basically, your summary will to teach the class about the content of the article, informing us of any key concepts, the methods employed, the findings, and discuss the implications of the study. In addition, you will need to prepare two discussion questions to pose to the class concerning your topic. All of this should be included in your handout.

Literature Review (and draft). You will choose a topic that interests you and can be understood from a family communication perspective. You will then survey the relevant literature written about your topic (primarily in the academic discipline of Communication Studies and its journals) and then organize it thematically. As you review your literature and themes emerge, you should be thinking about what gaps exist and where you might go in your research. On **Monday, November 2nd**, you will submit a draft on Blackboard (saved as a Word document) of your literature review so that I can give you feedback a month in advance of the due date. The draft is worth 100 points. Your literature review is due on Friday, December 5th by 5pm. Additional guidelines will be provided in class.

Section V. Policies

Basic Class Expectations: It is expected that you spend at least a few hours each week to complete the course readings and assignments. Since this is an online course, it is also expected that you have reliable internet service and that you check your university email at least once a day. It is also recommended that you set up course notifications in Blackboard to receive a text alert when I post announcements, grades, or other course-related items. See instructions in Blackboard.

Online Classroom Demeanor: Communication issues tend to be emotionally charged. It is highly unlikely in a class this size that everyone will share your personal values, beliefs, and opinions. Believe it or not, this is a good thing! The presentation of varying perspectives will help all of us to learn. This can be accomplished if ideas, beliefs, and opinions are presented in a respectful way. I will be expecting all students to follow basic ground rules for online discussion. These are included at the end of the syllabus

Academic Integrity. Doing and/or taking credit for someone else's work, presenting the ideas and work of others as your own, and/or not citing your sources when you utilize the ideas of others are all violations of academic integrity. It is your responsibility to read and understand the university's stance on academic dishonesty in the SRSU Student Handbook (p. 80), as all violations will be taken seriously and handled through the university judicial process.

Late Work: All of the assignments for the entire course will be posted and available as soon as the course is open. It is expected that all assignments are completed by the stated deadlines. Please plan your time

carefully. If something does come up, prompt and clear communication will facilitate an accommodating response.

Section VI. Notes on University Programs and Policies

ADA. It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning challenge, please contact the ADA Coordinator in the Counseling office in Ferguson Hall, Room 112. The mailing address is PO Box C-122, Alpine, TX 79832. You may also call 432-837-8203. E-mail: rebecca.wren@sulross.edu or danielle.pertuso@sulross.edu. The Center, however, will now be scheduling online confidential (HIPAA compliant) Zoom video therapy sessions. To make an appointment, please complete and return the Electronic Informed Consent Form.

Students should complete and return the Student Electronic Informed Consent

Form: https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/counseling/student_electronic_informed_consent-srsu_-rev-4-28-20_to_use.pdf

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. **Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course**, as outlined on the SRSU website.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.
Email: blackboardsupport@sulross.edu

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The **Graduate Student Center**, located in BAB 104, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Both Alpine and distance education students can receive writing and thesis assistance by contacting shileman@sulross.edu or calling 432-837-8015.

Section VII. SRSU Safety Pledge - One University/One Community

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

Calendar

(This calendar is subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Aug 24- Aug 28	Course Introduction McNair Scholars Program & Spring Research Symposium		Introductions
Two	Aug 31- Sept 4	<u>Providing Definitions</u> : What is a Family? What is Family Communication?	Chapter 1 Chapter 2	Discussion Board 1
Three	Sept 8- Sept 11	Family Communication Theories	Chapter 3	Discussion Board 2
Four	Sept 14- Sept 18	Video on Writing Video on Research		Discussion Board 3
Five	Sept 21- Sept 25	Communication Patterns and Family Identity	Chapter 4	Discussion Board 4
Six	Sept 28- Oct 2	Relational Maintenance Within Families	Chapter 5	Article Summary 1
Seven	Oct 5- Oct 9	Intimacy Within Partnerships and Families	Chapter 6	Discussion Board 5
Eight	Oct 12- Oct 16	Communication & Family Roles and Types	Chapter 7	
Nine	Oct 19- Oct 23	Power, Influence, & Decision-making in Families	Chapter 8	Article Summary 2
Ten	Oct 26- Oct 30	Communication and Family Conflict	Chapter 9	
Eleven	Nov 2- Nov 6	Communication & Family Developmental Stress	Chapter 10	Draft of Lit. Review Vote on November 3 rd
Twelve	Nov 9- Nov 13	Family Communication & Unpredictable Stress	Chapter 11	Article Summary 3
Thirteen	Nov 16- Nov 20	<u>Family Crisis Symposium</u> <i>Guests</i> : Family Crisis Center of the Big Bend		Zoom Session 1 Zoom Session 2
Fourteen	Nov 23- Nov 24 Nov 25- 27	Family Communication & Well-being Thanksgiving Holiday!	Chapter 12	
Fifteen	Nov 30- Dec 2 Dec 3	Course Wrap-up & Lit. Review Showcase		Discussion Board 6 Final Draft of Lit. Review
Sixteen	TBA	Final Exam - TBA		Final Exam