

COMM 3309.001 – Family Communication
Fall 2022
Course Syllabus

Professor:	Joseph Velasco, Ph.D.
Office Hours:	MW: 10-11am (in MAB 301), 2-3pm; TTh: 2-3pm; & Fri (web) 1pm-5pm
Office Location:	LH 307; Online Classroom via Blackboard Collaborate
Telephone:	432-837-8370 or 505-362-1066 (cell)
Email Address:	jvelasco@sulross.edu
Class Schedule:	9:30-10:45am, TTh
Classroom Location:	MAB 301
Required Text:	Galvin, K. M., Braithwaite, D. O., Schrodt, 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)

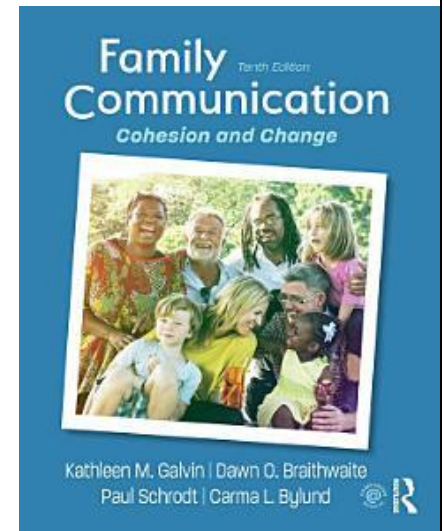
RESOURCES

- [Bookstore](#)
- [Graduate Student Center](#)
- [Human Resources](#)
- [Library](#)
- [Lobo lookout](#)
- [Lobo Pass](#)
- [Office 365](#)

“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)

My name is Dr. Joseph Velasco (most students call me Dr. V), and I am happy to be on this academic journey with you.

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>
Attendance & Participation	200
Article Summaries (4)	400
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 four 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 **Tuesday, November 1st**, 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 2nd by 5pm. Additional guidelines will be provided in class.

Section V. Course 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 class has online resources, I expect 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 alerts (e.g., email, text, etc.) 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 our interactions whether they are face-to-face or virtual. We will discuss and establish these ground rules in class.

Academic Integrity. Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct. As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be

taken seriously and handled through the appropriate university process. The policy can be found at: <https://www.sulross.edu/about/administration/university-policies/>

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. SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as 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. 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.** Directions for filing a student complaint are located in the student handbook.

Technical Support. SRSU 24/7 Blackboard Technical Support: Toll Free: 888.837.6055.

Email: blackboardsupport@sulross.edu

SRSU Library Services. The Bryan Wildenthal Memorial Library in Alpine 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 Support 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 gradcenter@sulross.edu or calling 432-837-8524.

Calendar

(This calendar is subject to change)
Graduate Readings indicated with *

Week	Date	Topic	Reading	Due or To Do:
One	Aug 23 Aug 25	Course Introduction McNair Scholars Program, Research, & Writing	Preface	Introductions
Two	Aug 30 Sept 1	What is a Family? What is Family Communication?	Chapter 1 Chapter 2	*
Three	Sept 6 Sept 8	Family Communication Theories Family Communication Theories	Chapter 3 Chapter 3	*
Four	Sept 13 Sept 15	FCPs and Family Identity Rel. Maintenance in Families	Chapter 4 Chapter 5	*
Five	Sept 20 Sept 22	Article Summary 1 Article Summary 1		Article Summary 1
Six	Sept 27 Sept 29	Intimacy within partnerships Family Roles & Family Types	Chapter 6 Chapter 7	* *
Seven	Oct 4 Oct 6	Power, Influence, & Decision-making <i>Independent Research Day</i>	Ch.8	
Eight	Oct 11 Oct 13	Article Summary 2 Article Summary 2		Article Summary 2
Nine	Oct 18 Oct 20	Comm. & Family Conflict Developmental Stress	Chapter 9 Chapter 10	
Ten	Oct 25 Oct 27	Unpredictable Stress Family Comm & Well-being	Chapter 11 Chapter 12	
Eleven	Nov 1 Nov 3	Article Summary 3 Article Summary 3		Draft of Lit. Review Article Summary 3
Twelve	Nov 8 Nov 10	Writing Workshop/Peer Review Article Summary 4		Article Summary 4
Thirteen	Nov 15 Nov 17	<i>Family Crisis Symposium</i> <i>Family Crisis Symposium</i>		
Fourteen	Nov 22 Nov 24	Article Summary 4 Thanksgiving Holiday! No class!		
Fifteen	Nov 29 Dec 1	Course Wrap-up Dead Day – No Class		Final Draft of Lit. Review
Sixteen	TBA	Final Exam - TBA		Final Exam

*Additional Readings for Graduate Students:

See Blackboard for the reading list. I'll provide a link to a pdf copy for each reading. ☺