

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Communications and Information Studies Date October 20, 2006
Department/Division offering course Communication

RECEIVED

2. Changes proposed:
(a) Present prefix & number COM 591 Proposed prefix & number _____

JAN 03 2007

(b) Present Title Special Topics in Communication
New Title _____

**OFFICE OF THE
SENATE COUNCIL**

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

(d) Present credits: 1 Proposed credits: 1-3

(e) Current lecture: laboratory ratio _____ Proposed: _____

(f) Effective Date of Change: (Semester & Year) Spring 2007

3. To be Cross-listed as: _____
Prefix and Number Signature: Department Chair

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s):

(b) New description:

(c) Prerequisite(s) for course as changed: no

5. What has prompted this proposal?
Faculty would like the option to offer 3 credit courses as special topics rather than being limited to 1 credit hour segment only.
Listing the course as a 1-3 credit option would allow faculty more flexibility.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
Teaching objectives will change only as a faculty member identifies a specific topic for a term.

7. What other departments could be affected by the proposed change?
None.

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change. (NOTE - If "yes," program change form must also be submitted.)

10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

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11. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. Check here if 400G-500.

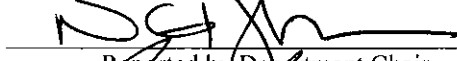
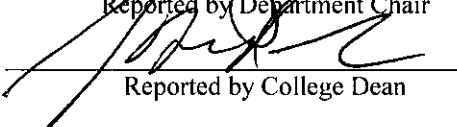
All COM 500 level courses must have different grading criteria and assignment requirements for graduate students per department policy.

12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Traci Letcher, Curriculum Chair, Dept. of COM Phone Extension: 257-7800

Signatures of Approval:

<p style="text-align: center;">10-4-06 Date of Approval by Department Faculty</p>	<p style="text-align: center;"> Reported by Department Chair</p>
<p style="text-align: center;">11-15-06 Date of Approval by College Faculty</p>	<p style="text-align: center;"> Reported by College Dean</p>
<p style="text-align: center;">*Date of Approval by Undergraduate Council</p>	<p style="text-align: center;">Reported by Undergraduate Council Chair</p>
<p style="text-align: center;">*Date of Approval by Graduate Council</p>	<p style="text-align: center;">Reported by Graduate Council Chair</p>
<p style="text-align: center;">*Date of Approval by Health Care Colleges Council (HCCC)</p>	<p style="text-align: center;">Reported by HCCC Chair</p>
<p style="text-align: center;">*Date of Approval by Senate Council</p>	<p style="text-align: center;">Reported by Senate Council Office</p>
<p style="text-align: center;">*Date of Approval by University Senate</p>	<p style="text-align: center;">Reported by Senate Council Office</p>

*If applicable, as provided by the Rules of the University Senate.

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

CJT 591, Sections 301, 302, 303
(Registration call numbers 07019, 07020, 07021)
Special Topics in Communication: Family Communication
Winter, 2006-2007
10:00 a.m. – noon, 1:00 p.m. – 3:30 p.m.
Grehan Journalism Building

Instructor

Michael Irvin Arrington, Ph.D.

Grehan Building, Room 247

Office phone: 859-257-8676

E-mail address: michaelarrington@uky.edu

Office hours: 3:30 p.m. – 4:30 p.m. on class days (or by appointment)

Course Description

This course is designed to examine the communication concepts basic to understanding interaction in the family. The course explores communication issues that relate to family interaction, including conflict, power, intimacy, and the development of relationships.

Required Reading

Le Poire, B. A. (2006). *Family communication: Nurturing and control in a changing world*. Thousand Oaks, CA: Sage Publications.

Course Assignments

Reading quizzes

On selected dates (noted on the course schedule), students will take quizzes of true/false and/or multiple choice questions that cover the assigned readings for that day. **These quizzes will comprise 20% of your course grade.**

Exams

We will have two exams that will consist of short answer and/or essay questions. **Each exam is worth 20% of your grade.**

Report on Scholarly Research

Select a family communication article from a peer-reviewed journal that published original scholarly research. Write a 2-4 page report that describes the main points of the article and explains the important features of the study. Describe the rationale for the study, the design and method, the major findings, and the author's (or authors') general conclusions. What are the strengths and limitations of this research? How does this article contribute to your class's understanding of family communication? **This assignment will comprise 15% of your grade.**

Movie Analysis

Write a 5-7 page paper that applies course concepts to the family interaction in a movie. (Please refer to the appendix for a list of movie options.) Your paper should use examples from the movie to deepen understanding of course concepts and use course concepts to deepen understanding of interactions in the movie. Choose one or two key concepts from class and develop a careful and detailed analysis. The main focus of your paper is on a concept from class—this is not a movie review or summary. You should provide just enough background information about characters or movie plot to make your examples understandable. Use specific examples of interactions from the movie to support your. Connect your analysis to the readings from the course. Discuss specific ideas from class and explain how they relate to

specific incidents and/or issues in the movie. Your papers must adhere to the guidelines of the *Publication Manual of the American Psychological Association (5th ed.)* **The movie analysis will comprise 20% of your grade.**

Participation

This portion of your grade will reflect the degree to which you meet **my three non-negotiable expectations of each of you:**

- a) that you come to class prepared to contribute to the class discussion,
- b) that you listen attentively and not engage in side conversations or other distracting behaviors, and
- c) that while you may provide constructive criticism to your classmates, you must keep in mind that there is no room whatsoever for negative attacks or put-downs of other people or their stated positions, even when your opinions differ drastically from those of your classmates.

Simply put, students who miss class time (whether by arriving late, leaving early, napping during class, etc.) and/or impede the progress of the class (by disrespecting colleagues, disrupting the class, being unprepared to contribute to the class discussion) will not earn high participation grades. Violations of my aforementioned expectations will result in lowered participation grades. **Your participation grade is worth 5% of your final course grade.**

Additional work for graduate credit

Book review

Each student who wishes to count the course for graduate credit will compose a review of 1,000 – 1,300 words, contextualizing, summarizing, and critiquing a recent book that is relevant to the study of family communication. The book under review can be a single-authored text or an edited collection, but all students must receive approval from me for the books they choose.

Tentative Course Schedule

December 18	Welcome and Introduction to the Course Chapter 1: Introduction, Families, Communication, and Family Communication Chapter 2: Family Forms in Our Changing Society
December 19	Chapter 3: Theoretical Approaches to Understanding Communication in the Family Chapter 3 reading quiz
December 20	Chapter 4: Forming the New Family Pairing: Two Become One Chapter 4 reading quiz
December 21	Chapter 5: Communication in the Newly Formed Family: Adding Children Chapter 5 reading quiz
January 2	Midterm exam; Report on scholarly research due
January 3	Chapter 6: Nurturing and Controlling Communication: Raising Socioemotionally and Intellectually Competent Children Chapter 6 reading quiz

January 4	Chapter 7: Nurturing Communication in Marital Relationships: Encouraging Closeness, Stability, and Satisfaction Through Communication Chapter 8: Control in Marital Relationships and the Family: Conflict, Constructive and Destructive Conflict, and Violence Chapter 7/8 reading quiz
January 8	Chapter 9: Nurturing and Controlling Communication Surrounding Undesirable Behavior in the Family Chapter 10: Family Communication: Providing Nurturing and Control in a Changing World Chapter 9/10 reading quiz
January 9	Final exam; Movie analysis due

Plagiarism Policy

Don't plagiarize. Need I say more? Well, in case I do, allow me to quote the University of Kentucky's student handbook (<http://www.uky.edu/StudentAffairs/Code/part2.html>):

6.3.1 PLAGIARISM All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

I invite you to read the UK Code of Student Conduct to learn more about the university's rules governing academic regulations (at the website mentioned above).

Grading scale



A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
E	0-59.99

Late assignments

All course assignments should be turned in the day they are due, in class. Late assignments will have *10 percent* deducted from the score as a penalty for *each day* they are late.

Make-up policy

I expect each student to attend every class meeting. Because of the nature of this course, students hurt themselves and the rest of the class by failing to attend regularly. However, I will allow students to make up missed assignments, but only in cases of **religious holidays and documented medical absences**. If you must miss a paper/exam deadline because of such an event, please let me know as soon as possible -- after all, you have my office number and e-mail address -- and arrange to make up tests and papers within a week after you return to class. And if I schedule an assignment on one of your religion's holy days, and you cannot come to class that day, then **let me know by the end of the second week of class**, and we will make other arrangements for completing the assignment.

Special Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

In addition, if you have any particular issues and concerns regarding this course or your performance therein, please do not hesitate to contact me.

Things I hardly believe I need to put in writing

Turn off your cell phones and other electronic equipment before class begins. When phones, pagers, and the like go off and interrupt the class, I find it rude and annoying, and your classmates probably do, too. In addition, the distraction it creates illustrates the exact opposite of positive class participation (which, need I remind you, comprises 5% of your grade).

An easy way to incur the ill will of a professor is to miss class and then ask the professor whether we did anything in class while you were away. So here's a way to avoid such a potentially negative situation: Assume that we will always be doing something in class. If you miss a class, it is your responsibility to acquire notes from missed lectures (but not from me!). Consult a friend in the class; if necessary, make a new friend in class.

Finally, the discussions that take place in this course might lead us to inquire into our lives and to share some of our experiences with classmates. I want this classroom to be a safe space for those conversations, and I ask that you respect the diversity of people, experiences, and feelings we will encounter in this course.

Grading Scale for Graduate Students

100 – 90% = A

89.9 – 80% = B

79.9 – 70% = C

< 69.9% = E

Appendix: Movie Analysis Assignment

The following list contains films that feature various family communication phenomena. Some of the portrayals are more realistic than others, but they offer some assorted jumping-off points for discussion and assignments, and examples for lecture. For the movie analysis assignment, select a film from the list below.

About Schmidt

Bend It Like Beckham

Boyz N the Hood

Bye Bye Love

Father of the Bride

Magnolia

Mi Familia

My Big Fat Greek Wedding

Parenthood

Soul Food

The Birdcage

The Upside of Anger

Whale Rider

When a Man Loves a Woman