

RECEIVED

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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 11/11/2013

1b. Department/Division: Communication

1c. Contact Person

Name: Don Helme

Email: don.helme@uky.edu

Phone: 257-8886

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: COM 317

2c. Full Title: Communication in Family and Marital Relationships

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The goal of this course is to provide you with an in-depth understanding of the communication processes that take place in families and marriage (which includes, straight, gay, and common-law relationships). Emphasis is placed on the theoretical explanations of communication processes and on their practical application through communication behaviors that enhance familial interactions. The course reviews communication theories and theories from allied disciplines that have been employed in scholarly research of families and marriages. What you learn in this course will improve the quality of your family and marriage communication and relationships.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: approximately 100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course is proposed as a UK Core course for students outside the major that have an interest in a social science course that addresses the dynamic of communication in families and marital relationships (broadly defined). This course will serve as an elective for COM majors and will count towards degree fulfillment for COM minors.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ELCOHE2|Elisia Cohen|COM 317 NEW Dept Review|20131017

SIGNATURE|CEMONA2|E C Monaghan|COM 317 NEW College Review|20131115

SIGNATURE|ELCOHE2|Elisia Cohen|COM 317 NEW Dept Review|20140210

SIGNATURE|CEMONA2|E C Monaghan|COM 317 NEW College Review|20140211

SIGNATURE|DHELM0|Donald W Helme|COM 317 UKCEC Expert Review|20141027

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 317 COM 317MINOR_TEXT_FOR_TITLECOM 317MINOR_TEXT_FOR_TITLE&|20141031

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 317 NEW Undergrad Council Review|20141113

SIGNATURE|ELCOHE2|Elisia Cohen|COM 317 NEW Dept Review|20140210

SIGNATURE|CEMONA2|E C Monaghan|COM 317 NEW College Review|20140211

SIGNATURE|DHELM0|Donald W Helme|COM 317 UKCEC Expert Review|20141027

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 317 COM 317MINOR_TEXT_FOR_TITLECOM 317MINOR_TEXT_FOR_TITLE&|20141031

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 317 NEW Undergrad Council Review|20141113

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

	ID	Attachment
Delete	2437	Com 317 SocialScienceInquiryForm.doc
Delete	2554	ResubmissionLetter_317&326.docx
Delete	4029	COM 317 Revised.docx

First 1 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: COMMUNICATION AND INFORMATION Submission Date: 11/11/2013

b. * Department/Division: Communication

c.

* Contact Person Name: Don Helme Email: don.helme@uky.edu Phone: 257-8886

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes¹ No

b. * Prefix and Number: COM 317

c. * Full Title: Communication in Family and Marital Relationships

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain:		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

The goal of this course is to provide you with an in-depth understanding of the communication processes that take place in families and marriage (which includes, straight, gay, and common-law relationships). Emphasis is placed on the theoretical explanations of communication processes and on their practical application through communication behaviors that enhance familial interactions. The course reviews communication theories and theories from allied disciplines that have been employed in scholarly research of families and marriages. What you learn in this course will improve the quality of your family and marriage communication and relationships.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? approximately 100

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course is proposed as a UK Core course for students outside the major that have an interest in a social science course that addresses the dynamic of communication in families and marital relationships (broadly

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵for ANY program? Yes No

If YES ⁵, list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

**Course Review Form
Inquiry in the Social Sciences**

Reviewer Recommendation

Accept Revisions Needed

Course: COM 317

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Learning Outcome #1: Students will understand the nature of foundational family and marital communication theories and concepts

Example assignments: Exams

Brief Description:

Exams:

There will be four exams (inclusive of a cumulative final exam) to celebrate the knowledge you glean in this course. Any course material presented in any form (e.g., lecture, text, class discussion) may be covered in the exams. The exams may include multiple choice, matching, and/or true/false items.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Learning Outcome #2: Students will employ effective family and marital communication skills

Example assignments: Skill Development Reflections

Brief Description:

This course is designed to help you develop your communication skills by providing opportunities to talk about how to apply concepts in your everyday lives. Throughout the semester, I will present various guidelines for effective communication related to the specific topics we cover. You are asked to select one communication guideline from four of the lectures (i.e., you should choose four guidelines total, but each one should be from a different lecture) and try it out. For each guideline you choose, you should complete a brief essay describing your experience. The required length for each essay is 2-3 pages. In your essays, you should address the following: (a) Identify the specific guideline from lecture you selected and briefly explain why you chose that guideline. (b) Explain what happened when you attempted to implement the guideline. Give details about the situation in which your attempt occurred, what you said and did, what others said and did, and so on. (3) Evaluate the outcome of your attempt. Were you more successful in accomplishing the purpose of the conversation than if you had not tried to follow the guideline? Were the identity and relationship processes more successful than if you had not tried to follow the guideline? Why or why not? How did you and others feel? and (4) What would you do similarly or differently next time?

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Brief Description:

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Learning Outcome #3: Students will demonstrate the ability to analyze and explain their own family and marital communication using academic writing

Example Assignment: Translational Blog

Brief Description:

A primary criticism of interpersonal research is that it is shared among academic audiences, but often it does not get disseminated in a way that actually helps the people we study. In this course, you are asked to write a blog post as a means of translating the content that we study into a form that is accessible to a broader audience. You may choose to write your post about any of the topics we discuss in class, so pick an area that is particularly interesting to you or that you think would be helpful to others. In the post, you should (a) present the topic in an attention-grabbing way (consider beginning with an interesting story or a surprising statistic), (b) explain why the topic matters (make sure you answer the "so what?" question), (c) summarize research findings that speak to the topic (reference – and cite! – at least 3 scholarly sources in each post), and (d) offer theoretically-based and evidence-based advice for interpersonal communication (provide several concrete take-aways based on your cited research).

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Brief Description:

Reviewer's Comments



Elisia L. Cohen, Ph.D.
Department Chair &
Associate Professor
Department of Communication
228 Grehan Bldg.
Lexington, KY 40506-0042
859-257-43323
Fax: 859-257-4103
www.uky.edu/CommInfoStudies

November 11, 2013

Re: For Faculty Council Consideration: Submission of Com 317 Family Communication and Com 326 Communication Strategies for Professional Excellence

To Whom It May Concern:

Please refer to the attached syllabi and supporting paperwork for the resubmission review of COM 326 and COM 317 originally submitted October 14, 2013 for addition to the approved curriculum for the Department of Communication.

COM 326:

The decision of the Faculty Council meeting on October 28th, 2013 was to request that COM seek the input and approval of all potentially affected parties of the proposed COM 317 & 326 course, in addition to making it explicit that COM 326 will meet the upcoming GCCR requirements when they are implemented Fall 2014. In reference to the potentially affected parties, we sought input and advice from our colleagues in ISC and were able to work to a mutually agreeable set of changes, and as such we now have support for COM 326 from Alyssa Eckman in ISC. We also consulted with Adam Banks & Jasmine Nealy in WRD and have received their approval and support for COM 326 as well. In order to reduce/eliminate overlap with CIS 300 in regards to assignments and coursework we reviewed the syllabus and worked to make changes to ensure differentiation, but are still in talks with LIS.

Additionally, we have worked using the criteria available to ensure that COM 326 will meet the GCCR requirements and have received support from Adam Banks of WRD that indeed the course does meet the requirements and he will offer that assessment publicly if asked by the GCCR committee.

COM 317:

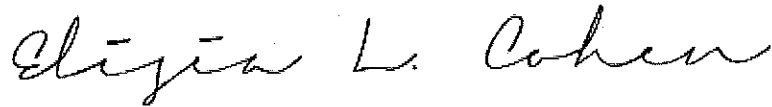
Donna Smith, the Director of Undergraduate Studies for Family Studies was consulted about potential overlap from COM 317 and their course(s), but to date we have not received word back on a decision from their Undergraduate Curriculum Committee.

Email exchanges documenting the negotiations referenced above are available upon request of the Faculty Council.

If you have any questions about this course please do not hesitate to contact our Director of Undergraduate Studies (Don Helme, don.helme@uky.edu) or me.

Thank you,

Sincerely,

A handwritten signature in cursive script that reads "Elisia L. Cohen". The signature is written in black ink and is positioned above the printed name and title.

Elisia L. Cohen, Ph.D.
Department Chair & Associate Professor

COM 317: Family Communication (3 credits)
University of Kentucky Department of Communication
Spring Semester, 2015

Instructor: Dr. Allison Scott

Email:

Office:

Office hours:

COURSE GOAL AND RATIONALE

The goal of this course is to provide you with an in-depth understanding of the communication processes that take place in families. Emphasis is placed on the theoretical explanations of communication processes and on their practical application through communication behaviors that enhance familial interactions. The course reviews communication theories and theories from allied disciplines that have been employed in scholarly research of families. What you learn in this course will improve the quality of your family communication and relationships.

STUDENT LEARNING OUTCOMES

By the end of the semester,

1. Students will understand the nature of foundational family communication theories and concepts
2. Students will employ effective family and marital communication skills
3. Students will demonstrate the ability to analyze and explain their own family and marital communication using academic writing

REQUIRED MATERIALS

Galvin, K. M., Braithwaite, D. O, & Bylund, C. L. (2015). *Family communication: Cohesion and change* (9th ed.). Boston, MA: Pearson.

Email Account: All students must have a working UKY email account and check it daily.

COURSE EXPECTATIONS

Level of Difficulty

This course is designed so that students with only limited prior exposure to interpersonal communication theory should be able to complete it successfully, as long as they are committed to engage the material thoroughly and critically. Given the size of the class, most material will necessarily be presented in lecture format, but some of our time will be spent in activities and discussion. For this course to be successful, and for you to optimally benefit from enrollment, you will need to complete the assigned reading before class. I expect you to be well-prepared to make thoughtful, respectful contributions to class discussion.

Attendance

I do not monitor class attendance, so there is no need for you to present me with excused absence documentation. However, you are responsible for all information presented in class (a great deal of which will be material that is not readily available elsewhere), and the best way to ensure your preparedness for examinations and written work is regular attendance. If you miss class, it would be prudent to check with several classmates about the material we covered during the missed class period.

Meeting Deadlines

By definition, late work is below average. Late work not only creates logistical difficulty for me, but it is unfair to those students who completed the work on time. For these reasons, any late work will incur a penalty of 10% deduction for each day it is late (including weekends), with the exception of university approved absences with documentation - in which cases, I will expect early work submissions for anticipated absences (i.e., athletic events, university trips, and religious holidays) and late work submissions within one week of the unanticipated absence (i.e., illness, death in the family, or extenuating circumstances). Make-up exams will not be given except under extenuating circumstances with satisfactory documentation. If such a situation arises, please contact me as soon as possible. Contacting me sooner rather than later helps your credibility and gives me more flexibility.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she 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 for essays and papers and in the form of "oral footnotes" in public speeches. 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 (Section 6.3.1).

Written Work

Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. Good writing should be reasonably free of mistakes and

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without composition errors, which are called gross errors (sentence fragments, run-on sentences, subject-verb disagreement, misspelled words, and typographical errors which result in such errors). PLEASE proofread your papers; do not leave it up to your computer software.

All of your work **MUST BE TYPED** (using no more than 12 point type with 1 inch margins on all sides per APA) and double-spaced--unless otherwise indicated by the instructor. Submit all written assignments before class on the designated due date. Failure to meet written work guidelines will result in a grade penalty.

Blackboard Policy

I am responsive to student needs for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings. I will verbally note any changes in our schedule during class, as well as via Blackboard announcements; therefore, be sure to check your email and Blackboard regularly for updates and announcements.

Email Policy

Please use email as a primary means of contact. Allow 24 hours response time. Use basic courtesy when emailing.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a *Letter of Accommodation* from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu)

Grievance Procedure

If you have tried to resolve an issue with your instructor and are not satisfied, you should contact Dr. Don Helme, the Director of Undergraduate Studies in Communication at don.helme@uky.edu for an appointment.

ADDITIONAL STUDENT RESOURCES

The **Multimodal Communication Lab (MC3)** is located in 107A Grehan (phone: 859-218-0221 or 859-257-8370). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and Create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: <http://cis.uky.edu/icd/mc3-schedule>

The **Writing Center** is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 859-257-1368). The staff can help you identify and correct problems with your writing. I will not require you to go to The Writing Center, but I recommend that all of you consider going if you feel stuck at any stage of the writing process. You can also schedule an appointment online at: <http://wrd.as.uky.edu/writing-center>

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Academic Enhancement, located in **The Study**, is a centralized academic unit responsible for programs and services for students, faculty, and staff intended to promote effective learning strategies in and out of the classroom in order to enhance the academic experience of all students at the University of Kentucky. For more information visit: <http://www.uky.edu/AE/>

ASSESSMENT

For this course, the following grading standards will be used.

A -- achievement that is outstanding relative to course requirements.

B -- achievement that is significantly above the level of course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet full requirements.

F -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I."

300+ = D, 350+ = C, 400+ = B, 450+ = A

Extra credit is not offered.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Exams: 2 x 50 points each + 1 x 100 points = 200 points total

There will be three exams (inclusive of a cumulative final exam at 100 points) to celebrate the knowledge you glean in this course. Any course material presented in any form (e.g., lecture, text, class discussion) may be covered in the exams. The exams may include multiple choice, matching, and/or true/false items.

Skill Development Essays: 3 x 50 points each = 150 total

This course is designed to help you develop your communication skills by providing opportunities to talk about how to apply concepts in your everyday lives. Throughout the semester, I will present various guidelines that will help you become a more ethical and competent communicator related to the specific topics we cover; ethical, competent communicators are able to adapt their messages to meet the needs of self, the relationship, and the situation. For each of these essays, you are asked to select one communication guideline from one of the lectures (i.e., since we will complete three essays total, you should choose a total of three unique guidelines from three unique lectures to implement) and try it out. For each guideline you choose, you should complete a brief essay describing your experience. The required length for each essay is 2-3 pages. In your essays, you should address the following: (a) Identify the specific guideline from lecture you selected and briefly explain why you chose that guideline. (b) Explain what happened when you attempted to implement the guideline. Give details about the situation in which your attempt occurred, what you said and did, what others said and did, and so on. (3) Evaluate the outcome of your attempt. Were you more successful in accomplishing the purpose of the conversation than if you had not tried to follow the guideline? Were the identity and relationship processes more successful than if you had not tried to follow the guideline? Why or why not? How did you and others feel? and (4) What would you do similarly or differently next time?

Annotated Reference Page: 1 x 50 points

In order to prepare for the translational blog, you need to choose a topic, develop a research question, and find a minimum of three scholarly sources on which to base your project. You may choose to further research any of the topics we discuss in class, so pick an area that is particularly interesting to you or that

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you think would be helpful to others. Once you pinpoint a topic, you will develop a research question that will guide the rest of your project. Think of it this way, what would you like to discover about your topic that would dig deeper than we discussed in class? What would you like to learn that could benefit your family? What was left unanswered in your mind? This research question will be your thesis. After you define your research question, you need to find a minimum of three scholarly sources from communication journals that help to answer your question. Finally, you will complete an annotated reference page in accurate APA format. Each annotation should summarize the source, analyze its credibility (currency, relevancy, authority, accuracy, purpose – taking into consideration its methods and any limitations thereof), and connect its findings to your research question (i.e., what did you learn from the source that helps answer your research question and what did you learn that could be applied to benefit your own family and/or families in general).

Translational Blog: 1 x 100 points

A common criticism of interpersonal research is that it is shared among academic audiences, but often it does not get disseminated in a way that actually helps the people we study. In this course, you are asked to write a blog post as a means of translating the content that we study into a form that is accessible to a broader audience. You will use the topic/research question you defined in your annotated reference page to guide this project. In the post, you should (a) present the topic in an attention-grabbing way (consider beginning with an interesting story or a surprising statistic), (b) explain why the topic matters (make sure you answer the “so what?” question), (c) summarize research findings that speak to the topic (reference – and cite! – at least 3 scholarly sources in each post – these should be the ones you analyzed for the annotated reference page), and (d) offer theoretically-based and evidence-based advice for family communication (provide several concrete take-aways based on your cited research). Your blog post should be written with a general, non-academic audience in mind. (You do not need to actually post the blog online, although you are certainly welcome to do so.) The recommended length for the blog post is 3-4 pages. In addition to submitting a hard copy of the blog in class, the post must be submitted via Blackboard. If looking at blog posts submitted by previous students would be helpful to you, sample blog posts are available on Blackboard.

TENTATIVE DAILY SCHEDULE

Any changes will be verbally announced and/or posted on Blackboard.

Date	Readings/Assessments Due
Jan 15	Introductions
Jan 20	Chapter 1
Jan 22	Chapter 2
Jan 27	Chapter 3
Jan 29	Chapter 3
Feb 3	Chapter 4
Feb 5	Skill development essay workshop
Feb 10	Review
Feb 12	Exam 1
Feb 17	Chapter 5
Feb 19	Skill development essay 1
Feb 24	Chapter 5
Feb 26	Chapter 6
Mar 3	Chapter 6
Mar 5	Chapter 7
Mar 10	Skill development essay 2/Annotated reference page workshop
Mar 12	Chapter 8
Mar 17	<i>No Class: Spring Break</i>
Mar 19	<i>No Class: Spring Break</i>
Mar 24	Chapter 8/Review
Mar 26	Exam 2
Mar 31	Chapter 9
Apr 2	Annotated reference page
Apr 7	Chapter 9
Apr 9	Translational blog workshop
Apr 14	Chapter 10
Apr 16	Chapter 11
Apr 21	Translational blog
Apr 23	Chapter 12
Apr 28	Skill development essay 3
April 30	Review
May ?	Final exam – cumulative
