



School of Human Sciences
Family Communication - HMS 313.501
Spring 2020

Instructor: Dr. Rachel Jumper
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Prerequisites: None

Class Time: Weeks run Monday at 12:01 AM-Sunday 11:59PM
Class Location: Online
Office Hours: Monday 9-11am; Tuesday 10-12pm; Friday 8-9am
Credits: 3

I. Course Description:

Explores marital and family relationships and family systems to understand how families develop, maintain, enhance, and disturb family relationships through verbal and non-verbal communication.

Course Justification:

Diversity Statement: James I. Perkins College of Education Diversity Statement is found at the following link: <http://coe.sfasu.edu/about-us/>

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

This course related to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:

- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes.

- Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
- Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

- Recognize the impact of personality and communication skills on family systems across generations.
- Recognize the developmental stages of relationships in family systems
- Analyze interpersonal relationships among family members using various theories and perspectives
- Develop and implement relationship enhancement and enrichment strategies for families
- Develop and implement effective communication, problem solving, and conflict management strategies for families
- Communicate aspects of family relationships within the context of developmental stages
- Facilitate and strengthen family communication processes, conflict-management, and problem solving skills

Family Life Educator Certification:

Information from this class should be retained to use for review purposes for the National Council on Family Relations (NCFR) exam to be a Certified Family Life Educator. Please visit the NCFR for more information. The course content in this course (HMS 313) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 2, and 5). There are a total of ten content areas in all—but primarily only two are covered in this course:

Area II: Internal dynamics of families

Area V: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology (rubrics on D2L):

1. **Course Content Quizzes.** There will be 3 Course Content Quizzes on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams.

Important notes on quizzes:

- a. All Quizzes will be taken online via D2L. The D2L Quiz will open on the date that the Quiz is scheduled (see course timeline) at 8am and close at 9pm. Once you start you have 120 minutes to complete the Quiz.
- b. Students must have computer access and need to log in promptly in order to take the given Quiz. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. ****NOTE:** if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing Quizzes.
- c. Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason. Specifically, students should notify the professor as soon as possible, and preferably more than a week prior to the regularly scheduled Quiz date. Missing the scheduled Quiz date without prior permission from the professor means that a student will earn a zero for the given Quiz.

2. **Course Activities:** There will be five general course activities throughout the semester for which you will receive a grade. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names and due dates.

General Note on Late Assignments:

Late assignments will not be accepted. Examples of these late assignments would be submitting assignments as an attachment via email to the professor, requesting to submit the assignment after the due date has passed, requesting to redo the assignment after points have already been assigned, and if the assignment was submitted with improper formatting. You should always review the documents that you upload in Dropbox to ensure that they are readable and the appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

Use of Technology:

Please make sure that you have access to a working computer that has an internet connection. You will use D2L to submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and myself. Internet access is an essential part of the course.

Important notes about D2L:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades **at least once a week**. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one-week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

IV. Evaluation & Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100-point scale, but will be weighted according to the percentages below.

A = 89.5% -100%

B = 79.5% - 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight	SLOs Addressed
Course Content Quizzes				1, 2, 3, 4, 5
	Course Content Quiz 1	100	20%	
	Course Content Quiz 2	100	20%	
	Course Content Quiz 3	100	20%	
Course Activities				1, 2, 3, 4, 5
	Activity #1: Introductory Discussion	10		
	Activity #2: Theory Discussion	20		
	Activity #3: Family Stories Discussion	10		
	Activity #4: Reflection paper on relationships	20		
	Activity #5: Discussion on siblings	20		
	Activity #6: Reflection paper on family stress	20		
	DISCUSSION TOTAL	100	40%	
TOTAL			100%	

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An explanation of how to determine your grade will be given in class and an excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your weighted grade for you throughout the semester.

V. Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm. All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!

Week	Date	Topics/Content	Readings from book	Activities & Assignments
1	Jan 15-19	Welcome to the Course: What is a family?	Ch. 1	Activity #1: Introductory Quiz & Introductory Discussion (Due by Jan 26 th at 11:59 PM)
2	Jan 20-26	Theory	Ch. 2	Activity #2: Discussion on theory
3	Jan 27- Feb 2	Family Interaction	Chs. 3 & 4	Activity #3: Family Stories Discussion
4	Feb 3-9	Communication & Dating	Ch. 5	
5	Feb 10-16	Communication & Intimate Partnerships	Ch. 6	
6	Feb 17-23	Content Quiz # 1		Content Quiz (Exam) #1 Chapters 1-6
7	Feb 24- Mar 1	Parent Child Relationships	Ch 7	Activity #4: Reflection paper on relationships
8	Mar 2-8	Siblings	Ch 8	Activity #5: Discussion on siblings
Spring Break March 9-15				
9	Mar 16-22	Extended family	Ch 9	
10	Mar 23-29	Family Stress	Ch 10	
11	Mar 30- April 5	Family Stressors	Ch 11	Activity #6: Reflection paper on family stressors
12	April 6-8	Content Quiz #2		Content Quiz (Exam) #2 Chapters 9-11 *Apr 9-12 is a student holiday*
13	Apr 13-19	Divorce & Remarriage/Stepfamilies	Ch. 13	
14	Apr 20-26	Family Mental & Physical Health	Chs. 14 & 15	
15	Apr 27- May 3	Improving Family Communication	Ch. 17	Review for Comprehensive Final Exam
16	May 4-6	Final Exam Content Quiz #3		Comprehensive Final Exam DUE BY 11:59 PM May 6th 2020

VI. Course Readings (Required): You may purchase digital copies if available.

1. Segrin, C. & Flora, J. (2011). *Family Communication* (2nd ed.). New York: Routledge
2. Some lectures may require additional online readings. Online links to articles are provided to you in D2L in these cases.

Course Readings (Recommended):

You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered for readings, it will be announced in class and offered to all students. **Under no circumstances will extra credit be offered on an individual student basis.**

VII. Course Evaluations:

"Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Course evaluations may be used for extra credit at the discretion of the instructor. If the opportunity for extra credit is offered, it will always be offered to the entire class and never on an individual basis.

VIII. Student Ethics and Other Policy Information: Found at <http://www.sfasu.edu/policies/>

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be

subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Other Relevant Course Information:

Background Check Statement:

For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student's responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don't anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.