School of Human Sciences
Family Communication - HDFS 3313.501
Summer 2022

Instructor: Rachel Jumper, Ph.D.
Office Phone: (936) 468-2209
Office Hours: Wednesdays 9-11 am (CST) via Zoom
Prerequisites: None

Course Time & Location: Online course – all modules open July 5th at 12:01 AM (CST)
Email: jumperr@sfasu.edu or through D2L
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: HDFS 3313 “Family Communication” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 2390 hours over the six week semester and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

Course Delivery Modality: Course is delivered 100% online – asynchronously.

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.

Additional information about the College of Education vision, mission, and core values can be found at http://coe.sfasu.edu/about-us.

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV).

III. 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 (HDFS 3313) 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.

IV. 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 Quizzes will open on the first day of class at 12:01 AM CST. They are due on the date listed on the calendar by 11:59 PM (CST). Please note the different time for the final quiz which is due by NOON on the due date. Once you start, you have 120 minutes to complete the Quiz. You may take the quiz early, but once you start, you must complete the exam! Do NOT start the exam before you are ready to take it. You will not be allowed to take it again once you begin.
   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 should take the exam early if they have a scheduling conflict on the due date. Missing a due date will result in a “0” for the exam.
2. **Course Activities:** There will be six 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 the first day of class at 12:01 AM (CST) and close Sunday at 11:59 pm on their due date. See the course calendar for activity names and due dates. Activities may be completed early (prior to the due date), but once submitted to D2L will be considered final. Do not upload rough drafts or unfinished work unless you want it to be graded as your final product.

**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 a reliable internet connection. You will also need to have speakers/headphones that work to complete the course. You will use Brightspace (D2L) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access, access to Brightspace, and an SFA email account that you check often are essential parts of the course.

**Required Technology:**

- Working computer
- Reliable internet
- Camera & speakers
- Brightspace access
- SFA email

**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.

5. Technical Support – if at any point during the course you experience technical difficulties in Brightspace, please:
a. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
b. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.

Mistakes in the Course: If you see a mistake in the course, aren’t able to open a document that should be open, see a due date that is incorrect, etc., please contact me ASAP!!! I check and double check the course, but I am still human, and as such, I make mistakes. Please do not be afraid to let me know! The sooner you notify me, the sooner I can fix it – and the better the course becomes!!
V. **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:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
<th>SLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content Quizzes</td>
<td>Course Content Quiz 1</td>
<td>100</td>
<td>10%</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td></td>
<td>Course Content Quiz 2</td>
<td>100</td>
<td>25%</td>
<td></td>
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<tr>
<td></td>
<td>Course Content Quiz 3</td>
<td>100</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Course Activities</td>
<td>Activity #1: Introductory Discussion</td>
<td>10</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
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<td></td>
<td>Activity #2: Theory Discussion</td>
<td>20</td>
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<td></td>
<td>Activity #3: Family Stories Discussion</td>
<td>10</td>
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<td>Activity #4: Reflection paper on relationships</td>
<td>20</td>
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<td></td>
<td>Activity #5: Discussion on siblings</td>
<td>20</td>
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<td></td>
<td>Activity #6: Reflection paper on family stress</td>
<td>20</td>
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<td></td>
<td>DISCUSSION TOTAL</td>
<td>100</td>
<td>40%</td>
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<td><strong>TOTAL</strong></td>
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<td>100%</td>
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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. If you ever have grade questions, please ask, I feel very strongly that your standing in the course should never be a mystery to you!!
VI. **Tentative Course Outline**  
**NOTE:** Modules will all open on the first day of class at 12:01AM. Assignments are due on the due dates listed below by 11:59 PM (CST) unless otherwise noted. Early submissions are welcome. All submissions to D2L Dropbox are considered final and will be graded as submitted. Late work is not accepted for credit.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module/Topics/Content</th>
<th>Readings from book</th>
<th>Activities &amp; Assignments</th>
<th>Assignment Due Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>July 5-10</td>
<td>Module 1: Welcome to the Course: What is a family?</td>
<td>Ch. 1</td>
<td>Activity #1: Introductory Quiz &amp; Introductory Discussion</td>
<td>July 10</td>
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<tr>
<td></td>
<td></td>
<td>Module 2: Theory</td>
<td>Ch. 2</td>
<td>Activity #2: Discussion on theory</td>
<td>July 10</td>
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<td>2</td>
<td>July 11-17</td>
<td>Module 3: Family Interaction</td>
<td>Chs. 3 &amp; 4</td>
<td>Activity #3: Family Stories Discussion</td>
<td>July 13</td>
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<td>Module 4: Communication &amp; Dating</td>
<td>Ch. 5</td>
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<td>Module 5: Communication &amp; Intimate Partnerships</td>
<td>Ch. 6</td>
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<td>Module 6: Content Quiz # 1</td>
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<td>Content Quiz (Exam) #1 Chapters 1-6</td>
<td>July 17</td>
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<td>3</td>
<td>July 18-24</td>
<td>Module 7: Parent Child Relationships</td>
<td>Ch 7</td>
<td>Activity #4: Reflection paper on relationships</td>
<td>July 20</td>
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<td>Module 8: Siblings</td>
<td>Ch 8</td>
<td>Activity #5: Discussion on siblings</td>
<td>July 24</td>
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<td>Module 9: Extended family</td>
<td>Ch 9</td>
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<td>4</td>
<td>July 25-31</td>
<td>Module 10: Family Stress</td>
<td>Ch 10</td>
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<td>Module 11: Family Stressors</td>
<td>Ch 11</td>
<td>Activity #6: Reflection paper on family stressors</td>
<td>July 27</td>
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<td></td>
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<td>Module 12: Content Quiz #2</td>
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<td>Content Quiz (Exam) #2 Chapters 7-11</td>
<td>July 31</td>
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<td>5</td>
<td>August 1-4</td>
<td>Module 13: Divorce &amp; Remarriage/Stepfamilies</td>
<td>Ch. 12 &amp; 13</td>
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<td>Module 14: Family Mental &amp; Physical Health</td>
<td>Chs. 14 &amp; 15</td>
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<td>Module 15: Improving Family Communication</td>
<td>Ch. 17</td>
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<td>Module 16: Final Exam</td>
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<td>Content Quiz (Exam) #3 Chapters 12-17 DUE BY NOON August 4</td>
<td>August 4</td>
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<td>Content Quiz #3</td>
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VII. Course Readings (Required): You may purchase digital copies if available.
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.**

VIII. 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.

VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in
the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X. Other Relevant Course Information:

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem
solving, and other exchanges of ideas. It is the student’s responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.

**Zoom Office Hours**
I conduct my office hours (as much as I can) as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You’ll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don’t worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven’t forgotten you are there.

**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.