<table>
<thead>
<tr>
<th><strong>1. Effective Semester:</strong> FALL 2016</th>
</tr>
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<tbody>
<tr>
<td><strong>2. College:</strong></td>
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<tr>
<td>Fine Arts and Communication</td>
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<tr>
<td><strong>3. Department/School/Program:</strong></td>
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<tr>
<td>Communication Studies</td>
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<tr>
<td><strong>4. Prefix/Subject Number</strong></td>
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<tr>
<td>C O M M 5 3 1 4</td>
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<tr>
<td><strong>5. Course Title:</strong></td>
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<tr>
<td>Proposed Long Family Communication</td>
</tr>
<tr>
<td>Abbreviated (18 characters only including spaces)</td>
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<tr>
<td>Family Comm</td>
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<td><strong>6. Course Description (complete sentences in 50 words or less):</strong> This course explores the communication processes associated with families. Topic areas for exploration will include: storytelling, intimacy, conflict, rituals, religion, health-illness, and death. The goal is to further understand interdisciplinary research and theory related to family interactions embedded in larger webs of social, cultural, and generational relationships.</td>
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<tr>
<td><strong>7. Prerequisites (Including Minimum Grade Required):</strong> None</td>
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<td><strong>8. Co-Requisites (Including Concurrent Enrollment Allowed):</strong> None</td>
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<tr>
<td><strong>9. Restrictions:</strong> Must receive permission to enroll from the Department of Communication Studies Graduate Director</td>
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10. Course Data

CIP Code (10 digits - no spaces or periods)

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Yes</td>
<td>3</td>
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<tr>
<td>2-Lab</td>
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<td>No</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<tr>
<td>0-Individualized</td>
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<tr>
<td>C-Clinical Writing</td>
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Valid Grade Mode
(choose only one)
(See PPS 4.07 for definitions.)

- Standard Letter [X]
- Credit/No Credit
- Leveling/Assistantships/ESL
- Developmental

Writing Intensive? [X] Yes
Topics Course? [X] Yes

Course Equivalency(s)
(Prefix and Number)

11. Justification for the course action:

Degree: MA in Communication Studies
Minor:
Certificate:

Explain why the new course is needed.
The study of human relationships is essential across personal, professional and public life. This course provides a focused introduction to literature on this topic.
12. Course Goals and Objectives:
   - Must be stated in measurable terms using action verbs. Please refer to Bloom’s Taxonomy of Measurable Verbs.

1. Define family communication.
2. Analyze, and critique a wide variety of theoretical perspectives explaining and predicting family communication.
3. Explore the methods (especially qualitative methods-interviewing) for studying family communication research.
4. Explore how family relationships are created through communication.
5. Examine the communication patterns in the family from different dyads within the family and for different types of family relationships (marital; parent-child; sibling; divorced; step-families).
6. Explore the impact of communication at different life stages of families.
7. Analyze communication processes prevalent in the family (i.e., self-disclosure, privacy, face loss and/or face saving techniques, intimacy, conflict, deception, politeness, comforting behaviors, etc.).
8. Increase the breadth and depth of your knowledge in the area of family communication.
9. Increase your critical thinking and writing skills.

13. Description of Instructional Methodologies:
   - Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

Methodologies will include
- Leading class discussions over assigned material supplemented with individual research.
- Exam over class material.
- Narrative family communication project paper requiring literature reviews qualitative interviews, a final paper with results and discussion and a presentation of the student’s research reflected in the paper as shown below:

**Literature Review [Part I] (75 points)** Looking ahead to the Narrative Family Project, identify a family phenomenon, or problem, or transition, that Communication Scholars have been investigating and write up a literature review concerning what is already known, what still needs to be investigated, and explain why this is an important area of study. Keep in mind that you are going to be conducting a qualitative research study that focuses on describing phenomenon and not measuring something. (7-10 pages in text + title page and references. See grading sheet for specific details/criteria.)

**Methodology [Part II] (50 points)** Now that you are actively working on the Narrative Family Project, this assignment focuses on HOW you go about using a qualitative method (specifically interviewing) to learn more about a phenomenon. This paper will focus on Participants, Procedures, and Data Analysis descriptions (2-4 pages in length + title page and references. See grading sheet for specific details/criteria). You will also be conducting
interviews around this time period—I recommend that you run your Interview questions by Dr. Keeley.

**Typed Transcripts [Part III] (25 points)** You must transcribe word for word each of your 5 interviews and identify the length of each interview. A copy of this must be turned into me—this is more to insure that the job gets done and completed in a timely manner. You should be analyzing your data through this process as well as immediately following this process.

**Final Paper Family Narrative Project [Part IV] (125 points)** This paper will be the culmination of the work that you have been doing all semester. You will be presenting new material regarding the Results and Discussion section and you will have the opportunity to rewrite/update/correct the Literature Review and the Methods section that you completed earlier. This will be your final product and should be one cohesive paper that you can submit to a conference for presentation and perhaps with additional work outside of this class you may be able to submit this paper to a journal. For students that are not interested in going on for a Ph.D. and/or submitting a paper to a journal, this work will give you a product in which you could build a workshop around or simply give you a paper that has informed you about a family communication phenomenon. In addition, in many jobs, the ability to conduct an effective interview is a talent and an asset.

**Presentation of Narrative Project (10 points):**
Each person/dyad/triad will present their findings and conclusions. Each presentation should include a typed outline for each member of the class with the top 5-10 references on the back. Presentations should last 10-15 minutes.

14. **Assessment of Student Learning:**
- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

**Assessment Products**

<table>
<thead>
<tr>
<th>Assessment Product</th>
<th>Points</th>
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<tbody>
<tr>
<td>Daily Questions &amp; Participation</td>
<td>40</td>
</tr>
<tr>
<td>Literature Review (Part I, Narrative Project)</td>
<td>75</td>
</tr>
<tr>
<td>Methodology Paper (Part II, Narrative Project)</td>
<td>50</td>
</tr>
<tr>
<td>Typed Transcriptions (Part III, Narrative project)</td>
<td>25</td>
</tr>
<tr>
<td>Narrative Final Paper Project (Part IV, Narrative Project)</td>
<td>125</td>
</tr>
<tr>
<td>Narrative Project Presentation</td>
<td>10</td>
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<tr>
<td>Exam</td>
<td>100</td>
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</table>

**Total Points Possible** ........................................................................ 425
### 15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught.

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Week 9: Discipline &amp; Rituals</th>
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</thead>
<tbody>
<tr>
<td>Course introduction/overview/Narrative project discussed.</td>
<td>Week 10: Media-Family Interface</td>
</tr>
<tr>
<td>Defining family and family COMM research</td>
<td>Week 11: Healthcare-Family Interface</td>
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<tr>
<td>Introduce trailer and interview regarding “Stories we tell.”</td>
<td>Typed Transcripts Due (Part III, Narrative Project)</td>
</tr>
<tr>
<td>Week 2: Storytelling/Narratives. Video: “Stories We Tell.”</td>
<td>Week 12: Work-Family Interface</td>
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<tr>
<td>Week 3: Theoretical and Methodological Foundations</td>
<td>Week 13: Exam for semester</td>
</tr>
<tr>
<td>Week 4: Theoretical and Methodological Foundations</td>
<td>Week 14: Narrative project presentations</td>
</tr>
<tr>
<td>Week 5: End of Life Video: “How to Die in Oregon.” Literature Review (Part I of Narrative Project DUE)</td>
<td>Paper Due with Results and Discussion sections included (Part IV of Narrative Project)</td>
</tr>
<tr>
<td>Week 6: Intimacy</td>
<td>Week 15: Narrative project presentations</td>
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<tr>
<td>Week 7: Conflict</td>
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</tbody>
</table>
16. Suggested Textbook(s) and Other Learning Resources:
- Must list the required and/or recommended resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)


Recommended Textbook:

17. Bibliography:
- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.


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18. Approvals:

*Department Chair/Program Director/School Director*

*Chair of College Curriculum Committee*

*Dean of College*

*Dean of The Graduate College (if applicable)*

*Chair of University Curriculum Committee (if applicable)*

Date

1-23-15

2-25-15

2/26/15

6/12/15