

Fond du Lac Tribal and Community College
COURSE OUTLINE

I. Catalog Information

A. Title of Course: Family Communications B. Course Designator: SPCH 2010

C. Number of Credits: Lecture _____ Lab 3 D. Control Number: 30

E. Catalog/Course description:

Building on communication principles, theories, and models, this course explores the role of communication in the family. Students will be required to examine and identify the communication patterns and styles in their own nuclear families of origin as well as their extended, created families. Students will explore how culture impacts the family communication process and how family communication interfaces with other environments in their lives. (Meets MnTC goal area 7).

F. Course prerequisites: None

G. Date Approved: 2001

Date Revised: 02/03/10

II. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers)

Textbook: Family Communication: Cohesion and Change, 5th Edition, Kathleen Galvin and Bernard J. Brommel, Longman Publishing, New York, 2000.

A self-selected contemporary family memoir (A Multicultural Suggested Reading List will be provided. Students are free to select their own book after consultation with the instructor).

Copies of articles from the quarterly Family Communication Journal.

Students will be provided with Family Case Studies, Applied Communication Worksheets and other handouts throughout the semester.

Movies will be viewed for communication analysis.

Ethnographic Observation (Field Work) of Family Communication will be required.

Use of Internet and Library for research purposes.

Panels and Forums with Community Guest Speakers.

III. Learning Goals, Outcomes, and Assessment Minimum of one goal and two learning outcomes in each competency. *If your course does not meet one of the Competencies Across the Curriculum, please justify your rationale.* Minimum of two assessment measures for each learning outcome. Add other goals and outcomes as needed. If this course is part of the Minnesota Transfer Curriculum (MnTC), attach the MnTC goals, outcomes, and your assessment measures to this form; if possible, use them to complete the information below.

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information.)

1. Learning Goals:

Goal: The student will become knowledgeable in the use of the internet and library for research purposes.

2. Learning Outcomes and Assessments:

Outcome: The student will demonstrate competency in accessing information relevant to research projects in Family Communication.

Outcome: The student will share information via power point, various websites, and printed sources during oral presentations.

Assessment: The student will be evaluated on the depth and breadth of research sources examined in oral presentations.

Assessment: The student will provide detailed bibliographies of research compiled from internet and library sources.

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

1. Learning Goals:

Goal: The student will learn to recognize and understand the impact one's family communication has on their own and others' interpersonal and intercultural communication.

2. Learning Outcomes and Assessments:

Outcome: The student will be responsible for reading the textbook, case studies, completing a text analysis and research interview.

Outcome: The student will articulate informed personal reactions to family communication dynamics.

Assessment: The student will present solo and group oral presentations, as well as be an active and present audience member.

Assessment: The student will participate in cooperative oral exams and plenary sessions.

Assessment: The student will complete reflection and insight papers.

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

1. Learning Goals:

Goal: The student will learn to critically examine and understand the various components in family communication patterns, styles and behaviors.

Goal: The student will acquire effective communication skills in their own family context.

2. Learning Outcomes and Assessments:

Outcome: The student will demonstrate a knowledge and understanding of Family Communication terminology, concepts and theories.

Outcome: The student will apply Family Communication concepts and theories to analyze case studies.

Outcome: The student will participate in family role-play and simulations requiring positive and healthy communication.

Outcome: The student will design and develop a personalized family plan incorporating effective communication in their family dynamic.

Assessment: The student' knowledge will be demonstrated and evaluated in exams, reflection papers, text analyses, research projects and plenary sessions.

Assessment: Family plans will be both self and instructor evaluated.

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, and/or respect for global diversity.)

1. Learning Goals:

Goal: The student will learn to identify and discern between facilitative and debilitating communication behaviors and patterns from a culturally relative and universal perspective.

2. Learning Outcomes and Assessments:

Outcome: The student will demonstrate a cultural awareness, sensitivity and tolerance for cultural differences in family communication.

Assessment: The student will analyze case studies and be able to provide culture specific resolutions to problematic or unclear family dynamics.

Assessment: The student will be required to compare and contrast various family communication patterns and behaviors with identifiable cultural variations.

Documentation for MnTC

Goal 7: Human Diversity

IV. Course Content (Outline the major topics covered in this course.)

1. Basic principles/models/theories of the Communication Process examined within an inclusive framework.
2. Exploration of what is/constitutes Family in our lives from a Multicultural Perspective.
3. Involving oneself in the process of Self-Positioning:
 - a. Identifying one's own Family(ies)--Nuclear, Extended, Created, and Culturally Assigned AND
 - b. Identifying, Examining, and Understanding the effect various Communication Patterns and Styles used in families have on individuals and groups (An Ongoing Semester Task).
4. Special Topics Will Include:
 - a. Identifying Management of Families in Private and Public Contexts
 - b. Assigned Roles in Families
 - c. Expectations and Rules in Families
 - d. Levels of Intimacy in regards to Emotional, Intellectual and Physical Exchanges and Shared Activities
 - e. Use of Language and Conversational Rules: degree of self-disclosure, speech patterns, humor and profanity use, amount and variations of speaking
 - f. Use and Abuse of Nonverbal Communication
 - g. Listening Patterns and Listening Effectiveness
 - h. Power Distribution and its role in Communication
 - i. Conflict Styles/Rituals and Resolution Patterns
5. Cross-Cultural Examination of Family Communication:
 - a. How Culture impacts Family Communication

- b. What happens in families' communication when intercultural and multicultural exchanges occur-in romantic relationships, marriages, friendships, school activities, family occasions and events, neighborhood activities, etc.
- 6. How Family Dynamics and Communication Patterns interface with other Interpersonal Environments:
 - a. How does one's family communication patterns spills/transfer into one's work environment, new family aggregates, impact one's worldview and role in the world.
- 7. Practical Application (An Ongoing Semester Task with allowance for Trial and Error) of Effective Communication Skills in one's various Family Contexts.
- 8. Reflection on and Identification of ways to Aspire, Achieve, Model and Maintain Healthy Communication in Family Contexts.

(revised October 2009)