

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: London Alley-Young

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: London Alley-Young

Kingsborough Community College

The City University of New York

New Course Proposal Form

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):
Department: Communications and Performing Arts
Course Number: SPE 1900
Course Title: Family Communication
2. Does this course meet a General Education/CUNY Common Core Pathways Category? *Note: **82XX (Pilot) courses CANNOT be considered for Pathways**
 - Life and Physical Science
 - Math and Quantitative Reasoning
 - A. World Cultures and Global Issues
 - B. U.S. Experience in its Diversity
 - C. Creative Expression
 - D. Individual and Society**
 - E. Scientific World

If **YES**, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

3. Describe how this course transfers (required for A.S. Degree course). If A.A.S. Degree course and does not transfer, justify role of course, e.g. describe other learning objectives met.

Family Communication, also known as Communication in the Family or Family and Marital Communication, is a mainstay course within Communication Studies departments across the US and Canada. We are proposing adding a choice between SPE 19: Family Communication and SPE 18: Health Communication to our Communication Studies Concentration to replace the requirement of taking SPE 29: Voice and Articulation. Voice and Articulation is a course that is better suited to students in the Speech Pathology Concentration of our major where it will continue to be required. Family Communication is offered and thus transfers to many higher educational institutions across the US and Canada including community colleges (e.g., Centennial College, Manchester Community College, Washtenaw Community College), four-year public institutions (e.g., Arizona State University, Cape Breton University, University of Colorado, University of Hawaii, Purdue University, and Oregon State University) and four-year private institutions (e.g., Charleston Southern University, Fairfield University, Santa Clara University). Currently Brooklyn would accept our Intercultural Communication course as a requirement for our Speech Pathology Concentration students but it will accept Family Communication in place of Intercultural Communication moving forward if we should need to complete a course substitute if the student cannot get a seat in Intercultural Communication. Students of both concentrations can take the course as an elective.

The National Communication Association (NCA) recognizes that Family Communication courses are central to the Communication Studies curriculum and thus has a designated Family Communication Division within the organization that maintains a repository of syllabus materials relating to the course for those wanting to keep abreast of current pedagogy and readings in this area. This division administers a faculty and student research award at NCA's annual convention in addition to distinguished scholar, article, and book awards for research/researchers in family communication and this division oversees the Journal of Family Communication. Adding this course keeps our department

current with national trends that include Family Communication courses within Communications departments and programs.

Family Communication develops popular subareas and themes of Communication Studies courses already at Kingsborough (e.g., interpersonal communication, group communication, intercultural communication). As noted, the course could be accepted for transfer to Brooklyn College for our Speech Pathology majors in lieu of the required Intercultural Communication course for which there is already a large demand for outside of the Speech major. Finally, a Family Communication course is well suited to KBCC as we have an urban student population base that lives in close quarters with their family, often generationally, leading the New York Times and other publications to frequently address and explore the importance of studying dynamics of family communication and conflict, specifically within an urban setting. For instance, in the November 23, 2013 issue of the newspaper journalist Natalie Angier wrote an in-depth investigative piece called “The Changing American Family” in which Communications Studies scholar Dawn O. Braithwaite spoke of the increasing prevalence of self-constructed families across different cultural communities in New York and the greater US.

4. College Catalog description of course:

Family provides some of our first communication experiences, it can shape our communication perspectives, and it also presents us with communication challenges. This course explores the communication processes and functions of the family with focus on key family communication and relationship experiences (e.g., sibling relationships, power dynamics, family stories/identity, illness/crisis, marriage, divorce, negotiating gender, culture, and sexuality). The concept of family is continually evolving so this course will use diverse, practical, and critical perspectives informed by current scholarship for thinking through issues related to family communication.

5. Credits and Hours Based on *College Credits Assigned for Instructional Hours* - *Hours are hours per week in a typical 12-week semester (Please check ONE appropriate box below based on credits) :

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

6. Number of Equated Credits in Item #5 N/A (For Developmental Courses ONLY)

7. Course Prerequisites, Corequisites, and Selected Populations (If NONE, please indicate “NONE” for each):
 - A. Prerequisite(s): **NONE**
 - B. Corequisite(s): **NONE**
 - C. Pre-/Co-requisite(s): **NONE**
 - D. Open ONLY to selected Students (specify population): **N/A**

8. Brief rationale to justify proposed course, include:
 - A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number): **N/A**
 - B. Projected Enrollment: **from 25 students per year**
 - C. Suggested Class Limits: **25 students per class**
 - D. Frequency course is likely to be offered:
This course will be alternated with Health Communication with each course being offered once a year.
 - E. Role of course in Department’s Curriculum and College’s Mission:

Role of Family Communication in enriching the department curriculum –

Currently students within the department can take Interpersonal Communication and Small Group Communication courses that make brief connections to the area of family communication. In Interpersonal Communication there are twelve units and only half of one unit is spent exploring the topic of family. The majority of time in Interpersonal Communication is spent discussing romantic (dating) relationships, friendships, and workplace acquaintances. In Small Group Communication connections to family are made in so far as family is our primary social group experience. Yet, the majority of Small Group Communication focuses on groups as a locus of teamwork and project completion primarily in college/university, social organizations, and the workplace. As noted earlier, the course will serve our majors as it gives students a course that will be recognized at our largest transfer school for Speech (i.e., Brooklyn College).

KBCC has approximately 5,000 Liberal Arts majors or more, all of whom require a speech course but some of whom already have ample expertise in public speaking and do not wish to take our basic public speaking course (i.e., SPE 21). Some would rather explore different themes of relational communication. Family Communication requires brief presentations but the course is not a public speaking course per se as the course grade is determined more by tests, homework, and written analysis assignments. Family Communication would be an ideal course for students who already have experience in public speaking or they wish to explore another area of communication. This course requires no special prerequisite and is generally applicable to every person with experience communicating to, within, and about the family. Family Communication would be a great course for our Liberal Arts majors who wish to pursue future careers in which it is important to know how the family communicates and functions (i.e., Social Workers, Children, Youth and Family Services Workers, Family and Marital Counselors, Addiction Counselors, Residential Housing Directors, Recreation Coordinators/Supervisors, Community Health Organizers, Public/Political Rights Advocates, and many other career paths, especially health oriented careers, that require individuals to be able to communicate with and about families).

Role of Family Communication in helping to satisfy KBCC's mission -

KBCC defines its mission by stating, “Kingsborough Community College of The City University of New York is a comprehensive community college providing both liberal arts and career education. It is dedicated to promoting student learning and development as well as strengthening and serving its diverse community.”

KBCC's Mission cites eight bullet pointed goals relating to this mission statement. I will henceforth discuss the first six bullet points in terms of how the proposed Family Communication course meets these standards. The last two bullet points that KBCC cites as part of their mission relate to support services on campus and as such are beyond the purview of this course.

- To offer a superior general education to all degree students**

This proposed course is accessible to all students, regardless of major track or future career path. This course has relevance for individuals whose work and or life experience brings them into frequent contact with both their own and other people's families.

- To provide programs of study for those intending to transfer and those seeking immediate employment**

As discussed in item #3, this course is transferable to four year colleges and universities for both concentrations of our AS in Speech Communication.

- To promote critical reading, writing, and thinking**

Readings in the course will expand students' ideas about what family and how it operates. For instance, we will explore readings which discuss how marginalized cultural communities and communities of LGBTQ+ people create their own family and kinship networks. In writing and analyzing their own family stories students are required to think critically about how their own communication practices shape and define family in specific ways. Over the semester we will watch documentaries about the family and reflect critically via post-viewing discussions about the issues raised.

- To develop student competence in information literacy, oral communication, quantitative skills, and technological literacy**

The course will require brief presentations (e.g., a research presentation, a family story analysis) thus developing oral communication competency. Students will receive brief coaching about effective presentation skills, but also hands on experience developing their technological literacy through online and library research, as well as using computers to create citations. Students will also gain media literacy by analyzing and discussing short videos that we view in the class. The class does not teach quantitative skills specifically, but much social scientific family communication research is quantitative by nature. As we debate and discuss the research findings from in-class readings we will deconstruct where and how statistical data is collected to make informed decisions about its validity as a measure of family communication phenomenon.

- To promote civic engagement, global awareness, civility, and respect for diversity

This course evokes the latter three of these ideals. This course explores family communication from an Intercultural perspective that acknowledges a family's form and function, as well as the communication it produces, is greatly shaped by culture and cultural values. The focus in exploring subtopics like LGBTQ+ families, multiracial families, and popular cultural views of family is to foster appreciation for the diversity in form and function that modern families can represent. Civility is a goal of the course as we explore ways to address and communicate through conflict in marital and family systems with an emphasis on providing functional and effective approaches to addressing common issues facing families (i.e., rivalry, intergenerational conflict, addiction).

- To provide life-long learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student

As noted previously, this course is open to and accessible to any college student at any stage of life. In short, if you have experience communicating within a family that is created by biology, marriage, and/or your own relational choices then you can both benefit from and contribute to a class such as this.

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is NOT the same as deleting a course):

No courses are to be withdrawn when this course is adopted.

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting.

N/A

11. Proposed textbook(s) and/or other required instructional materials(s):

This course could be taught using a current textbook of the instructor's choosing from the area of Family Communication or with a selection of readings depending on how the professor chooses to proceed.

Text book used for the purposes of preparing this proposal:

Kory Floyd and Mark T. Morman – “Widening the Family Circle: New Research on Family Communication”

Another potential text book for teaching this course could be:

Dawn O. Braithwaite, Elizabeth A. Suter, and Kory Floyd – “Engaging Theories in Family Communication”

Proposed Readings in Lieu of Textbook (or comparable readings of the instructor's choosing):

“Families, Communication and Family Communication” from Beth A. LePoire’s Family Communication: Nurturing and Control in a Changing World

“Control in Marital Relationships and the Family: Conflict, Constructive and Destructive Conflict, and Violence” from Beth A. LePoire’s Family Communication: Nurturing and Control in a Changing World

“Can We Talk: Mothers and Daughters in Conversation” from Deborah Tannen’s You’re Wearing That: Understanding Mothers and Daughters in Conversation

“Help Me – Get Out of My Way’: Sisters and Brothers Forever” from Deborah Tannen’s I Only Say this Because I Love You: How the Way We Talk Can Make or Break Family Relationships Throughout Our Lives

“He Said’, ‘She Said’: Gender Patterns in Family Talk” from Deborah Tannen’s I Only Say this Because I Love You: How the Way We Talk Can Make or Break Family Relationships Throughout Our Lives

“Family Ground Rules” and “Family Definitions” from Elizabeth Stone’s Black Sheep and Kissing Cousins: How Our Family Stories Shape Us

“Exiles from Kinship” from Kath Weston’s Families We Choose: Lesbians, Gays, Kinship

“Leave it To Beaver’ and ‘Ozzie and Harriet’’: American Families in the 1950’s from Stephanie Coontz’s The Way We Never Were: American Families and the Nostalgia Trap

“Starting a New Life: The Positive Consequences of Divorce” and “Divorce is Here to Stay: What Can We learn From It?” from Catherine Kohler Riessman’s Divorce Talk: Women and Men Make Sense of Personal Relationships

“What’s Codependency and Who’s Got It” from Melody Beattie’s Codependent No More: How to Stop Controlling Others and Start Caring for Yourself

“Relationships with Parents-In-Law” from Kory Floyd and Mark T. Morman’s Widening the Family Circle: New Research on Family Communication

“Identity Development in Multiracial Families” from Beverly Daniel Tatum’s Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race

12. Is the course REQUIRED for a Major, Concentration, or Certificate?

If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate” as well as a Proposal that MUST include a rationale for inclusion of the course within the curriculum and the following additional information:

- A. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
- B. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)

30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)

20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

The course is one option to fulfill the required credits for majors in the Communication Studies concentration of the A.S. in Speech Communication. Degree Changes accompany this proposal.

13. Explain what students will know and be able to do upon completion of course:

- **Students will recognize and explain key concepts/theories used in the study of family communication and be able to relate these concepts/theories to their own family relationships.**
- **Students will explore communication strategies to effectively engage with the diverse communication situations, dynamics, and conflicts that stem from family communication across the lifespan.**
- **Students will develop awareness of the issues facing diverse modern families and be encouraged to practice acceptance when encountering families that differ from one's own lived experience.**
- **Students will analyze communication processes in families with an understanding that families are systems where patterns of communication are continually being created and challenged.**
- **Students will examine how family communication is key to shaping one's individual communication style, sense of self, and personal identity.**
- **Students will explore the different functions that communication can fulfill for families while also increasing their own understanding of how their families use communication.**

14. Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

A. Lectures as springboards for class discussion will fall into four general areas:

- 1. Definitional and principles lectures (e.g., defining family communication pattern variations and family norms/rules/rituals).**
- 2. Communication strategies lectures (e.g., approaches for communication during times of family conflict and change).**
- 3. Family communication experiences in diversity (e.g., LGBTQ experiences, multiracial families, family evolution over time).**
- 4. Communication challenges and dynamics in different family relationship types (e.g., parent-child, siblings, extended family, chosen vs. biological families).**

Lectures will often be supplemented with video selections from documentaries and informational talks that provide practical and real life examples and discussions of family communication. Sources for these videos include TED.com, YouTube, Vimeo, and streaming video services (e.g., YouTube, Amazon, Netflix) with an emphasis on free and widely available videos when the content is being used as content for tests and written assignments.

B. Group work will center around two main activities:

- 1. Small group assignments where students are given samples of family communication dialogues and are expected to apply concepts and theories from the course in recognizing and/or solving communication problems.**
- 2. Students will also work in small groups three times throughout the semester in order to review for tests/exams and practice their knowledge of course material.**

C. Demonstrations could include the following:

- 1. The professor could demonstrate how to make a formal researched speech on a family communication topic in the class.**
- 2. The professor could demonstrate how to do research for papers and presentations and how to cite sources for classroom assignments.**
- 3. The professor could demonstrate the presentation and analysis of a sample family communication text including but not limited to: a family narrative, a video text, a short story or written text, a play scene, visual images, a piece of and/or news coverage.**
- 4. Students will present researched/analyzed material in class to demonstrate that they are extending the lessons of the classroom.**

15. Assignments to students:

A. Students will complete weekly readings and bi-monthly short writing assignments in class based on those readings.

B. Students will be tested three times during the semester in two midterm quizzes and one final exam.

C. Students will give two presentations during the term (one of which could be a group presentation) in which they present performative and/or researched material relating to concepts they are studying for the class.

D. Students participation in full-class discussions and small group exercises in class will count towards their attendance and participation grade in the class.

16. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a Developmental Course, include how the next level course is determined as well as Next Level Placement.

A. Quizzes (best of 2) 25%

These quizzes will include 40 questions on covered readings and could include true/false, multiple choice, fill in the blank, and short answer questions.

B. Bi-Monthly Writings 15%

To complete short writings, students will be oriented to the assignment at the beginning of the class and be given the first half of the class period (30 minutes) to prepare notes and materials

and the second half of the class period to write a page or so to a question prompt given to them in advance.

C. Presentations 20%

Presentations could include but are not limited to: outside research synthesis on a family communication topic that is approved by the professor in advance, presentation and analysis of a text (e.g., family narrative, video clip, news story) relating to family communication where analysis applies course concepts. When time is an issue, one presentation could be converted to an individual paper assignment or a digital video assignment that can be posted to a class Facebook page for out of class viewing.

D. Attendance & Participation 10%

Students earn points for participating and providing input during class discussions, completing in class exercises and assignments, as well as being present and on time in their attendance to class sessions.

E. Final Exam 30%

Exams will be a longer format (50-80 questions/items) and could include true/false, multiple choice, fill in the blank, and short essay (e.g., one paragraph) questions. The choice is up to the individual professor to make the exam cumulative or to only include material not covered on the first two quizzes.

17. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

Please note the lectures will be presented alternately if one chooses to use a textbook or if someone chooses to teach via providing zero cost readings

Week 1:

1. Lecture: Primary Relationships in Family Communication
2. Activity: Introductions, orientation to the course, syllabus quiz
3. Assignments: Reading either Chapter 1 or “Families, Communication and Family Communication”

Week 2:

1. Lecture: Communicating With Siblings
2. Activity: Watch: Ted Talk on Emotional First Aid; Complete bi-monthly short writing on sibling communication and emotional expression
3. Assignments: Reading either Chapter 2 or “‘Help Me – Get Out of My Way’: Sisters and Brothers Forever”

Week 3:

1. Lecture: Extending the Boundaries of Family
2. Activity: In class review session for Quiz #1; Watch clip of Everybody Loves Raymond – The Angry Family and complete small group exercise on in-law dynamics

3. Assignment: Reading either Chapter 3 or “Relationships with Parents-In-Law”

Week 4:

1. Lecture: Gender Dynamics in Family Communication
2. Activity: Complete Quiz #1 on material from weeks 1-3; Watch commercial clips on “Sorry” and “Like a Girl” and complete short bi-monthly writing assignment
3. Assignment: Reading either Chapter 4 or “Can We Talk: Mothers and Daughters in Conversation”

Week 5:

1. Lecture: Gender Dynamics in Family Communication
2. Activity: Watch Deborah Tannen’s lecture “He Said, She Said”
3. Assignment: Reading either Chapter 5 or “‘He Said’, ‘She Said’: Gender Patterns in Family Talk”

Week 6:

1. Lecture: Strategies for Managing Difficult Family Dynamics
2. Activity: Read “Family in Conflict” dialogue and complete short bi-monthly writing assignment
3. Assignment: Reading either Chapter 6 or “Control in Marital Relationships and the Family: Conflict, Constructive and Destructive Conflict, and Violence”

Week 7:

1. Lecture: Family Narratives
2. Activity: Family storytelling round and in class written story analysis and presentation
3. Assignment: Read “Family Ground Rules” and “Family Definitions”

Week 8:

1. Lecture: Health and Caregiving in Families
2. Activity: Watch “Intervention: Linda’s Story” and complete short bi-monthly writing assignment, in class review session for Quiz #2
3. Assignment: Reading either Chapter 8 or “What’s Codependency and Who’s Got It”

Week 9:

1. Lecture: Communicating Through Divorce
2. Activity: Complete Quiz #2
3. Assignment: Reading either Chapter 10 or “Starting a New Life: The Positive Consequences of Divorce” and “Divorce is Here to Stay: What Can We learn From It?”

Week 10:

1. Lecture: Stepfamily Communication or Multiracial Family Communication
2. Activity: Watch Blackish – Hope episode and complete bi-monthly short writing

3. Assignment: Reading either Chapter 11 or “Identity Development in Multiracial Families”

Week 11:

1. Lecture: Families We Choose

2. Activity: Watch “Paris is Burning” or “The Queer Family: Q&A (Trans, parenting, & relationships)”

3. Assignment: Reading either Chapters 9 and 12 or “Exiles from Kinship” and ‘Leave it To Beaver’ and ‘Ozzie and Harriet’: American Families in the 1950’s

Week 12:

1. Lecture: No lectures this week; student presentations

2. Activity: Students present individual research on Family Communication topics (accompanying paper due)

3. Assignment: Review for final exam in small groups, evaluate student speakers with a bi-monthly writing assignment

18. Selected Bibliography and Source materials:

Beattie, Melody. (2011). *Codependent No More: How to Stop Controlling Others & Start Caring for Yourself*. New York: Harper and Row.

Coontz, Stephanie. (2016). *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books.

Floyd, Kory (Ed); Morman, Mark T. (Ed). (2006). *Widening the Family Circle: New Research on Family Communication*. Thousand Oaks: Sage Publications.

Galvin, Kathleen M. and Braithwaite, Dawn O. (2016). *Family Communication: Cohesion and Change* (9th Edition). New York: Routledge.

LePoire, Beth A. (2006). *Family Communication: Nurturing and Control in a Changing World*. Sage Publications.

Riessman, Catherine Kohler. (1990). *Divorce Talk: Women and Men Make Sense of Personal Relationships*. Piscataway, NJ: Rutgers University Press.

Stone, Elizabeth. (1989). *Black Sheep and Kissing Cousins: How Our Family Stories Shape Us*. New York: Penguin Bks

Tannen, Deborah. (2001). *I Only Say This Because I Love You: How the Way We Talk Can Make or Break Family Relationships throughout Our Lives*. United States of America: Random House.

Tatum, Beverly Daniel. (2017). *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations about Race. A Psychologist Explains the Development of Racial Identity*. New York: Basic Books.

Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship*. New York, NY: Columbia University Press.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SPE 19
Course Title	Family Communication
Department(s)	Communication and Performing Arts
Discipline	Speech Communication
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	none
Co-requisites (if none, enter N/A)	none
Catalogue Description	This course explores communication both taking place within and also on the subject of the family. This course recognizes that the structures and defining qualities of a family are diverse and are in-part determined by one's own life experience and perspective. Through readings, videos, presentations, tests, and/or written assignments students will explore different theories, perspectives, and research findings on various subtopics and relationship dynamics within family communication.
Special Features (e.g., linked courses)	none
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated:	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required Core <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible Core <input type="checkbox"/> World Cultures and Global Issues (A) <input type="checkbox"/> US Experience in its Diversity (B) <input type="checkbox"/> Creative Expression (C) <input type="checkbox"/> Individual and Society (D) <input type="checkbox"/> Scientific World (E)

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none">● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none">● Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none">● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none">● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none">● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none">● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none">● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none">● Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none">● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none">● Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none">● Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none">● Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none">● Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none">● Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none">● Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">● Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none">● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">● Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">● Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none">● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> ● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> ● Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> ● Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

Students do a final research presentation that requires them to synthesize three different research sources on a Family Communication topic.

- Gather, interpret, and assess information from a variety of sources and points of view.

When students are doing their final research presentation they must critically evaluate the scholarly works they are reading (i.e., where students disagree, have gaps in their knowledge, and whether their information concurs with what we have learned about family communication in the course).

When doing their family story presentation, students must present their family's identities/norms/expectations (as portrayed to the outside world) and critically analyze whether they are based on sound evidence as learned in this course.

- Evaluate evidence and arguments critically or analytically.

Students must take positions on communication dilemmas presented to them in videos shown in the class and communication dialogues read in the class. Then, using what they have learned in the class, either argue for what resolution they would adopt in short writings (i.e., bi-monthly writings) or orally in small group presentation to the whole class (i.e., after in class small group dialogue analysis activities).

Part of this process is to decide whether the theories, concepts, and approaches provide effective solutions to these problems. However, before these arguments can be made students must use evidence to produce a well-reasoned argument about a communication concept or process which is reflected in a specific dialogue or video example (e.g., arguing that a speaker in a video or dialogue reflects the definition of pluralistic family communication and another category like protective family communication).

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will recognize and explain key concepts/theories used in the study of family communication and be able to relate these concepts/theories to their own family relationships.

1. Identification/recognition of theories and concepts of Family Communication will be assessed through two quizzes and a final exam.

2. Application of Family Communication concepts will occur in six in-class bi-monthly writings where students have to apply concepts from class to media texts (e.g., discuss why this concept and theory is reflected in this text) and in their two short presentations (e.g., students will study family rules and definitions from a reading and then identify these structures in a family story of their own choosing).

3. Students will be assigned an assignment to compose and present a family story to the classroom audience that conveys ideas about family that are relevant to the course (e.g., identifying family characteristics, norms, rules) while also making it a story worth telling to an audience (e.g., clear narrative structure, engaging for an audience).

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

In short bi-monthly written assignments students are required to reflect on how their individual beliefs, attitudes, and values, expressed through their

- Examine how an individual's place in society affects experiences, values, or choices.

communication, shapes how they perceive societal configurations of families that do or do not reflect their own lived experiences of family.	
	<ul style="list-style-type: none"> ● Articulate and assess ethical views and their underlying premises.
Students will complete small group class exercises where they must work in a group to discuss and describe how communication is working (or not working) in sample family communication dialogues. After the group work process is complete students report back to the whole class to share the results of their discussion on how communication functions in the family in general and in specific conflict situations and how an individual's communication is complicated and sometimes unclear due to one's individual communication style (i.e., how they convey their message) and also how multiple family members will perceive the message (i.e., how it is interpreted). The students must propose solutions, based on transparent and ethical use of data and information while showing respect of and consideration for all the individuals participating in an incidence of family communication.	<ul style="list-style-type: none"> ● Articulate ethical uses of data and other information resources to respond to problems and questions.
We spend time studying how local, national and global media texts from the 1950's and 1960's represent visions of the perfect ideal for families and how those popular cultural artifacts shape our current ideas and visual representations of family communication today and in the future (e.g., Reading excerpts from "The Way we Never Were" and viewing/analyzing clips from Leave it To Beaver and Ozzie and Harriet). Students learn how these ideas and representations build our decision making within the family.	<ul style="list-style-type: none"> ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> ● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> ● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> ● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> ● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.