Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Applied Arts and Sciences
Course Title: Survey of Children’s Communication
Course Number: COMX 2195

Type of Request: Renew* X Change Remove

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Kimberly Reiser
  Phone / Email: 243-7839/Kim.Reiser@umontana.edu

Program Chair: Josef Crepeau
Dean: Shannon O’Brien

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

*COURSE HAS NOT CHANGED SINCE LAST REVIEW
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

2. analyze individuals, groups, or social problems and structures; and/or

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

2. use theory in explaining these individual, group, or social phenomena; and/or
3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. This course surveys communication processes in early childhood through adolescence. Students' reading material includes research in key areas of children's communicative development (i.e. the development of language and nonverbal communication, family influences on communicative and social development, using motivational interviewing to encourage positive behavior, emotional literacy as well as other areas of contemporary research in children's communication). In the first half of the semester, students write a present an abstract on an area of research in early childhood communication. In the second half of the semester, they do the same with an area of research in adolescent communication. I have attached the requirements and rubric for one of these abstracts.

2. Students' ability to use theory to explain children's communicative behavior or environments is tested through mid-term and final essay examinations.

3. Students review and interpret current research on child and adolescent communication. They do this by leading and engaging in discussion over course readings (research on many contemporary children's issues) as well as researching a topic in early childhood or adolescent communication independently (see attached rubric).

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University's accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.
B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.

C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)
D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]
Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
Course Number and Title: COMX 219S, Survey of Children’s Communication
Semester Credits: 3
Professor: Kim Reiser
E-mail: Kim.Reiser@umontana.edu
It is my preference we schedule face-to-face appointments or discuss minor course issues via email; this is the easiest way to reach me. It is essential you use your university email for this communication. If necessary, you may leave messages for me at 243-7839.
Office Location: Main faculty office (HB 02) in the HB building on the Missoula College East Campus
Office Hours: Wednesday 1-2, Thursday 10-11, or By Appointment

Course Description
This course provides a survey of communication processes in early childhood through adolescence. In particular, the course focuses on how children learn to communicate; the contemporary communication environments of children/adolescence including interactions in family relationships, friendships, as well as media; and challenges concerning childhood communication and its effect on later communication development (e.g. aggression, violence, etc.).

Student Performance Outcomes
1. Trace the development of children’s nonverbal and verbal communication.
2. Identify environmental influences on children and adolescents’ communicative and social development.
3. Observe and analyze patterns of children and adolescents’ communication with one another.
4. Review and interpret current research on child and adolescent communication.

Textbooks

Additional required reading will be posted in our Moodle supplement. It is essential that you bring hard or electronic copies of this reading to class. Our discussions will be guided by specifics from this reading.

Grading
Exams (2) – 35% of grade
Abstract Paper #1 on Early Childhood Communication – 10% of grade
Abstract Paper #2 on Adolescent Communication – 10% of grade
Assignments – 25% of grade
Research Paper – 20% of grade

Attendance Policy
It is my belief that what you gain from a course is dependent on what you put into it. Attendance will determine a student’s level of success. If you miss a class, you will miss a learning opportunity. Students with fewer than two absences during the semester will see their final grade increased by 5%. Students with more than three absences may lose their privilege for a makeup should an emergency arise.
*Students who sleep, leave early/come late, or work on other assignments during class will not be counted as present.

Test Makeup Policy: I believe the classroom setting should be treated like any other professional setting. Employers and coworkers tend to be forgiving of a person’s absence for an important meeting or engagement if that person has proven to be dependable in the past. My policy follows this principle.
If the following conditions are met, you may be given an opportunity to make up a test:
1. You must be in good standing in the class. This means no more than three absences, no late assignments and passing grades on all completed assignments.
2. You must notify me prior to missing the test that you will be unable to attend that class period, and provide an explanation for your absence. Personal illness, family emergencies and unexpected events are acceptable reasons for rescheduling a test. You may be asked for documentation of verification of your excuse.
3. Within 24 hours of missing the test, you must schedule an appointment with me to make up your test.

ASSIGNMENTS TURNED IN A CLASS DAY LATE WILL BE GRADED OUT OF HALF CREDIT. BEYOND THIS DATE, ASSIGNMENTS WILL NOT BE ACCEPTED.

*COURSE POLICIES ARE APPLIED AT THE DISCRETION OF THE INSTRUCTOR.

Academic Misconduct
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SAV/VPSA/index.cfm/page/1321.

Drop Policy
Beginning the 46th day of the semester through the last regular class day (i.e. Friday) before Finals Week students may drop courses only by petition. Note that not all petitions are approved and documentation is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop – the UM’s Academic Policies and Procedures (see http://www.umt.edu/catalog/acad/acadpolicy/default-print.html).

Course Calendar
*Readings and papers are due on the day they are listed. Assignments and their due dates will be identified in class as we progress through the course.
September
1  Introductions
3  Roberts, Chapter 2 (Communication), Moodle
8  Roberts, Chapter 6 (The Good Parent), Moodle
10 Video
15 Eliot, Chapter 14 (Language and the Developing Brain), Moodle
17 Socha & Yingling, Chapter 1 (Children are Family Communicators Too)
22 Socha & Yingling, Chapter 2 (Children's Communication Development at Home)
24 ABSTRACT 1 (Early Childhood Communication) AND PRESENTATIONS DUE
29 Socha & Yingling, Chapter 3 (Children's Communication in Family Groups and Family Relationships)

October
1  Faber & Mazlish, Chapter 2 (Engaging Cooperation), Moodle
6  Sunwolf, Chapter 2 (Peer Groups in Childhood), Moodle
8  Goleman, Chapter 3 (When Smart is Dumb), Moodle
13 Video
15 Louv, Chapter 5 (A Life of the Senses: Nature vs. the Know-It-All State of Mind), Moodle
20 MID-TERM EXAMINATION
22 Kindlon, Chapter 1 (The Road Not Taken), Electronic Reserve

Flansburg [Reiser], "This is the time out room...Sometimes you'll find the teachers in here": An ethnography of motivational interviewing techniques in the classroom, Electronic Reserve
27 Socha & Yingling, Chapter 4 (Children Learning Family Roles and Rules)
29 Video

November
3  Video
5  Socha & Yingling, Chapter 5 (Children in Family Decisions, Problems, and Conflict)
10 Simmons, Odd girl out chapter, Moodle
12 Faber & Mazlish, Chapter TBA, Moodle

**ABSTRACT 2 (adolescent childhood communication) AND PRESENTATIONS DUE**

17 Austin, Hust, & Kistler, Chapter 13 (Powerful Media Tools), Moodle
19 Socha & Yingling, Chapter 6 (Children and Positive Communication Development at Home)

24 VIDEO

25-27 **NO CLASS, THANKSGIVING HOLIDAY**

December
1 **RESEARCH PAPERS AND PRESENTATIONS DUE**
3 **2nd DAY OF RESEARCH PAPERS AND PRESENTATIONS**
8 **3rd DAY OF RESEARCH PAPERS AND PRESENTATIONS**
10 Wrap Up

**FINALS WEEK:** We will meet during our prescribed time (Thursday, December 17 from 10:10-12:10) for our final exam.
Survey of Children’s Communication
Abstract Paper #1

For this assignment, write a summary, IN YOUR OWN WORDS, of a credible journal article on children’s communication that comes from the library database system. After summarizing the article, reflect on its content. The total length of your entry should be two, double-spaced pages.

Specifics Requirements:
TO RESEARCH YOUR ARTICLE, GO TO THE STUDENT SECTION OF THE MANSFIELD LIBRARY WEBSITE AND CLICK ON SEARCH EVERYTHING.
Here, you can conduct a general search or an advanced search. Clicking on Databases A-Z or Databases by Subject allows you to focus your search in a specific database.
Databases I have found to be useful are Academic Search Premier, Sage, Infotrac
Expanded Academic, Sage, Lexis-Nexis, and PsychINFO.

MAKE SURE YOUR ARTICLE FOCUSSES ON AN ASPECT OF EARLY CHILDHOOD COMMUNICATION (e.g. attachment theory, critical period of language development, sign language with infants, etc.)

ABSTRACT REQUIREMENTS:
An abstract is a summary of research that can stand on its own.

The Publication Manual for the American Psychological Association provides the following guidelines for abstracts:

Abstracts should be accurate, self-contained, concise and specific, nonevaluative, coherent and readable. APA also advises that as much as possible abstracts should use third person rather than first person language.

For a review or theoretical article, the abstract or summary part of your entry should include:
*the topic, in one sentence
*the purpose, thesis, or organizing construct and the scope of the article
*the sources used (Did the author rely on personal observation or prior research in the field to draw his or her conclusions?)
*the conclusions

For a report of a scientific study, the abstract or summary part of your entry should include:
*the problem under investigation
*the subjects, specifying pertinent characteristics (i.e. number, type, age, sex, etc.)
*the experimental method
*the findings
*the conclusions and the implications or applications
DON'T FORGET TO ALSO INCLUDE A PERSONAL REACTION OR REFLECTION IN REFERENCE TO THE ARTICLE IN YOUR ENTRY.

PLEASE STAPLE THE FIRST TWO PAGES OF YOUR ARTICLE TO THE BACK OF YOUR PAPER.

WE WILL BE SHARING ABSTRACTS ON THE DAY THEY ARE DUE. BASICALLY, BE PREPARED TO INFORMALLY SHARE THE CONTENT OF YOUR ARTICLE, IN YOUR OWN WORDS.
### ABSTRACT PAPER GRADING CRITERIA

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<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tr>
<td>50</td>
<td>Presented, Self-Contained, Accurate, Concise &amp; Specific, Nonevaluative, Coherent &amp; Readable, Personal Reactions are included in Paper, Demonstrates Academic Effort (2 pages, double-spaced).</td>
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<td>40</td>
<td>Displays Problems in One or More of the Following Areas: Presented, Self-Contained, Accurate, Concise &amp; Specific, Nonevaluative, Coherent &amp; Readable, Personal Reactions are included in Paper, Demonstrates Academic Effort (2 pages, double-spaced).</td>
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<td>30</td>
<td>Displays Significant Problems in One or More of the Following Areas: Presented, Self-Contained, Accurate, Concise &amp; Specific, Nonevaluative, Coherent &amp; Readable, Personal Reactions are included in Paper, Demonstrates Academic Effort (2 pages, double-spaced).</td>
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<td>20</td>
<td>Little Effort Made to Develop the Following Requirements: Presented, Self-Contained, Accurate, Concise &amp; Specific, Nonevaluative, Coherent &amp; Readable, Personal Reactions are included in Paper, Demonstrates Academic Effort (2 pages, double-spaced).</td>
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<td>10</td>
<td>Incomplete</td>
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SURVEY OF CHILDREN’S COMMUNICATION
RESEARCH PAPER GRADING CRITERIA

SCORE = 5
1. Demonstrates a clear understanding of research on children’s communication (minimum of four sources).
2. Synthesizes research, forming a viewpoint about the topic and/or the implications for communication education in this area.
3. Has a unified thesis that is supported with details or specifics (length=5-7 double-spaced pages).
4. Develops ideas logically and clearly.
5. Uses grammar and mechanics correctly.
6. Cites research in APA format.

SCORE = 4
1. Demonstrates a sufficient understanding of research on children’s communication.
2. Forms a viewpoint about the topic and/or the implications for communication education in this area.
3. Has a single thesis that is supported with details or specifics
4. Develops ideas logically.
5. Most grammar and mechanics are correct.
6. May or may not cite research in APA format.

SCORE = 3
1. Responds with partial or unfocused understanding of the research on children’s communication.
2. May or may not form a clear viewpoint about the topic and/or the implications for communication education in this area.
3. Has a single thesis that is supported with some evidence or details.
4. Uses some organizational tactics.
5. Significant errors in grammar and mechanics.
6. Does not cite research in APA format.

SCORE = 2
1. Responds with partial or unfocused understanding of the research on children’s communication.
2. Does not form a clear viewpoint about the topic and/or the implications for communication education in this area.
4. Uses some organizational tactics.
5. Significant errors in grammar and mechanics.
6. Does not cite research in APA format.

SCORE = 1
1. Doesn’t respond to the research on children’s communication.
2. Does not express a viewpoint about the topic and/or implications for communication education in this area.
3. Lacks a single thesis.
4. Does not develop ideas logically or in any detail.
5. Significant errors in grammar and mechanics.
6. Does not cite research.