



Concordia
UNIVERSITY·SAINT PAUL

**COM 403 Family Communication - Spring 2009
Course Syllabus**

- I. **The mission of the university:** The mission of Concordia University, a university of the Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God's creation, all within the context of the Christian Gospel.
- II. Com 403 01 Prerequisites/co-requisites COM 103 or COM 212, Credit Hours: 4, Four weekly contact hours
- III.. Dr. Marilyn Reineck, AD 224, 651-641-8850, reineck@csp.edu, FAX: 612-659-0207
- IV. Office hours: 3-4 PM M T W , 10-11 F, and by appointment.
- V. **University catalog course description: COM403 Family Communication - 4 credits**
Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication.
- VI **Instructor's Course Description.** The Family Communication course examines communication patterns in functional families. The course combines reading and discussion with experiential activities. Major emphasis is placed upon developing skills to use in analyzing family interactions. Students engage in a service learning project in which they prepare family histories for nursing home residents or their own family members..
- VII **Instructional goals and objectives COURSE OBJECTIVES**
 1. You will be able to explain how families are systems and apply systems concepts to them..
 2. You will explain a framework for understanding family interaction based to the primary family functions of establishing levels of cohesion and adaptability and the secondary functions of developing images, themes, boundaries, and biosocial beliefs.
 3. You will explain the impact of the family of origin in the development of communication patterns in the following generation.
 4. You will explain how communication rules and networks operate to form family meaning.
 5. You will explain how family intimacy develops and the barriers to such development.
 6. You will explain how communication functions in role development.
 7. You will explain the development of and communication of power in families.
 8. You will be able to explain the various types of family decision-making and problem solving.
 - 9.. You will recognize the difference between destructive and constructive styles of family conflict.
 10. You will identify 4 major destructive conflict patterns.
 11. You will learn and demonstrate a method to avoid destructive conflict patterns.
 - 12.. You will explore how family systems deal with unpredictable and normative, or developmental stress as well as stress models..
 13. You will be able to detect coping strategies used by families in dealing with stressors and strains.
 14. You will be able to explain how cultural and environmental factors affect family communication.
 15. You will be able to define characteristics experts suggest are found in functional families and approaches to improving family communication.
 16. You will improve your family interaction analysis skills.

Your objectives:

- 1.
- 2.
- 3.
- 4.

5.

VIII. **Attendance and tardiness policies**

Work is due at the beginning of class on the specified due date. Late work will be lowered one letter grade and will not be accepted more than 1 week late unless you have special circumstances you discuss with the instructor. Any late assignments must be turned in by the last day of class, as they will not be accepted after that. If you are not able to make this deadline, you will need to request an incomplete. Quizzes missed may be taken only if the absence is excused. Prompt quiz return is important for the instructional process, thus a quiz missed must be taken when you return to class. Contact the instructor to make arrangements for this. In keeping with the College of Arts and Sciences policy, course grades are final unless an error occurred

Laptops and cell phones:

Laptop computer use in class and during group meetings is limited to COM 403 course work (note taking, small group work, class research, etc.--NOT for emailing, chatting, surfing or working on other assignments) Laptops are not open during presentations and videos. Violations of this policy will result in the loss of the day's participation points. In consideration for others, turn off cell phones during class time.

IX. **Required texts**

Family Communication: Cohesion and Change. Galvin, Bylund, & Brommel (2008)
Fighting For Your Marriage, Markman et. al. (2001),
Another Country: Navigating the Emotional Terrain of Our Elders, Pipher (1999)
http://concordia.csp.edu/Library/help/ResearchGuides/RG_COM403/index.html

X **Supplementary reading and resources.**

WWW: <http://audacity.sourceforge.net/> : Download program to record interviews.
http://www.shutterfly.com/shop/product_c18000 (If you want to create a book)

Family Relations Interdisciplinary Journal of Applied Family Studies
<http://www.smartmarriages.com>).

Journal of Applied Communication Research

Journal of Family Communication

Journal of Marriage and the Family

"Faces IV and the Circumplex Model" Olson and Gorall (2006) Electronic copy.

Ethnicity and Family Therapy. McGoldrick, M. et. al. Ethnicity New York: Guildford Press (1996).

Couple Communication I: Talking and Listening Together. Miller, S and P. Miller (2005). Littleton, CO: Interpersonal Communication Programs.

Seven Principles for Making Marriage Work: A Practical Guide from the Country's Foremost Relationship Expert, John Gottman and Nan Silver, Three Rivers Press and Random House (1999)

The Relationship Cure: A five-step guide to strengthening your marriage, family, and friendships. John Gottman and Joan DeClaire, Three Rivers Press (2001)

Why Marriages Succeed or Fail and How you can Make Yours Last. John Gottman, Simon and Schuster, (1994)

Death and Grief: Healing Through Group Support. Smith, Harold Ivan. Minneapolis: Augsburg Fortress (1995)

Grief keeping: Learning How Long Grief Lasts. Smith, Harold Ivan. New York: Crossroad Pub. Co. (2004)

Communicating Forgiveness. Vincent Waldron and Douglas Kelley. Sage Publications (2008)

XI **Assessment.**

GRADING/REQUIREMENTS

Grading will be based on:

Quizzes	25%
Class Participation	10% (I will deduct 3 points for each <u>unexcused</u> absence).

Reaction paper/Media Anal.	15%
Oral History Analysis	30%
Oral History Transcription (booklet)	P/F (must be completed in order to pass course)
Daily writing	15% (eye openers, select a quotes, sum. papers, etc.)
"Trip to Bountiful" Anal.	2.5%
"Ordinary People" Anal	2.5%

XII. Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disabilities Specialist in the Academic Support Center at 651-641-8272 as soon as possible to better ensure that such accommodations are implemented in a timely manner.

XIII. Course outline--Daily Schedule (See attached)

XIV WebCT

XV NCA Credo for Ethical Communication

Questions of right and wrong arise whenever people communicate. Moreover, ethical communication is fundamental to responsible thinking, decision making, and the development of relationships and communities within and across contexts, cultures, channels, and media. Ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of all communication and consequently the well-being of individuals and the society in which we live.

Therefore we, the members of the National Communication Association, endorse and are committed to practicing the following principles of ethical communication:

- 1) We believe that truthfulness, accuracy, honesty, and reason are essential to the integrity of communication.
- 2) We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.
- 3) We strive to understand and respect other communicators before evaluating and responding to their messages.
- 4) We believe that access to communication resources and opportunities is necessary to fulfill human potential and contribute to the well-being of families, communities, and society.
- 5) We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
- 6) We condemn communication that degrades individuals and humanity through distortion, intolerance, intimidation, coercion, hatred, and violence.
- 7) We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
- 8) We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
- 9) We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others. <http://www.natcom.org/policies/External/EthicalComm.htm>



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**COM 403 FAMILY COMMUNICATION Spring 09
DAILY SCHEDULE**

Class Meetings: M-T-R-F 12:00-12:50 PM, Meyer Hall 211

Dr. Marilyn Reineck; Phone 641-8850; Office: Administration 224 E-mail: reineck@csp.edu, FAX: 612-659-0207 Office hours: 3-4PM; M T W , 10-11 AM Friday, also by appointment

R 1/22 Course introduction.

F 1/23 Family Definition exercise: “The Offspring.” Assignment: Chapters 1&2 in Family Communication (G, B &B).

M 1/26 Quiz on Chapter 1 (G B&B) Assignment: Read Chapter 3.

T 1/27 Quiz on Chapter 2 (G&B) Family theories (systems, symbolic interaction and dialectical) continued. Film Clips: The Great Santini and On Golden Pond. Assignment: Another Country: Read Prelude, Introduction, Chapter 1 (pp. xix-38), and chapter 2 (*Xenophobia*). Prepare 1 eye opener and 1 select a quote. (See description under Assignments in syllabus) Due
“Eye openers” consist of a couple of paragraphs in which you state the idea, explain why it interested you, and how you applied it to your life.
“Select a quote” consists of a paragraph that lists the quote and explains why you found it meaningful “Eye openers” and “select a quote” assignments are often shared with the class. Eye openers and select a quotes are **due at the beginning** of class (in paper, word-processed form and handed in each day.). You prepare 1 eye-opener (1-2 paragraphs) and 1 select a quote (1-2 paragraphs) for each of the 5 reading assignments.

R 1/29 Systems Theory and family theories cont Quiz on Chapter 3 (G B&B) . Discuss oral history project.

F 1/30 Discuss chapters 1 & 2 in A.C.. **Eye Opener and Select a Quote #1 due (intro, chapters 1 and 2)**. Assignment: Another Country: Read chapters 3 (*Time Zones: From a Communal to an Individualistic Culture*) and 4 (*The Great Divide: Psychology, pp. 90-117*) Prepare 1 eye opener and 1 select a quote. **Be prepared to share your insights with the class.**
Class brainstorms questions for oral history interviews. For chapter 4, consider: Piper’s suggestions for bridging the great divide, and learnings from the stories of Sister Theresa, Vicky and Ann, Mona and June, and Dr. George. What links the stories? What suggestions do you have for questions to include in the oral history interviews?

M 2/2 Discuss chapters 3 & 4. Another Country: Eye Opener and Select a Quote #2 due (chapters 3,4). Read chapter 5 (*Traveling Together: The Things We Carry, pp. 121-158*) and chapter 6 (*Homesick for Heaven, pp. 159-198*). Prepare 1 eye opener and 1 select a quote. Pay special attention to Piper’s guidelines for relating to older people.

T 2/3 Discuss chapters 5 & 6. **Eye Opener and Select a Quote #3 due (chapters 5,6).** What themes have developed in chapters 1-6? Assignment: Another Country: Read chapter 7 (*The Weariest River*, pp. 199-239) and 8 (*Let a Thousand Old Flowers Bloom*, pp. 240-272). Prepare 1 eye opener and 1 select a quote.

R 2/5 Discuss chapters 7 and 8 **Eye Opener and Select a Quote #4 due (chapters 7,8).** Assignment: Another Country: Read chapters 9, (*We Grow Our Souls Together: Grandparents*, pp. 273-304), chapter 10 (*Building a Village*) and chapter 11 (*Surullinen Tango*) pp. 305-325 Prepare 1 eye opener and 1 select a quote.

F 2/6 Discuss chapters 9,10,11 Another Country: **Eye Opener and Select a Quote #5 due (chapters 9.10.11).**

M 2/9 Discuss questions for oral history interviews and service learning project.
Assignment: chapter 6 in G,B & B

T 2/10 Geruth Beutow, guest presenter re: resources for preparing oral histories.
Film: *Peege* This film focuses on a family's visit to a dying grandmother in a nursing home.

R 2/12 Quiz on Chapter 6, Family Roles and Types. Do BEM Inventory. Family Simulation exercise.
Family Roles
Film clips: Kramer vs. Kramer. Discuss gender role issues. Assignment: Chapter 4 in G, B, & B., *Communication Patterns and the Creation of Family Meanings*.

F 2/13 Gender differences continued. Movie: "Heroes and Strangers," This film depicts the relationship between two adults and their fathers. Be certain that you've read Chapter 4 prior to this class session as images, meanings, and family of origin issues are developed in the film.

M 2/16 Family of Origin networks/rules. Quiz on Chapter 4. *Fools Rush In, Parenthood*
Assignment: Read Chapter 5 (G,B & B) Be prepared to present family tradition or story.
Communication Networks exercise: family simulation
Metaphor in the family. Assignment: Family Traditions/Stories. Class members share their favorite family tradition /story and discuss how it affects (ed) family communication. Design a tradition you'd like to start with your family for 2/17

T 2/17 Family Traditions/Stories. Class members share their favorite family tradition /story and discuss how it affects (ed) family communication. Design a tradition you'd like to start with your family. *Soul Food*

R 2/19 Discuss Relational Currencies and Relational Maintenance Strategies
Quiz on Chapter 5. Assignment: Read one of the "How to" sources on the library Oral History page and be prepared to report what you learned from it in class.

F 2/20 Service Learning Project Discussion Day. Send your interview protocol questions to reineck@csp.edu

M 2/23 Communicating intimacy. Stage models, barriers, circumplex.

T 2/24 Discuss circumplex model and communication of intimacy **Quiz on Chapter 5**

R 2/26 View “The Trip to Bountiful” and complete analysis guide..

F 2/27 “The Trip to Bountiful” viewing and analysis cont.

M 3/2 Finish "The Trip to Bountiful" video and complete analysis guide and discuss. Trip to Bountiful Video Analysis sheet due
Assignment: Read Chapter 7 in G,B,&B, *Power, Influence, and Decision-Making*..

T 3/3 Discuss family decision making and power.

R 3/5 Family simulation: Exercise re: decision making, the art interaction exercise

F 3/6 Service learning project day. Schedule an interview or meeting with instructor.



Spring Break March 7-15

M 3/16 Quiz on chapter 7. Discuss power.

Assignment: Work on Reaction Paper or Group Film Analysis Read Part I, Fighting for Your Marriage. (FFYM)

T 3/17 Discuss Part I, FFYM

R 3/19 Quiz on Part I, FFYM Continue FFYM discussion and video examples.

F 3/20 Oral history project discussion.

Assignment: chapter 8. in G, B.&B, *Communication and Family Conflict*..

M 3/23 Family Conflict Discussion: Patterns and Strategies. Quiz on chapter 8

Film: "Conflict: The Rules of Engagement"--Heim

Assignment: Chapter 10, *Family Communication and Unpredictable Stress*.

T 3/24 Lecture on basic family stress and coping concepts--the ABCX and Double ABCX model

R 3/26 Quiz on Chapter 10. Stress and coping continued. Assignment: Part II, FFYM

F 3/27 Discuss Part II, FFYM. The Speaker-Listener Technique. Quiz on Part II, FFYM

M 3/30 Discuss stress and coping and bereavement as applied to the film, “Ordinary People.”

Assignment: Chapter 9, *Family Communication and Developmental Stresses*

T 3/31 Ordinary People, cont. Analysis sheet due 4/2

R 4/2 Discuss “Ordinary People”

F 4/3 Discuss coping. Activity on Coping. Assignment: Read chapter 9 G, B, B.

M 4/6 Discuss chapter 9, developmental stress. Quiz on Chapter 9

T 4/7 Grief and Coping. Read Parts III and IV of FFYM.



Easter Break April 8-13

T 4/14 Coping with Grief, cont.

R 4/16 Discuss Part III FFYM.

F 4/17 Oral History Project Day. Do not meet in class..
Reaction Paper or Group Film Analysis Due. Post on Web CT by 6:00 PM,

M 4/20 Continue discussion. Parts III and IV, FFYM,

T 4/21 Quiz on Parts III and IV FFYM.

R 4/23 Oral History Project day.

F 4/24 Continue discussion Quiz on Parts III and IV, FFYM, Assignment: Chapter 11, G, B, & B.

M 4/27 Contextual influences on family communication

T 4/28 Quiz on Chapter 11, Contextual Dimensions Discuss how floor plans of houses impact communication. Assignment: Chapter 12, G, B, & B. **Suggestion Have Writing Center Review Oral History**

R 4/30 Quiz on Chapter 12. *Improving family communication.* Discuss analysis paper .

F 5/1 "Pieces of Silence". **Oral Histories due to interviewee and instructor.**

M 5/4 Oral History Analysis. Present the concepts you plan to apply in your analysis paper.

T 5/5 Family Analysis, cont.

R 5/7 Improving Family communication

F5/8 No class meeting. **Oral History Analysis papers due by 5:00 p.m. Post on WebCT**

5/13 Final Exam 11:00AM-1:00 PM

During this period, present Oral History Analysis Papers (5 to 7 minutes each)

Assignments



Eye-openers and Select a Quotes

You will write 1 eye-opener and 1 select a quote for EACH of the 5 reading assignments. Both assignments together are approximately 1 to 2 pages in length. Post on WebCt by class time on due date.

Eye-Openers consist of paragraph (or two) in which you state an idea from your reading, explain why it interested it (what it made you think about), and how you applied (can apply) it.

Select a Quotes consist of a paragraph (or two) in which you present a quote from your reading and explain why you found it meaningful.

Eye-openers are select a quotes are evaluated according to the following:

<i>Thoughtful discussion</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Well written</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Excellent explanation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Eye Opener and Select a Quote #1 (over prelude, introduction and chapters 1 and 2)

Eye Opener and Select a Quote #2 (over chapters 3 and 4)

Eye Opener and Select a Quote #3 (over chapters 5 and 6)

Eye Opener and Select a Quote #4 (over chapters 7 and 8)

Eye Opener and Select a Quote #5 (over chapters 9, 10, and 11)

Reaction Paper Assignment **Due 4/17**

You may work with another person if you choose the group option.

**Individual Reaction papers should be no more than approximately 3 to 4 typed pages. The reaction paper should contain the crystallization of your thoughts, not the ramblings of it. To present a clear case in such few words, you will need to think through the issue clearly, and organize your paper tightly. Group media analysis generally should run from 6 to 7 pages.

You have the following options, plus any additional one you negotiate with the instructor:

1. Explore family-of-origin influences in your family's communication patterns.
2. View a film (such as Stepmom, Life is Beautiful, When a Man Loves A Woman, The Joy Luck Club, The Great Santini, Kramer vs. Kramer, ect.) that deals with family interaction. Describe the communication patterns you observe and give specific examples from the film to illustrate the patterns.

3. Explore family themes in your family or another family with which you are familiar and their effects on family communication.
 4. Discuss gender role issues and their impact on family communication in either your own family or a family with which you are familiar.
 5. A Cohesion/Adaptability score for your in-class families will be computed from FACES. You will discuss 1) What the scores reveal about a class family's cohesion/adaptability, and 2) Make specific recommendations to the family based on your analysis. If you have already done a FACES analysis in another class, select another option.
 6. View Part II—"Speaking to be Heard" in the Lutheran Family Challenge video (on reserve) and discuss the recommendations made for good communication and how you could implement these in your family. Be specific. Use the discussion guide to help organize your thoughts.
 7. Discuss currencies (relational messages or ways of sharing affection both intimate and economic), in your family. How did you know you were loved. How were you expected to show love? How does this relate to the way you show love as an adult?
 - 8.
 9. Describe the verbal and nonverbal cues (communication markers) which indicate a shift in the family relationship. For example, the changes in names for each other between a stepparent and a stepchild or the terms a divorced person uses to refer to his or her former spouse.
 10. Read an article from a popular magazine (10-20 years old) that gives advice on marital or family communication. Compare it to a current article (published within the past year) that also gives such advice. Indicate what changes you noticed between the two.
 11. Examine some old family photos. (Include these with your paper. They will be returned unharmed.) Examine proxemic dimensions between family members. Notice amount of space, placement, posture, rigidity or lack of it, touch, ect. What do the pictures reveal about nonverbal communication in your family? If available, pictures of the family homestead including the house can give you some insights about the impact of housing, ecology, and environmental issues on your family. Try to talk to your parents or grandparents about these issues.
 12. Over a period of one week make a list of decisions made in your family, if you are living at home. At the end of the week, classify these decisions according to Turner's three kinds of decision-making: consensus, accommodation, and de facto. Determine what rough percentage of decisions fall into each category and the meaning of this information as it affects family communication. Hypothesize what forces, inside or outside the class, may have influenced the decisions. What rules are usually followed during the decision-making processes?
 13. Analyze the use of constructive or destructive conflict strategies in one of the following plays or another you chose and clear with the instructor.:

"Who's Afraid of Virginia Woolf?"	"Raisin in the Sun"
"Long Day's Journey Into Night"	"The Little Foxes"
"On Golden Pond"	"Cat on a Hot Tin Roof"
"Death of a Salesman"	"Juno and the Paycock"
"Close Ties"	
- Find stages of conflict development and try to determine what "prior conditions" existed in the family that served to predict movement toward actual conflict. This may be done in a group.
14. Select a relationship with a significant other, family member, or close friend, and analyze the conflict communication that occurs. Specifically identify the development of the conflict as you relate to this particular relationship. For example, "What are the prior conditions that are likely to begin a conflictual process between you and ____?" "What frustration awareness signs are you likely to see in each other?" "How is active conflict

carried out?" Identify and describe the constructive and/or destructive fight strategies he or she and the other person are likely to use during a disagreement.

15. Using a real or literary family that has undergone severe crises, apply Bain's four factors that affect the capacity of a family to cope with stress. As a result of insights from using that model, explain why a particular crisis was more or less difficult to cope with for that particular family. Cite specific examples that relate to: (1) the amount and type of recent stress the family has faced, (2) the magnitude of the role changes involved, (3) the type of support from institutions, and (4) the support from the family's social network.
16. Interview someone who has experienced the death of a significant other person in his or her life in the past six months. In the paper, assess where the interviewee is in the grief process, comment on their ability or inability to give empathetic listening, and discuss insights gained from the experience of discussing death.

Media/Literary Group Analysis Paper

17. Apply a family communication theoretical concept to a film (or portion of) or TV show. Theoretical concept suggestions: Conflict stages, Coping strategies, Relational currencies, Power relationships, Decision-making, Boundaries, Cohesion-adaptability, Gender roles, Communication patterns, relationship breakdown or coming apart, Barriers to intimacy, Rules, ect.

Film suggestions include (but are not limited to):

The War of the Roses-	Rainman-
Lorenzo's Oil-	My Big Fat Greek Wedding
Who's Afraid of Virginia Woolf-	Four Weddings and a Funeral
Soul Food	Fried Green Tomatoes
Jack the Bear	Parenthood- library
JFK	The Autobiography of Malcolm X
Shadowlands	The Godfather series
Prizzi's Honor	A River Runs Through It
Laurel Avenue	Shoot the Moon- library
Stepmom,	Father of the Bride
Johnson Family Vacation	The Family Stone
Two Weeks	

TV Show

Ex.—Everybody Loves Raymond (in re-runs), etc.

Novels Ex.—*The Grapes of Wrath*, *The Poisonwood Bible*, *A Choice of Weapons*, *We were the Mulvaney's*, *Life on the Lazy B*

Check your book selection with the instructor.

****Reaction papers** will be evaluated according to the following criteria:

Demonstrated understanding of concepts	1	2	3	4	5	6	7
Clear application of concepts	1	2	3	4	5	6	7
Clear thesis statement	1	2	3	4	5	6	7
Paper organization	1	2	3	4	5	6	7
Support by example	1	2	3	4	5	6	7
Independent thinking demonstrated	1	2	3	4	5	6	7
Systems thinking demonstrated	1	2	3	4	5	6	7
Spelling/grammar	1	2	3	4	5	6	7

ASSIGNMENTS: ORAL HISTORY AND ORAL HISTORY ANALYSIS

ASSIGNMENT 1: Oral History Due on or before 5/1



Service learning goes beyond volunteering in that it provides opportunity to reach a learning objective while providing meaningful service. In this project, you will provide an elderly person with a copy of their family oral history . You may work individually or in pairs. You will interview either a person who lives in the community surrounding Concordia or you will interview a family member. You will interview the person (4 to 7 meetings suggested) listen to their family stories, and document them. You will give the your partner in learning a copy of the stories you transcribe, and provide a 2nd copy to me. This portion of the assignment is pass/fail, but must be completed in order to pass the course. The interview must be done face-to-face, and in more than one meeting. **ALL CLASS MEMBERS MUST PARTICIPATE IN THE ACTUAL INTERVIEW PROCESS.**

Assignment 2: Oral History Analysis —Due 5/8



Based upon the data you gather in the oral history, you will **individually** write an 8 page analysis paper describing what you learned about family communication from completing the oral history.

A suggestion is to organize the paper using separate headings for introduction, method, analysis, and conclusion. **Reference the course readings(Galvin and Brommel, Pipher, Markman et. al.)** in the paper, particularly in the analysis section.

In the **introduction**, name the person you interviewed, and briefly introduce him or her. State your goals/purpose for the paper.

In the **method** section, provide details re: number of meetings, length of meetings, method of documenting, etc.

In the **analysis** (the “meat” of the paper), identify **theories** and **concepts** from course readings in the main concepts you discuss. Mention the texts specifically as you reference concepts and use quotes to interpret the interview data.

It may be helpful to indicate which stories or events the person you interviewed considered important or as defining moments (you can refer me to the oral history booklet, since I’ll have a copy).

Note what social, economic, political, historical, or personal events influenced changes in their lives and in their family. Consider the influence of gender, education, age, **ethnicity****, religion, marital status, etc. **See McGoldrick, M., Pearce, and Giodano (1996) Ethnicity in Family Therapy on 2 hour reserve for FAS 400., for an excellent summary of family characteristics associated with a variety of ethnic groups

In the **conclusion**, discuss what you learned about your own family and their history/stories and about the importance of family history/stories in general. What did you learn from the person you interviewed? Include any reflections you have about the nature of service.

Attach a bibliography.

Suggested Analysis paper outline

I. Introduction:

A. Introduce person interviewed

1. name
2. summarize a few details (age, current situation, significant events, etc.)

B. preview the main concepts you will cover in the paper (For example, roles ethnicity, coping, traditions and rituals)

II. Method

A. Where and When (meetings_

B. How data gathered (notes, taped, etc.)

III. Analysis

A. Concept/theory #1

1. Define concept (quote or reference Galvin, Bylund & Brommel, Pipher, or FFYM)

2. Describe how this concept applied in the family, using your interview data for support and examples

3. Analysis--What does this mean? What insights does this give into the family and their communication, etc? How does it connect to other concepts?

B. Concept/theory #2

1. Define concept (quote or reference Galvin, Bylund & Brommel, Pipher, or FFYM)

2. Describe how this concept applied in the family, using your interview data for support/examples

3. Analysis--What does this mean? What insights does this give into the family and their communication, etc? How does it connect to other concepts?

C. Concept/theory #3

1. Define concept (quote or reference Galvin, Bylund & Brommel, Pipher, or FFYM)

2. Describe how this concept applied in the family, using your interview data for support/examples

3. Analysis--What does this mean? What insights does this give into the family and their communication, etc? How does it connect to other concepts?

D. Concept/theory #4

1. Define concept (quote or reference Galvin, Bylund & Brommel, Pipher, or FFYM)

2. Describe how this concept applied in the family, using your interview data for support/examples

3. Analysis--What does this mean? What insights does this give into the family and their communication, etc? How does it connect to other concepts?

IV. Conclusion

A. What did I learn?

B. Reflections on the nature of service

Oral History Analysis Papers will be graded according to the following criteria:

Demonstrated understanding of concepts	1	2	3	4	5	6	7
Clear application of concepts	1	2	3	4	5	6	7
Clear purpose statement	1	2	3	4	5	6	7
Paper organization	1	2	3	4	5	6	7
Support (text references)	1	2	3	4	5	6	7
Independent thinking demonstrated	1	2	3	4	5	6	7
Systems thinking demonstrated	1	2	3	4	5	6	7
Spelling/grammar	1	2	3	4	5	6	7

CONCORDIA UNIVERSITY
SERVICE LEARNING

Thank you for allowing one of our students to meet with you to collect your family/personal history and to provide you with a written copy for your personal use and records. The student (or students) you are meeting with is currently enrolled in a course at Concordia University called Family Communication. ALL information you give the student shall remain confidential. If you have any questions about this project, please contact Dr. Marilyn Reineck, Professor, at Concordia University (651-641-8850).

Name of Student (s) who will meet with you:

Student's Phone Number:

Date and time of first scheduled meeting

Service Learning Contract Concordia University and

Thank you for working with the Concordia student(s) named below. We at Concordia believe that integration into the community is an important part of a liberal arts education. The opportunity to work with you is a great pleasure. **Please sign at the bottom of this form indicating that the student(s) meeting with you completed the stated number of hours meeting with you and that s/he has provided you with a copy of your oral history.**

Student Name(s) _____

Name of interviewee _____

Record of meeting dates and times:

Date	Time	Total hours that day
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Total of meeting hours _____

To the student: Please have your interviewee sign and date below AFTER providing him/her with a copy of the complete oral history. Turn this contract in to your instructor.

I acknowledge the above information is complete and accurate

Signature of Student(s)

Date

I have received a copy of my oral history from the above named student(s)

Signature of Interviewee

Date
