Course Description
This course covers how family and health communication intersect around topics of physical, psychological, and social wellness. We will investigate how families contribute to health communication and how health can influence family communication. Family will be examined through a variety of bonds (e.g., romantic, parent-child, intergenerational) and in combination with a variety of health contexts (e.g., physical illness such as cancer, mental illness and health behaviors).

Course Objectives
I have listed below my objectives for this course; however, I view this as a starting point for class discussion and assignments. I encourage students to add their own objectives to this list.

1. Understand the recent research, trends, and theories on families and health communication
2. Analyze, evaluate, and discuss empirical research on families and health communication
3. Investigate how families contribute to health communication and how health can influence family communication
4. Integrate recent research, trends, and theories on families and health communication into a final research paper

Required Readings
Readings will be available on Canvas with a list of references on the course schedule.

Course Components
1. Attendance – Attending class is critical for your success in the course and for a stimulating class community. Attendance will be recorded for each of our class meetings and will be part of your participation grade. http://registrar.utah.edu/handbook/attend.php

2. Participation – Although attendance is important to your learning, participation will be a key to you getting as much out of this course as possible. I include participation points in your final grade. Participation includes getting involved in class discussions and being an active member in group situations. Basically, this will be an interactive class and all input is valued. Class sessions will include lecture, but a portion of class will always include class discussions. Coming to class prepared in terms of having completed the assigned readings will be another part of your participation grade.

3. In-Class Activities – These activities will differ depending on the topic of the week. Activities could include self-assessments, mini writing reflections, think-pair-share exercises, student polling, surveys, and others.

4. Readings – Students are expected to demonstrate that they have read the assigned material through class discussions and activities.
5. **Quizzes** – There will be 10 quizzes administered throughout the semester. They will not be announced beforehand, but the quiz will be based on articles or materials assigned for class or topics already discussed. This will be given at any point of class (e.g., start, middle, end, etc.). Student who are late to class or absent will not be given the opportunity to make-up a quiz.

6. **Reflection Responses** - Students will write 6 reflection responses, each should be 2 full pages (APA format, double spaced, 1” margins, and 12 pt font). These responses will be based on a single assigned reading, and must be submitted on the day of that reading. Students can select to submit on any readings that spark ideas but they must be submitted before the class discussion of that topic starts. These should not be summaries about the content of the reading, but extend the readings to other assigned readings (even from that class or from prior classes), outside theories/ articles, or other connections. We will discuss these in more detail during the first week of class. These will not have official due dates in Canvas due to the flexibility on what articles you select. However, we have roughly 12 content classes, so you will want to start these responses early in the semester.

7. **Family Health History (FHH) Reflection Paper** – Students will write a 3 full page (APA format, double spaced, 1” margins, and 12 pt font) reflection paper and post a discussion. This will have students reflect on what they know about their FHH. The full directions and assignment sheet will be on Canvas.

8. **Course Paper** – The culminating assignment for this course will be a research and application project. This will be a 10-12 page paper (APA format, double spaced, 1” margins, and 12 pt font). The project will include an in-depth analysis of a family and health communication topic of interest. The topic will be determined mid-semester with a list of preliminary articles. There are three main components of this assignment: paper proposal, final paper, and presentation. A separate assignment sheet on Canvas provides details of the course paper.

9. **Grading** – Grades will be assigned using a point system. The maximum points available for each course component are listed below. I do not grade on a curve. Additionally, students who cheat/plagiarize, do not show up for the exams, or otherwise exhibit poor behavior will receive a zero (0%) for that assignment (and potentially the course depending on the severity).

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Available</th>
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</thead>
<tbody>
<tr>
<td><strong>Quizzes (10)</strong></td>
<td>10 points each (100 points total)</td>
</tr>
<tr>
<td><strong>Reflection Responses (6)</strong></td>
<td>25 points each (150 points total)</td>
</tr>
<tr>
<td><strong>FHH Reflections Paper</strong></td>
<td>25 points</td>
</tr>
<tr>
<td><strong>Course Paper</strong></td>
<td>(155 points total)</td>
</tr>
<tr>
<td>Proposal</td>
<td>25 points</td>
</tr>
<tr>
<td>Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Presentation</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>In-class Activity</strong></td>
<td>70 points</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>50 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS AVAILABLE</strong></td>
<td>550 POINTS</td>
</tr>
</tbody>
</table>

The final grades will be assigned as follows:

- A  = 93 – 100%
- A- = 90 – 92%
- B+ = 87 – 89%
- B  = 83 – 86%
- B- = 80 – 82%
- C+ = 77 – 79%
- C  = 73 – 76%
- C- = 70 – 72%
- D+ = 67 – 69%
- D  = 63 – 66%
- D- = 60 – 62%
Class Expectations

1. Academic Integrity – The Department of Communication encourages honest scholarship and follows the University guidelines for academic integrity. 
   http://www.regulations.utah.edu/academics/6-400.html

SECTION V: STUDENT ACADEMIC CONDUCT

Section V. A. … students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, and/or inappropriately collaborating.

Section V. B. A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate.

Turnitin will be utilized for all assignments as a plagiarism detection service. Guidelines on how to cite sources and create a reference page are available on the Canvas course. If you have questions about proper citation or plagiarize, please contact the instructor.

2. Completion of Assignments/Examinations – Students are expected to turn in assignments on the due date on Canvas. Late assignments will be accepted, but will be penalized 10% automatically (for each calendar day late) after the submission deadline. No make-up reading quizzes will be given.

   You are responsible for submitting the assignments on time. It is your responsibility to maintain your computer and related equipment in order to participate in this course. Equipment failure is not an acceptable excuse for late or absent assignments. I highly recommend a cloud storage for your work to ensure that you can correct work or resubmit if there is a technology error. Save a copy of all assignments until the end of the semester.

3. Respectful Interaction – All class participants, including the instructor, are expected to interact in a respectful manner during class time. This includes refraining from using profanity during class time, not interrupting students or the instructor during class discussions, and keeping comments relevant to class discussion.

4. Attendance - Attendance is mandatory. I will be keeping track through reading quizzes, activities, and participation. It is important that you show up and that you show up on time and stay for the full class. If you do miss class, it is your responsibility to learn (from classmates) what has transpired in lecture. Do not email the instructor to ask what was “missed” in lecture.

5. Electronics - All class participants are expected to turn off unnecessary electronic communication devices during class time. This is your time to fully engage with your classmates, the instructor, and the course content. Laptops or devices for note taking will be allowed during the lecture portions of class. If you are found to be using the device for non-class related material, you will be asked to turn off your device for the rest of class.

6. Technology and Communication – Canvas will be used as a supplement to this course. You will be able to find course materials, assignment details, grades, announcements and other items on this site. All assignments will be submitted through Canvas. Please check the site at least twice a week to ensure that you are not missing important details or updates.
Email or office hours are the preferred methods of communication outside the classroom. Please allow 24 hours during the week and 48 hours over the weekend for email responses. Make sure to include your course and name in every email.

7. **Disability Accommodations** – The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. [http://disability.utah.edu/](http://disability.utah.edu/)

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

8. **Content Accommodation Policy** - The University recognizes that students’ sincerely-held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors. It is the student’s obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student’s sincerely-held core beliefs. [http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf](http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf)

If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a content accommodation from the instructor. Though the University provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal.

9. **Additional Items**
   - University Accommodations: [http://regulations.utah.edu/academics/6-100.php](http://regulations.utah.edu/academics/6-100.php) (See Section Q)
   - Attendance: [http://regulations.utah.edu/academics/6-100.php](http://regulations.utah.edu/academics/6-100.php) (See Section O)
   - Academic Integrity: [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)
   - Grading, Registration, and Incompletes: [http://catalog.utah.edu/content.php?catoid=8&navoid=633#I_Grade](http://catalog.utah.edu/content.php?catoid=8&navoid=633#I_Grade)

10. **Major Course Deadlines**
   - Quizzes- 10 randomly given quizzes
   - Response paper- 6 papers due throughout the semester
   - FHH Paper and Canvas discussion- due November 8th (no class meeting)
   - Course Paper
     - Proposal- due November 1st
     - Final paper- due December 6th
     - Presentations on December 6th and 13th