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COMX 219S.50: Survey of Children's Communication

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The University of Montana-Missoula
Missoula College
Department of Applied Arts and Sciences
Fall 2022, Course Syllabus

Course Number and Title: COMX 219S, Survey of Children's Communication

Semester Credits: 3

Professor: Kim Reiser

E-mail: Kim.Reiser@umontana.edu

Please communicate with me via university email. You are welcome to request a telephone or Zoom call via email or on my voice mail at 243-7839. If you do so, be sure to include your contact information as well as a variety of times that you are available. I will arrange a time with you that matches up with my schedule. If your questions or concerns pertain to Moodle, please call UMLearn Tech Support at 243-4999.

Office Location: Rm 423, Missoula College building at 1205 E. Broadway

Office Hours: By appointment via Zoom or telephone.

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

Socha, T., J., & Yingling, J. (2010). *Families communicating with children*. Malden, MA: Polity Press.

Additional required reading will be posted in our Moodle supplement.

Grading

Quizzes – 25% of grade

Assignments 45% of grade

Discussion Forum – 30% of grade

GRADING SCALE: 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), 59 and Below (F)

Quizzes:

Quizzes will cover the assigned readings and video content. These will consist of true/false and multiple choice questions.

Assignments:

Assignments will ask students to engage with the course material. These will vary in format and focus, but will oftentimes take the form of written reflections asking students to apply course concepts to a variety of scenarios they might encounter with youth.

Discussion Forums:

Once we get into the reading in the course, there will be bi-weekly discussion forums that will prompt students to reflect on and apply concepts from the reading.

Makeup Policy:

All quizzes and assignments will be submitted electronically in Moodle by midnight on the day they are due. If there are extenuating circumstances, please let me know prior to that due date. You may be asked for documentation or verification of your excuse. If there is not a reasonable excuse for missing the deadline, assignments will be accepted for half credit up to a week after the due date. Beyond this date, assignments will not be accepted.

Due dates will be communicated in weekly announcements. It is your responsibility to keep track of due dates and check announcements regularly. If you encounter "technical difficulties" that prevent you from completing an assignment, please notify me via phone or email at the time that occurs. I will verify the status of the issue in Moodle.

Student Conduct:

Please conduct yourself in a way that promotes learning for all students in the classroom (i.e. do not use language that might offend others, avoid disclosing too much personal information, and be respectful of others thoughts and opinions).

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 the following link: [student conduct code](#).

Diversity, Equity, and Inclusion:

Missoula College values the diversity of its students, faculty, and staff as an essential strength that contributes to our shared educational mission. Students of all backgrounds and perspectives are recognized and respected in this class. Course content and activities are intended to honor diversity of gender, sexuality, ethnicity, race, culture, religion, age, disability, socioeconomic status, and all dimensions of diverse human experiences and their intersection. Please notify your instructor if components of this course present barriers to your inclusion. Students can also reach out to Dr. Salena Beaumont Hill in the Office of Inclusive Excellence for Student Success, which provides student support for BIPOC and LGBTQ+ students and student groups. To explore making a formal report about discrimination or harassment, please visit the Equal Opportunity / Title IX office. For counseling or advocacy related to discrimination, please visit SARC.

Title IX:

Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

In accordance with Title IX laws, all employees at The University of Montana are considered "**Responsible Employees**," which requires us to report incidents of gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking) to the Title IX Coordinator, **Alicia Arant (243-5710, eoaa@umontana.edu, University Hall, Room 006)**. Please know, we will work with you when we do this. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

Office for Disability Equity:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit www.umt.edu/disability for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your instructor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

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

COURSE OUTLINE:

The following are the scheduled dates for quizzes, assignments, and graded discussion forums.

AUGUST**29 MODULE 1: Communication and Motivation**

Study: Explore our online course page, watch my introductory video, and read the syllabus.

Engage: Participate in this week's introductory discussion forum.

SEPTEMBER**6 MODULE 1: Communication and Motivation**

(This week starts on Tuesday due to the Labor Day holiday.)

Study: Read Roberts Chapter 2 (Communication) and Roberts Chapter 6 (The Good Parent), Moodle, and take the corresponding quiz.

Activate: Complete this week's assignment.

12 **MODULE 2: Communication, Language, and the Brain**

Study: Read Eliot, Chapter 14 (Language and the Developing Brain), Moodle, and take the corresponding quiz.

Engage: Participate in this week's discussion forum.

19 **MODULE 2: Communication, Language, and the Brain**

Study: Read Socha and Yingling, Chapter 1 (Children are Family Communicators Too) and ed.gov document (Promoting Early Conversations), Moodle, and take the corresponding quiz.

Activate: Complete this week's assignment.

26 **MODULE 3: Family, Peers and Communication Development**

Study: Read Socha and Yingling, Chapter 2 (Children's Communication Development at Home) and Socha and Yingling Chapter 3 (Children's Communication in Family Groups and Family Relationships), and take the corresponding quiz.

Engage: Participate in this week's discussion forum.

OCTOBER

3 **MODULE 3: Family, Peers and Communication Development**

Study: Read Sunwolf, Chapter 2 (Peer Groups in Childhood) and Faber and Mazlish, Chapter 2 (Engaging Cooperation), Moodle, and take the corresponding quiz.

Activate: Complete this week's assignment.

10 **MODULE 4: Communication and Multiple Intelligences**

Study: Read Goleman, Chapter 3 (When Smart is Dumb) and watch Daniel Goleman Video Clip from Oprah Winfrey Network, Moodle, and take the corresponding quiz.

Engage: Participate in this week's discussion forum.

17 **MODULE 4: Communication and Multiple Intelligences**

Study: Read Louv, Chapter 5 (A Life of the Senses: Nature vs. the Know-It-All State of Mind), Moodle, and take the corresponding quiz.

Activate: Complete this week's assignment.

24 **MODULE 5: Gender, Scripts, and Communication**

Study: Kindlon and Thompson, Chapter 1 (The Road Not Taken) and *Odd girl Out* chapter, Moodle and take the corresponding quiz.

Engage: Participate in this week's discussion forum.

31 **MODULE 5: Gender, Scripts, and Communication**

Study: Read Socha & Yingling, Chapter 4 (Children Learning Family Roles and Rules) and take the corresponding quiz.

Activate: Complete this week's assignment.

NOVEMBER

7 MODULE 6: Conflict, Decisions, and Adolescence

Study: Read 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, Moodle, and take the corresponding quiz.

Engage: Participate in this week's discussion forum.

14 MODULE 6: Conflict, Decisions, and Adolescence

Study: Read Socha & Yingling, Chapter 5 (Children in Family Decisions, Problems, and Conflict) and Faber and Mazlish, Chapter TBA (Moodle). Then, take the corresponding quiz.

Activate: Complete this week's assignment.

21 MODULE 7: Communication and Media Environments

(This is a short week due to the Thanksgiving Holiday.)

Study: Read "Social Media and the Brain" and "Teens, Social Media, and Technology: Pew Research Center", Moodle, and take the corresponding quiz.

NO DISCUSSION OR ASSIGNMENT THIS WEEK

28 MODULE 7: Communication and the Media Environments

Watch "Consuming Kids", Moodle, and take the corresponding quiz.

Engage: Participate in this week's discussion forum.

DECEMBER

5 MODULE 8: Mediating Media Usage for Adolescents

Study: Read Socha & Yingling, Chapter 6 (Children and Positive Communication Development at Home), "Media and Young Minds: APA Recommendations" (Moodle), "Media Use in School-Aged Children and Adolescents: APA Recommendations" (Moodle) and take the corresponding quiz.

Activate: Complete final assignment by the end of the day (11:59) p.m. December 11