

The University of Puerto Rico
College of Humanities English
Department Rio Piedras Campus
Syllabus Fall 2021-2022
Online

INGL 4145 Family Communication

Professor: Marisol Joseph-Haynes

marisol.josephhaynes@upr.edu

Cell (787) 6175614

Office Hours: Tuesday and Thursday 8:30 am to 12:30

(GMeets-By appointment)

Class meetings: Monday and Wednesday 1:00-2:20 PM

Course Description:

An introduction to the nature and functions of the family as a communication system. To study family as a communication system implies the exploration of human communication processes such as openness, conflict, social support, intimacy, decision-making, and context. Also, the course will address marital, parent-child, siblings, and intergenerational interactions and relationships.

Course objectives:

In this class we will be able to:

1. identify major concepts and theories related to family communication.
2. learn and apply family communication theories to specific family situations.
3. explore the diversity of family structures and organizations.
4. develop a theoretically informed perspective about what constitutes “competent, effective and appropriate” communication practices at home in family units and family relationships.

Things you should know about what I expect from your work in this class:

1. TO attend class regularly (we will have a synchronic class every Friday at 9 am)
2. TO participate assertively in class discussions
3. TO ask smart questions
4. TO use critical and active listening skills when not speaking
5. TO complete readings and turn in assignments on time.
6. TO prepare supplementary assignments and reports as required.
7. TO share with me any concern you might have about your progress in this course.

Texts and materials: ***

- A. Family Communication: Cohesion and Change (9th Edition) [2016 Kathleen M. Galvin]
- B. Family Communication (2011) by Chris Segrin and Jeanne Flora . Routledge Communication Series. ISBN-13: 978-0415876339
- C. Additional Required readings from academic articles published in the *Journal of Family Communication* and other Human Communication journals.

Evaluation Method:

	Points	Percentage
Class attendance and participation: Synchronic meetings (GMeets for now) Forums (Moodle) Chats (WhatsApp)	100	25%
Midterm**	100	25%
Case study—4 (25 pts each)	100	25%
Written final paper and oral presentation (50pys each)	100	25%
Total	400	100%

Grading Scale*****: 400-348 pts. A
 347-298 pts. B
 297-258 pts. C
 257-198 pts. D
 Below 198 pts. F

*****Students with special needs will be graded accordingly.

Class Attendance (100 pts): The current situation regarding with the Pandemia-Covid 19, steer us to an online course. The course will have both, **synchronic meetings** via videoconference (Google Meets—for now), and **asynchronic activities** which you will perform via Moodle. Attendance to synchronic meetings is mandatory. Violation of this policy will seriously affect your academic standing in the course.

You should notify your instructor of any absences due to medical conditions or any other reason in advance. Messages for your professor should be send to her institutional [email—marisol.josephhaynes@upr.edu](mailto:marisol.josephhaynes@upr.edu)

Students Rights & Responsibilities A. Grievances Students with a grievance against another student in this class or students with a conflict with the instructor are referred to the grievance

procedures outlined in the Student Handbook. It says, in part, "in academic matters such as a grade complaint, the student should first speak with his or her professor. The normal hierarchy then leads to the department chairperson, dean of the college, and provost."

Cheating & Plagiarism Students are reminded that cheating and plagiarism will not be tolerated. Even one incident of cheating or plagiarism is grounds for failing the course or more serious action by the university. Please carefully study the University policies on cheating and plagiarism that are detailed in the UPR Student Handbook.

“La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas. “

Special accommodations (Law 51): For those students who are registered with the Rehabilitation Services Administration (OSEI) or students who need special accommodations, please let me know on the first day of class. If your special accommodation need is documented (physical, psychological, learning disability, or any ailments that affects your academic performance) and would like to apply for the services, please contact the rehabilitation Services Administration of the UPR-RP, Dean of Students Affairs.

Possible arrangements dealing with assistive technology or equipment you may need should be coordinated through the Disability Services Office (OSEI) of the UPR-RRP, Dean of Students Affairs to arrange an appointment.

Regulations on discrimination by sex and gender in the modality of sex violence

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.”

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

Proposed class Schedule**Aug-Dec 2020**

Week	Date	Activity	Readings	Meeting Modality	Forums
W1	Aug 16 Aug 18	Introduction to Family Communication: 1-Student introductions 2-Syllabus 3- Class schedule 4-TextBook***		Synchronic	Intro
W2	Aug 23 Aug 25	1-Basics of Interpersonal Communication 2-Small group Comm 3- Relational Valences 4- Dialectical theories 5-Interpersonal Comm theories 6- Ecology of the family	1-Chapters 2+3	Sync 3-h	Dialectical Theories
W3	Aug30 Sept1	Defining Family: 1-Functions, forms and Interactions. 2-Relational Dialectics Case Study #1	1-chapters 2+3 2- “Help! My Parents are Millennials”- Steinmetz(PDF)	Sync-3h	Case Study
W4	Sep 8	Families Frameworks, Patterns and Identity	1-Chapter 4 2- Family Comm Patterns	Sync-1.5h Asyn-1.5h	Genogram
W5	Sep 13 Sep 15	Families-Emotions and Relational maintenance	1-Chapter 4 2-chapters 5+6	Sync-1.5h Asyn-1.5h	Emotions
W6	Sep 20 Sep 22	Mating Couples	1-“What in a Name” 2-Emotions-Biology Diagram-Study case #2: “As Good as it Gets”-movie	Sync-1.5h Asyn-1.5h	Emotions
W7	Sep 27 Sep 29	Mid Term-Take Home		Asynchronic	
W8	Oct 4 Oct 6	Relational Maintenance Emotions and Human Communication	In Class Excersie	Sync-1.5h Asyn-1.5h	
W9	Oct 13	1-Family Roles and Types	Chapter 8	Sync-1.5h	

		2-Parent-Child Comm 3- Parent-Child-Sibling Comm		Asyn-1.5h	
W10	Oct 18 Oct 20	1-Power Communication and Case study #3 “Little Miss Sunshine”-movie 2- Conflicts	Chapter 9	Sync-1.5h Asyn-1.5h	Conflicts
W11	Oct 25 Oct 27	Communication and Family developmental Stresses	Chapter 10	Sync-1.5h Asyn-1.5h	Stresses
W12	Nov 1 Nov 3	Improving Family Communications and Family Communication Well-being	Chapter 11+12	Sync-1.5h Asyn-1.5h	
W13	Nov 8 Nov 10	Due Date to Summit Theme and bibliography for research paper			Bibliography
W14	Nov 15 Nov 17	Individual meetings		GMeets	
W15	Nov 22 Nov 24	Oral Presentations on research paper			
W16	Nov 29 Dec 1	Oral presentations		Synchronic	
W17	Dec 6	Oral presentations on research paper		Synchronic	
	Dec10	Due Date Final Research Paper		Asynchronous	
Dec 20-Grades to registrar					

Bibliography:

On Family Communication

Acredolo, Linda P., and Susan Goodwyn. *Baby signs : how to talk with your baby before your baby can talk*. Chicago, Ill.: Contemporary Books, 1996.

Balter, Lawrence, and Peggy Jo Donahue. *"Not in front of the children--" : how to talk to your child about tough family matters*. New York, NY: Viking, 1993.

Bettner, Betty Lou, and Amy Lew. *Raising kids who can : use good judgment,*

assume responsibility, communicate effectively, respect self & others, cooperate, develop self-esteem, and enjoy life. Newton Centre, MA: Connexions Press, 1996.

Bluestein, Jane. *Parents, teens, and boundaries : how to draw the line.* Deerfield Beach, Fla.: Health Communications, 1993.

Bochner, Arthur P., Janet Yerby, and Nancy Buerkel-Rothfuss. *Understanding family communication.* Scottsdale, Ariz.: Gorsuch Scarisbrick, 1990.

Braithwaite, Dawn, and Leslie Baxter, eds. 2006. *Engaging theories in family communication: Multiple perspectives.* Thousand Oaks, CA: SAGE

Brothers, Barbara Jo. *Attraction and attachment : understanding styles of relationships.* New York: Haworth Press, 1993.

Cahn, Dudley D., and Sally A. Lloyd. *Family violence from a communication perspective.* Thousand Oaks, Calif.: Sage Publications, 1996.

Cardinal, Catherine. *The ten commandments of relationships.* Kansas City: Andrews McMeel, 2000.

Cecil, Nancy Lee, and Patricia Roberts. *Raising peaceful children in a violent world.* San Diego, Calif.: LuraMedia, 1995.

Chapman, Gary D., and Ross Campbell. *The five love languages of children.* Chicago: Northfield Publishing, 1997.

Cohen, Sherry Suib. *Secrets of a very good marriage : lessons from the sea.* New York, N.Y.: Penguin Books, 1994.

Covey, Stephen R. *The 7 habits of highly effective families : building a beautiful family culture in a turbulent world.* New York: Franklin Covey/Golden Books, 1997.

Curwin, Richard L., and Allen N. Mendler. *Am I in trouble? : using discipline to teach young children responsibility.* Santa Cruz, CA: Network Publications, 1990.

Dean, Amy. *Caring for the family soul.* Berkley trade pbk. ed. New York:

Berkley Books, 1996.

DeSisto, Michael. *Decoding your teenager : how to understand each other during the turbulent years*. 1st ed. New York: W. Morrow, 1991.

Donovan, Denis M., and Deborah McIntyre. *What did I just say!?! : how new insights into childhood thinking can help you communicate more effectively with your child*. 1st ed. New York: Henry Holt, 1999.

Dumas, Lynne S. *Talking with your child about a troubled world*. 1st ed. New York: Fawcett Columbine, 1992.

Dutton, Donald G. *The abusive personality : violence and control in intimate relationships*. New York: Guilford Press, 1998.

Faber, Adele, and Elaine Mazlish. *How to talk so kids will listen & listen so kids will talk*. 1st Avon Books rev. (20th anniversary) print., 20th anniversary updated. New York: Avon Books, 1999.

Fehr, Beverley Anne. *Friendship processes Sage series on close relationships*. Thousand Oaks, Calif: Sage Publications, 1996.

Fitzpatrick, Mary Anne, and Anita Vangelisti, eds. 1995. *Explaining family interactions*. Thousand Oaks, CA: SAGE. Gabor, Don. *How to talk to the people you love*. New York: Simon & Schuster, 1989.

Gelles, Richard J., and Claire Pedrick Cornell. *Intimate violence in families*. 2nd ed. Family studies text series ; v. 2. Newbury Park, Calif.: Sage Publications, 1990.

Glasser, William. *Staying together : the control theory guide to a lasting marriage*. 1st ed. New York: HarperCollins Publishers, 1995.

Gottman, John Mordechai, and Nan Silver. *The seven principles for making marriage work*. 1st ed. New York: Crown Publishers, 1999. Gray, John. *Creating great relationships*. Windham, NY: Penny Price Media, 1996.

Grosskopf, Barry. *Forgive your parents, heal yourself : how understanding your painful family legacy can transform your life*. New York: Free Press, 1999.

Harrison, Michelle, and Lynn Beckstrom. *The preteen's first book about love, sex, and AIDS. 1st ed.* Washington, DC: American Psychiatric Press, 1995.

Honig, Alice S., and Holly Elisabeth Brophy. *Talking with your baby : family as the first school.* 1st ed. Syracuse, NY: Syracuse University Press, 1996.

Jaffe, Joseph, Philippe Rochat, Daniel N. Stern, and Willis F. Overton. *Rhythms of dialogue in infancy : coordinated timing in development Monographs of the Society for Research in Child Development*, serial no. 265, v. 66, no. 2, 2001. Boston, Mass.: Blackwell Publishers, 2001.

Kalb, Rosalind, and Penelope Welch. *Moving your family overseas.* Yarmouth, Me.: Intercultural Press, 1992.

Klein, David H. *Saying good-bye : you & your aging parents.* San Francisco: Browntrout Publishers, 1997.

Kramer, Peter D. *Should you leave?* New York: Scribner, 1997.

Le Navenec, Carole-Lynne, and Tina Vonhof. *One day at a time : how families manage the experience of dementia.* Westport, Conn.: Auburn House, 1996.

Markman, Howard, Scott Stanley, and Susan L. Blumberg. *Fighting for your marriage : positive steps for preventing divorce and preserving a lasting love. 1st ed.* San Francisco: Jossey-Bass, 1994.

Mathias, Barbara. *Between sisters : secret rivals, intimate friends.* New York, N.Y.: Delacorte Press, 1992.

Menzel, Peter, Charles Kuralt, and StarPress Multimedia (Firm). *Material world a global family portrait.* San Francisco, CA: StarPress Multimedia, 1994.

Meyer, Roberta. *Listen to the heart : creating intimate families through the power of unconditional love.* New York, NY: Warner Books, 1989.

Nelsen, Jane, and Lynn Lott. *I'm on your side : resolving conflict with your teenage son and daughter.* Rocklin, CA: Prima Pub., 1990.

Noller, Patricia, and Mary Anne Fitzpatrick. *Communication in family relationships*. Englewood Cliffs, NJ: Prentice-Hall, 1993.

Pearson, Judy C. *Communication in the family : seeking satisfaction in changing times*. New York: Harper & Row, 1989.

Rice, F. Philip. *Intimate relationships, marriages, and families. 2nd ed.* Mountain View, Calif.: Mayfield Pub. Co., 1993.

Risman, Barbara J. *Gender vertigo : American families in transition*. New Haven, Conn.: Yale University Press, 1998.

Romano, Dugan. *Intercultural marriage : promises & pitfalls. 2nd ed.* Yarmouth, MaineLondon: Intercultural Press ;Nicholas Brealey, 2001.

Scarf, Maggie. *Intimate worlds : life inside the family. 1st ed.* New York: Random House, 1995.

Scarf, Maggie. *Intimate worlds : how families thrive and why they fail. 1st* Ballantine Books ed. New York: Ballantine Books, 1997.

Schwartz, Richard, and Jacqueline Olds. *Marriage in motion : the natural ebb and flow of lasting relationships. 1st ed.* Cambridge, Mass.: Perseus Pub., 2000.

Socha, Thomas J., and Rhunette C. Diggs. *Communication, race, and family : exploring communication in black, white, and biracial families LEA's communication series*. Mahwah, N.J.: L. Erlbaum Associates, 1999.

Sternberg, Robert J. *Love is a story : a new theory of relationships*. New York: Oxford University Press, 1998.

Tannen, Deborah. *I only say this because I love you : how the way we talk can make or break family relationships throughout our lives. 1st ed.* New York: Random House, 2001.

Tasker, Fiona L., and Susan Golombok. *Growing up in a lesbian family : effects on child development*. New York: Guilford Press, 1997.

Vangelisti, Anita, ed. 2012. *Handbook of family communication*. 2d ed. New York, NY: Routledge.

Wahlroos, Sven. *Family communication : the essential rules for improving communication and making your relationships more loving, supportive, and enriching*. Rev. ed. Chicago: Contemporary Books, 1995.

Waite, Linda J., and Maggie Gallagher. *The case for marriage : why married people are happier, healthier, and better off financially*. 1st ed. New York: Doubleday, 2000.

Walker, Richard. *The family guide to sex and relationships*. New York: Macmillan USA, 1996.

Weingarten, Kathy. *The mother's voice : strengthening intimacy in families*.

1st ed. New York: Harcourt Brace, 1994. Wolf, Sharyn. *How to stay lovers for life : discover a marriage counselor's tricks of the trade*. New York: Plume, 1998.

On Communication Research:

Altheide, David L. (1996) *Qualitative Media Analysis*. Thousand Oaks, CA: Sage.

Atkinson, Paul A. (1992) *Understanding Ethnographic Texts*. UK: Sage Publications.

Baxter, Linda and Babbie, Earl R. (2004) *The Basics of Communication Research*. NY:

Wadsworth. Bryman, A. (1992). *Quantity and Quality in Social Research*. London: Routledge. Brown, J. D. and T. S. Rodgers. (2003) *Doing second language research*. Oxford: Oxford University Press.

Chaudron, C. (2003) *Data collection in SLA research*. In *Handbook of Second Language Acquisition*, eds. C. J. Doughty and M. H. Long. Malden, MA: Blackwell. Pp. 762-828.

Christina Bratt Paulston and G. Richard Tucker, (2003) *Sociolinguistics: The*

Essential Readings. Malden, MA: Blackwell.

Colombo, J. (1982) The critical period concept: research, methodology and theoretical concerns. *Psychological Bulletin* 91, 260-275

Crabtree, B.F. and Miller, W.L., eds. (1992). *Doing Qualitative Research*. CA: Sage.

Gass, S. (2001) Innovations in second language research methods. *Annual Review of Applied Linguistics* 21.

Gumperz, J. J. (1982a). *Discourse strategies*. Cambridge: Cambridge University Press.

Gumperz, J. J. (1982b). *Language and social identity*. Cambridge: Cambridge University Press.

Fetterman, D.M. (1989). *Ethnography Step-by-Step*. CA: Sage.

Fetzer, Anita (1997) Negative contextualization: a socio-semiotic approach to language teaching. In Ptz, Martin. ed. *The cultural context in foreign language teaching*. Frankfurt: Peter Lang. 85-109

Kaszubski J. (2003) Corpora in Applied Linguistics. *ELT* 57: 416-420

Kirk, J., and Miller, M. (1986). *Reliability and Validity in Qualitative Research*.

Newbury Park, CA: Sage. Koole, Tom & Jan D. ten Thije (1994b) The matising and unthematising racism in multicultural teams, in Heiner Prschel (ed.) *Intercultural Communication*, Bern: Peter Lang, 187-216.

Kramsch, C. (1991). The order of discourse in language teaching. In B. F. Freed (Ed.), *Foreign language acquisition research and the classroom*, (pp. 191-204).

Lexington, MA: D. C. Heath. Lazaraton, A. (1997). Preference organization in oral proficiency interviews: The case of language ability assessments. *Research on Language and Social Interaction*, 30, 1: 53-72.

Lincoln, Y.S. and Guba, E.G. (1985). *Naturalistic Inquiry*. CA: Sage.

Long, M. H. (1993) *Second language acquisition as a function of age: research findings and methodological issues*, in K. Hyltenstam and A. Viberg, eds. *Progress and regression in language*. Cambridge: Cambridge University Press.

Moerman, M. (1988). *Talking culture: Ethnography and conversation analysis*. Philadelphia: University of Pennsylvania Press.

Polkinghorne, Donald E. (1983) *Methodologies of the Human Sciences: Methods of Inquiry*. NY: SUNY Press. Polkinghorne, Donald E.(1988) *Narrative Knowing and the Human Sciences*. NY: SUNY Press.

Porte, G. K. (2002) *Appraising research in second language learning. A practical approach to critical analysis of quantitative research*. Amsterdam: John Benjamins.

Reinhard Köhler. (1995) *Bibliography of Quantitative Linguistics*.

A. and D. Robertson. (2001) *Measuring development and ultimate attainment in nonnative grammars*. In C. Elder, et al. (eds.). *Experimenting with uncertainty. Essays in honour of Alan Davies*. Cambridge: Cambridge University Press. Pp. 264-274.

Tannen, D. (1984a). *Conversational style: Analyzing talk among friends*. Norwood, NJ: Ablex.

Tannen, D. (1984b). *The pragmatics of cross-cultural communication*. *Applied Linguistics*, 5(3), 189-195.

Tannen, D. (1985). *Cross-cultural communication*. In T. van Dijk (Ed.), *Handbook of discourse analysis: Vol. 4. Discourse analysis in society*, (pp. 203-215). London: Academic Press.

Tannen, D. (1986). *Discourse in cross-cultural communication [Special issue]*. *Text*, 6(2).

Tannen, D. (1994). *Gender and discourse*. New York: Oxford University Press.

Reference materials

The Critical Essay SOURCE:

http://essayinfo.com/essays/critical_essay.php

The word "critical" has positive as well as negative meanings. You can write a critical essay that agrees entirely with the reading. The word "critical" describes your attitude when you read the article. This attitude is best described as "detached evaluation," meaning that you weigh the coherence of the reading, the completeness of its data, and so on, before you accept or reject it.

A critical essay or review begins with an analysis or exposition of the reading, article-by-article, book by book. Each analysis should include the following points:

1. A summary of the author's point of view, including *a brief statement of the author's main idea (i.e., thesis or theme) *an outline of the important "facts" and lines of reasoning the *author used to support the main idea *a summary of the author's explicit or implied values *a presentation of the author's conclusion or suggestions for action
2. An evaluation of the author's work, including *an assessment of the "facts" presented on the basis of correctness, relevance, and whether or not pertinent facts were omitted *an evaluation or judgment of the logical consistency of the author's argument *an appraisal of the author's values in terms of how you feel or by an accepted standard

Once the analysis is completed, check your work! Ask yourself, "Have I read all the relevant (or assigned) material?" "Do I have complete citations?" If not, complete the work! Now you can start to write the first draft of your expository essay/literature review.

The following steps are how this is done.

-Outline the conflicting arguments, if any; this will be part of the body of your expository essay/literature review.

-Ask yourself, "Are there other possible positions on this matter?" If so, briefly outline them. Decide on your own position (it may agree with one of the competing arguments)

and state explicitly the reason(s) why you hold that position by outlining the consistent facts and showing the relative insignificance of contrary facts. Coherently state your position by integrating your evaluations of the works you read. This becomes your conclusions section. Briefly state your position, state why the problem you are working on is important, and indicate the important questions that need to be answered; this is your "Introduction." Push quickly through this draft--don't worry about spelling, don't search for exactly the right word, don't hassle yourself with grammar, don't worry overmuch about sequence--that's why this is called a "rough draft." Deal with these during your revisions.

The point of a rough draft is to get your ideas on paper. Once they are there, you can deal with the superficial (though very important) problems.

Consider this while writing:

- The critical essay is informative; it emphasizes the literary work being studied rather than the feelings and opinions of the person writing about the literary work; in this kind of writing, all claims made about the work need to be backed up with evidence.
- The difference between feelings and facts is simple--it does not matter what you believe about a book or play or poem; what matters is what you can prove about it, drawing upon evidence found in the text itself, in biographies of the author, in critical discussions of the literary work, etc.
- Criticism does not mean you have to attack the work or the author; it simply means you are thinking critically about it, exploring it and discussing your findings.
- In many cases, you are teaching your audience something new about the text.
- The literary essay usually employs a serious and objective tone. (Sometimes, depending on your audience, it is all right to use a lighter or even humorous tone, but this is not usually the case).
- Use a "claims and evidence" approach. Be specific about the points you are making about the novel, play, poem, or essay you are discussing and back up those points with evidence that your audience will find credible and appropriate. If you want to say, "The War of the Worlds is a novel about how men and women react in the face of annihilation, and most of them do not behave in a particularly courageous or noble manner," say it, and then find evidence that supports your claim.
- Using evidence from the text itself is often your best option. If you want to argue,

"isolation drives Frankenstein's creature to become evil," back it up with events and speeches from the novel itself.

- Another form of evidence you can rely on is criticism, what other writers have claimed about the work of literature you are examining. You may treat these critics as "expert witnesses," whose ideas provide support for claims you are making about the book. In most cases, you should not simply provide a summary of what critics have said about the literary work.
- In fact, one starting point might be to look at what a critic has said about one book or poem or story and then a) ask if the same thing is true of another book or poem or story and 2) ask what it means that it is or is not true.
- Do not try to do everything. Try to do one thing well. And beware of subjects that are too broad; focus your discussion on a particular aspect of a work rather than trying to say everything that could possibly be said about it.
- Be sure your discussion is well organized. Each section should support the main idea. Each section should logically follow and lead into the sections that come before it and after it. Within each paragraph, sentences should be logically connected to one another.
- Remember that in most cases you want to keep your tone serious and objective.
 - Be sure your essay is free of mechanical and stylistic errors.
- If you quote or summarize (and you will probably have to do this) be sure you follow an appropriate format (APA format is the most common one when examining communication and sociological topics) and be sure you provide a properly formatted list of works cited at the end of your essay

What Is a Case Study? SOURCE:

www.materials.ac.uk/guides/casestudies.asp

It is now documented that students can learn more effectively when actively involved in the learning process (Bonwell and Eison, 1991; Sivan et al, 2001). The case study approach is one way in which such active learning strategies can be implemented in our institutions. There are a number of definitions for the term case study. For example, Fry et al (1999) describe case studies as complex examples which give an insight into the

context of a problem as well as illustrating the main point.

We define our case studies as student centered activities based on topics that demonstrate theoretical concepts in an applied setting. This definition of a case study covers the variety of different teaching structures we use, ranging from short individual case studies to longer group-based activities.

In our experience of using case studies, we have found that they can be used to:

- Allow the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice.
 - Encourage active learning.
- Provide an opportunity for the development of key skills such as communication, group working and problem solving.
 - Increase the students' enjoyment of the topic and hence their desire to learn.