

# COMM 280 Introduction to Interpersonal Communication

## Fall 2018 Course Syllabus

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check D2L and your UWSP Email regularly for corrections or updates to the syllabus. Any changes will be clearly noted in a D2L course announcement and/or through Email.

### Course Information

**Course Description:** 3 credits. Investigation of and experience with communication that facilitates the establishment and maintenance of effective personal relationships. (GEP: Social Science)

**Course Meeting Times/Location:** MW 3:30 – 4:45, CAC 300

### Instructor Information

**Instructor:** Dr. Rhonda Sprague

**Office:** CAC 208

**Office Telephone:** 715.346.2812 (office phone cannot receive text messages)

**Email:** [rsprague@uwsp.edu](mailto:rsprague@uwsp.edu) or [Rhonda.Sprague@uwsp.edu](mailto:Rhonda.Sprague@uwsp.edu) (preferred mode of contact)

**Office Hours:** Unless I tell you differently, I will be in my office on Mondays and Wednesdays from 1:30 – 3:00. I also will be available on Thursdays from 10:00 – 11:00 for the first 8 weeks of the semester, and Tuesdays from 2:00 – 3:00 for the last 8 weeks of the semester. If you want to meet with me, please send me an email at least 24 hours in advance to make an appointment. You can send me an Email at any time, but please be sure it follows the guidelines below.

### Instructor Contact Etiquette

I expect that you will communicate with me in a professional manner at all times. To that end, please attend to the following hints for engaging in professional communication with me (and all your university instructors):

<u>DO:</u>	<u>DO NOT...</u>
<ul style="list-style-type: none"> <li>• Be polite. Say please when you ask for help and thank you when you receive it.</li> <li>• Be brief and clear.</li> <li>• Include an informative <i>subject line</i> in Emails. I will not even open emails without a subject specified.</li> <li>• Include a <i>salutation</i> (such as Dear Professor Sprague, Greetings, or Hello) and a <i>signature</i>.</li> <li>• Specify the <i>course and section</i> about which you are writing or calling.</li> <li>• Be patient. I should respond within 24 hours.</li> </ul>	<ul style="list-style-type: none"> <li>• contact me to ask about something you could find out easily on your own (e.g., something on the syllabus, on the D2L site, or the like).</li> <li>• send Emails that read like text messages. Watch grammar, spelling, and formality.</li> <li>• make demands. Instead, <i>ask</i> for help.</li> <li>• send Email about anything complicated. Make arrangements to see me in person to discuss complicated issues.</li> <li>• put anything into an Email message that you would not be willing to say in person.</li> </ul>

### Expected Instructor Response Times

1. I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours, please resend your email. At that point, you have my permission to add one of those obnoxious exclamation points to your message, to identify it as important to you.
2. I will attempt to grade submitted work within one week; however, longer written assignments may take me longer to read and evaluate.

\*\*\*If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

## Course Learning Outcomes

Every student completing this course should have gained the following abilities:

1. Describe the major areas covered by the term “interpersonal communication;”
2. Distinguish between elements of major theories of IPC;
3. Distinguish between elements crucial to understanding IPC in various contexts;
4. Examine real or simulated IP situations and apply specific theoretical concepts to them; and
5. Identify and apply recommendations for improving your own and others’ IPC.

## Learning Outcomes for the Communication Major:

By the time they complete all major requirements, students will have gained the following competencies:

1. Communicate effectively using appropriate technologies for diverse audiences;\*
2. Plan, evaluate and conduct basic (quantitative and qualitative) research;
3. Use theories to understand and solve problems;\*
4. Apply historical perspectives to contemporary issues and practices; and
5. Apply principles of ethical decision making in a variety of contexts.\*

\*Outcomes supported by this course. You should produce materials related to these learning outcomes in this course. Communication majors should be sure to upload those materials to your ePortfolio storage space to use as evidence for your final assessment portfolio in COMM 400. Students in other majors should ask your advisors whether evidence of learning outcomes acquisition is required in your capstone experiences.

## Textbook & Course Materials

**Required Text:** University of Minnesota Libraries. (2013). *Communication in the real world: An introduction to communication studies*. Produced and distributed under a Creative Commons license (CC BY-NC-SA). Available to read or download at <http://open.lib.umn.edu/communication/> or <https://doi.org/10.24926/8668.0401>. I recommend you download this in PDF or a format that will enable you to read it on a Kindle or similar reader. Available formats are indicated on the home page for the text.

## Graded Course Activities

You will meet the outcomes listed above through a combination of the following activities in this course:

Assignments	Points	Final Grading Scale			
Tests (4 @ 35 points)	140		168 – 180 points = A	162 – 167 points = A-	
Article Review	20	157 – 161 points = B+	149 – 156 points = B	144 – 148 points = B-	
<u>Research Participation</u>	<u>20</u>	139 – 143 points = C+	131 – 138 points = C	126 – 130 points = C-	
TOTAL	180	121 – 125 points = D+	108 – 120 points = D	Fewer than 108 points = F	

Tests. You must take all tests to receive a passing grade for the course. Tests will contain a combination of matching, multiple-choice, fill-in-the-blank, ordering, and similar questions. Some items will focus upon straight recall of information, but I want you to be able to *see* these concepts in action and know how to *use* them when needed. Therefore, *most test questions will require you to be able to apply concepts* (such as recognizing examples of specific types of interpersonal communication or determining what is going on in a “story problem” and identifying the best option).

Article Review. Working in pairs, you will use the library’s *Communication and Mass Media Complete* database to identify an article related to interpersonal communication and construct a critique of it. Assignment details will be available in D2L.

Research Participation. We will be conducting a class-wide research project this semester. Your grade will be earned through your contributions to this project in 3 ways: 1) Submit potential research questions for the project (5 pts); 2) collect data (5 pts); and 3) summarize the research findings (10 pts). I will provide instructions for each part of the research project during the semester.

Extra Credit. Students can earn up to 4 points of extra credit for the course by writing potential test questions over in-class or textbook material. You will earn one point for each valid question submitted. If I use your question on an exam, you will earn an additional point for that question. I will not use more than 3 student questions on each exam. You will find directions for submitting extra credit questions in the Content area of our D2L site.

## Topic Outline/Schedule

**Important Note:** This schedule is likely to change, but will not do so without notice. If you have any questions, please contact your instructor.

Class	DAY	DATE	TOPIC	READING DUE
<b>PART ONE: GOOD COMMUNICATION BEGINS WITH FUNDAMENTALS</b>				
1	W	Sept 5	Introduction to Course; Model of IPC	
2	M	Sept 10	Axioms of IPC	Chapter 1
3	W	Sept 12	Perception and IPC	Chapter 2 (sections 2.1, 2.2, 2.4)
4	M	Sept 17	Perception and IPC, Part 2	<i>Potential Research Questions Due to D2L</i>
5	W	Sept 19	The Self and IPC	Chapter 2 (section 2.3)
6	M	Sept 24	The Self and IPC, Part 2	Chapter 6 (section 6.4) <i>Test 1 Extra Credit Questions Due to D2L</i>
7	W	Sept 26	Research in IPC	
<b>8</b>	<b>M</b>	<b>Oct 1</b>	<b>Test #1</b>	<b>All material to date</b>
<b>PART TWO: GOOD COMMUNICATION TAKES MANY FORMS</b>				
9	W	Oct 3	Culture and IPC	Chapter 8 (sections 8.2, 8.3, 8.4)
10	M	Oct 8	Listening and IPC	Chapter 5
11	W	Oct 10	Language and IPC	Chapter 3 (sections 3.1, 3.2, 3.4)
12	M	Oct 15	Social Support and IPC	
13	W	Oct 17	Nonverbal Communication and IPC	Chapter 4 <i>Test 2 Extra Credit Questions Due to D2L</i>
14	M	Oct 22	Research in IPC, Part 2	
<b>15</b>	<b>W</b>	<b>Oct 24</b>	<b>Test #2</b>	<b>All material since Test #1</b>
<b>PART THREE: GOOD COMMUNICATION IS KEY TO RELATIONSHIPS</b>				
16	M	Oct 29	Enduring Relationships	Chapter 6 (sections 6.1, 6.3)
17	W	Oct 31	Relationship Development	Chapter 7 (sections 7.1, 7.4)
18	M	Nov 5	Relationship Maintenance	
19	W	Nov 7	Breaking Up	
20	M	Nov 12	Long-Distance Relationships	<i>Test 3 Extra Credit Questions Due to D2L</i>
21	W	Nov 14	Family and Workplace Communication	Chapter 7 (section 7.3, 7.5)
<b>22</b>	<b>M</b>	<b>Nov 19</b>	<b>Test #3</b>	<b>All material since Test #2</b>
<b>PART FOUR: GOOD COMMUNICATION REQUIRES AN UNDERSTANDING OF THE "DARK SIDE"</b>				
23	W	Nov 21	Power and IPC	
24	M	Nov 26	Persuasion and IPC	
25	W	Nov 28	Deception, Conflict and IPC	Chapter 6 (section 6.2)
26	M	Dec 3	Jealousy, Cheating, and IPC	Chapter 7 (section 7.6)
27	W	Dec 5	Death, Dying and IPC	
28	M	Dec 10	Relational Abuse	
29	W	Dec 12	Research Wrap-Up	<i>Test 4 Extra Credit Questions Due to D2L</i>
	Su	Dec 16		<i>Research Write-Ups due to D2L</i>
<b>30</b>			<b>Test #3 (Final Test)</b>	<b>All material since Test #3</b>

# Course Policies

## Attendance Policy

Attendance on test days is required. If you do not take a test at the assigned time, and you do not have an excused absence, you will receive a grade of Zero for the test, and you will fail the course. Attendance on lecture days is not required, but is strongly encouraged. Most of the test material will come from class lectures. It is in your best interest to come to class. *Even though I do not require attendance, you are responsible for all information presented in class, including announcements, schedule changes, assignments, and course material. If you are absent, it is your responsibility to obtain the information you need.* I do not give copies of my notes to students. You must get missed notes from a classmate; however, you may ask me to clarify information from those notes that you do not understand completely.

Excused absences: Absences on test days will be excused for University-sponsored activities (bring me a list of participating students, provided by most advisors or coaches), illnesses that can be documented, or attendance at a funeral (bring a funeral card or obituary), *but only if you have told me ahead of time that you will not be able to take the test on the assigned day.* If you do have a valid excuse for being “absent” on a test day, you will be allowed to take a make-up test. Recognize, however, that your test might not have the same format as the one taken by your classmates (i.e., it might take the form of a short-answer or essay test).

## Late Work Policy

You are expected to meet all deadlines for coursework. Work that is not submitted by its deadline will not be eligible to receive credit, unless you have received explicit permission from me to submit late work. I will accept late work only for extremely compelling circumstances, and *only if you have told me ahead of time that you will be unable to meet the deadline.* Unless you have documentable evidence that you were completely incapacitated and unable to hold your phone or sit at a computer for long enough to leave a voicemail or send an Email telling me about your situation ahead of time, you will not be allowed to make up missed work, regardless of the reason for your absence.

## Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

## Statement of Policy

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.*

## Academic Integrity

*Every assignment you submit in this class must be original work.*

I will not tolerate academic dishonesty of any sort. *If you are found guilty of engaging in academic misconduct, you will fail this course and I will report you to appropriate university personnel for further disciplinary action.*

### UWSP Academic Honesty Policy & Procedures

#### UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student does any of the following:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.