

COMM 280 Interpersonal Communication Spring 2019

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 Canvas and your UWSP Email regularly for corrections or updates to the syllabus. Any changes will be clearly noted in a Canvas 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: Course meets TR 12:30 – 1:45, in CAC 300. Class meetings begin T March 26, 2019. Course has a required online component that will be housed in Canvas. The online and in-person components of the class will run parallel to one another.

Instructor Information

Instructor: Dr. Rhonda Sprague

Office: CAC 208

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

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

Office Hours: Unless I tell you differently, I will be in my office Tuesdays 9-10:30 and Thursdays 2-3. 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">• Be polite. Say please when you ask for help and thank you when you receive it.• Be brief and clear.• Include an informative <i>subject line</i> in Emails. I will not even open emails without a subject specified.• Include a <i>salutation</i> (such as Dear Professor Sprague, Greetings, or Hello) and a <i>signature</i>.• Specify the <i>course and section</i> about which you are writing or calling.• Be patient. I should respond within 24 hours.	<ul style="list-style-type: none">• contact me to ask about something you could find out easily on your own (e.g., something on the syllabus, on the Canvas site, or the like).• send Emails that read like text messages. Watch grammar, spelling, and formality.• make demands. Instead, <i>ask</i> for help.• send Email about anything complicated. Make arrangements to see me in person to discuss complicated issues.• put anything into an Email message that you would not be willing to say in person.

I know you are inundated with Email from around campus, but it is very important that you attend to Emails from me and your other instructors. Most of us are not going to send Emails containing superfluous information. At the start of each semester, it will be helpful for you to [set up a rule](#) in your UWSP Email account that filters Email from your instructors into a special folder that you check regularly. If you remember to change the names of your instructors in that folder every semester, you should never miss an important message.

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 save materials from this course 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. Any additional readings will be posted or linked in Canvas.

Course Technology Requirements

1. **Prepare Yourself for an Online Course.** UWSP has a helpful site you can use to learn what to expect in an online learning environment. It can be found at www.uwsp.edu/online. On the left navigation pane, select “student links” and then “online student orientation.” There are 6 short “quizzes” you can take to determine your readiness to be a successful online student.
2. **Technology Needs for COMM 280.** To be successful in this course, you will need to be able to access UW-Stevens Point’s Canvas online learning management system. You will use your UWSP account to login to the course from the [Canvas Login Page](#). You also will use those to access your *UWSP student Email account*, which you should check *every day*. I might send out notices via Email, as well as post Announcements in Canvas. A high-speed internet connection is optimal, but most Canvas features are available on the mobile app.
3. **Course Materials and Learning Activities Will Be Posted in Canvas.** If you are new to the Canvas learning environment, you can take a brief [course](#) to learn to navigate the Canvas environment. Click on the [Student Guides](#) or [Video Guides](#) links on the [Canvas Login Page](#), or click on the Help button from most areas within Canvas itself.
4. **Basic Computing Skills Needed.** You should be able to access Canvas, download and edit documents in

Microsoft Word, and upload materials back into Canvas. You also should be able to search for information through the library and on the Internet, and use an Email program competently.

5. **Use Microsoft Word for Word Processing when possible.** If you use Mac Pages or a knock-off Word program (like the ones you can get for free online) for word processing, you should sign up for Office 365. You have FREE access to Microsoft programs using your student account. Information about this option can be found at <https://www.uwsp.edu/office/Pages/default.aspx>. You will then be able to use Microsoft Word as your word processing program, and everything will be compatible with my equipment both at work and at home. A less-preferred option is to save every assignment as a .pdf file before submitting it to the dropbox.

I cannot grade what I cannot read, and I cannot read documents in .pages format or those formatted with knock-off Word programs. You will receive a grade of zero if I cannot read what you submit.

6. **Technical Assistance.** If you need technical assistance at any time during the course or to report a problem with Canvas you can:
1. Click on the “Help” button from almost anywhere in Canvas
 2. Visit with a [Student Technology Tutor](#)
 3. Seek assistance from the [IT Service Desk](#)
 - a. IT Service Desk Phone: 715-346-4357 (HELP)
 - b. IT Service Desk Email: techhelp@uwsp.edu

Graded Course Activities

You will meet the outcomes listed above by completing the following activities in this course:

Assignments:

Syllabus Quiz	1%
Tests (2)	60%
<u>Online Conversations (7)</u>	<u>39%</u>
Total	100%

Grading Scale:

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

Syllabus Quiz. You will take a quiz over the contents of this syllabus. You must earn 100% on the quiz before the deadline to receive full credit for this portion of your final grade (1%).

Tests. Tests are worth 60% of your final grade. *Test 1 will be available for 24 hours, but will have a two-hour time limit. You must complete the test within 2 hours after starting it. Test 2 will be available only during our scheduled Final Exam period (Thursday, May 16, 2019, 2:30 – 2:30PM).* Tests will be taken online, and 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 because you have access to all your course materials to take the tests, testing you that way only shows me how good you are at looking up information. I want you to be able to “see” these concepts in action. 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 way to go forward).

Online Conversations. Weekly online conversations over assigned readings, conducted in Canvas Discussion areas, are worth 39% of your final grade. There are 7 of these; your highest 6 scores will be used when this portion of your grade is calculated. See the *Conversation Forum Rules and Rubric* handout in Canvas for full details about this portion of your assignment.

Extra Credit. You may earn up to 3% of extra credit in the course. See the Extra Credit Information and Rules document in Canvas (available in Week 4 and Week 8 overviews) for full instructions.

Course Policies

Attendance Policy

Attendance on lecture days is not required, but is strongly encouraged. The majority 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.

Late Work Policy

You are expected to meet all deadlines for submitting required coursework. Work that is not submitted before its deadline will not be eligible to receive credit. ***I will accept late work for extremely compelling circumstances, but only if you have told me ahead of time that you will be unable to meet the deadline.*** Unless you have documented 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 before the deadline, you will not be allowed to make up missed work, regardless of the reason for your inability to meet the deadline.

Allowable Extensions: "Compelling circumstances" include, but are not limited to, the following: 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). 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).

If I grant you permission to turn in late work for a non-excused reason, work will receive an automatic 20% deduction, plus a 20% deduction for each day the work is late (so, an assignment that is one day late will have its score reduced by 40%; an assignment that is 2 days late will have its score reduced by 60%, etc.). The first day starts immediately after the Dropbox closes; the second day starts 24 hours later.

Grade Appeal Policy

If you feel your work did not receive a fair evaluation, you may request a reconsideration of the grade you received. However, you must observe the following:

1. The appeal must be in writing, 1-2 pages in length. You must submit it via Email.
2. The appeal cannot be made before 24 hours after the grade has been posted, but must be made within 72 hours of that time.
3. You must state the grade you think you should have received and the reasons why you think you should have received that grade. Your statement must make it clear that you have read the instructor's feedback thoroughly. Your reasons must conform to the standards used on the grading rubric.

Failure to follow any of these rules will result in immediate dismissal of the challenge.

I will respond to your appeal within one week. Recognize that you will be requesting that I re-grade your work. At the conclusion of that exercise, I will do one of the following: a) adjust your grade to a higher grade; b) adjust your grade to a lower grade; or c) not adjust your grade.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

1. Do not dominate any discussion. Give other students the opportunity to join in the discussion.
2. Do not use offensive language. Present ideas appropriately.
3. Be cautious in using Internet language. For example, writing in ALL CAPS suggests shouting.
4. Popular emoticons such as ☺ can be helpful to convey your tone but do not overdo or overuse them.
5. Avoid using vernacular or slang language. This could possibly lead to misinterpretation.
6. Never make fun of someone's ability to read or write.
7. People's *contributions* are up for critique; their *personalities* are not.
8. Share tips with other students.
9. Keep an open mind; be willing to express and respect minority opinions.
10. Think and edit before you push the "Send" button.
11. Do not hesitate to ask for feedback.
12. Using humor is acceptable, but only if it is relevant to the discussion.

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm
Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Accommodations Policy

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

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 Policy

Every assignment you submit in this class must be original work. Except for group papers, you cannot "work together" to complete assignments or take tests.

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 Policy

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.

Course Schedule (this schedule might change, but will not do so without notice)

Class	Day	Date	In-Class Topics	Readings and Assignments Due
Week 1: Introduction to (Interpersonal) Communication				
1	T	Mar 26	Introduction to (Interpersonal) Communication	Chapters 1.1, 1.4, 6.1
2	R	Mar 28	Axioms of IPC <i>Last Day to Clear Drop this Course (no W grade)</i>	<i>Syllabus Quiz Due by 12:30PM</i>
	<i>F</i>	<i>Mar 29</i>		<i>Weekly Conversation #1 Due</i>
Week 2: IPC and You				
3	T	Apr 2	The Self and IPC	Chapters 5.1, 5.2, 5.3
4	R	Apr 4	Perception and IPC	
	<i>F</i>	<i>Apr 5</i>		<i>Weekly Conversation #2 Due</i>

Week 3: Verbal and Nonverbal Communication				
5	T	Apr 9	Language and IPC; Social Support and IPC	Chapters 4.1, 4.2, 4.3
6	R	Apr 11	Death, Dying, and IPC	
	<i>F</i>	<i>Apr 12</i>		<i>Weekly Conversation #3 Due</i>
Week 4: Power and Persuasion				
7	T	Apr 16	Power and IPC	Chapters 6.2, 6.3
8	R	Apr 18	Persuasion and IPC	
	<i>F</i>	<i>Apr 19</i>		<i>Weekly Conversation #4 Due</i>
	<i>S</i>	<i>Apr 21</i>		<i>Test #1 Available until 11:59PM</i>
Week 5: Coming Together				
9	T	Apr 23	Enduring Relationships	Chapters 6.4; 8.1, 8.3
10	R	Apr 25	Relational Stages and Turning Points <i>Last Day to Drop this Course with a "W" Grade</i>	
	<i>F</i>	<i>Apr 26</i>		<i>Weekly Conversation #5 Due</i>
Week 6: Staying Together and Coming Apart				
11	T	Apr 30	Relationship Maintenance	Chapters 7.2, 7.3
12	R	May 2	Breaking Up	
	<i>F</i>	<i>May 3</i>		<i>Weekly Conversation #6 Due</i>
Week 7: The Hard Stuff				
13	T	May 7	LDRs and Jealousy	Chapter 7.6
14	R	May 9	Relational Abuse	
	<i>F</i>	<i>May 10</i>		<i>Weekly Conversation #7 Due</i>
Week 8: Finals Week				
		<i>R May 16</i> <i>12:30 – 2:30PM</i>		<i>Test #2 Available</i>