

Communication 280  
**Introduction to Interpersonal Communication**  
Fall 2015

**Professor:** Dr. Sylvia L. Mikucki-Enyart

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Office hours: Tuesdays and Thursdays, 10:00 – 11:00 a.m., and by appointment.

**Course Description:** Communication 280 is an introductory course focused on theories and principles of interpersonal communication. In this course you will develop your own communication skills, engage in active learning, complete exams, and apply course material to everyday life.

**Required Textbook Rental:**

Knapp, M. L., & Vangelisti, A. L. (2009). *Interpersonal communication and human relationships* (6th ed.). New York, NY: Allyn & Bacon.

Additional readings and materials are posted on D2L.

**Course Objectives:** After completing this course students should be able to:

- Describe the prominent theories and principles governing interpersonal communication.
- Employ effective interpersonal communication skills in everyday situations.
- Critically evaluate real-life and/or popular media examples of interpersonal communication using scholarly research and course concepts.

**Level of Difficulty:** Expect to be challenged. The readings go beyond information covered in lecture, and the tests cover both lecture and reading material. The writing assignment requires reflection, analysis, and critical thinking. If you are not ready for a challenge, COMM 280 is not the course for you.

## **Assignments and Grading**

**Grading Philosophy:** My primary aim is for you to understand course material and its utility and application in your daily life. As such, I view grades as a means to an end, not an end themselves. In other words, I want you to be focused on learning rather than simply receiving a high grade. If you focus on the latter this course will seem onerous, assignments and tests will seem like obstacles, and your motivation will quickly evaporate. If you focus on the former, however, you are more likely to stay engaged, involved, and motivated. And, in more cases than not, this intrinsic desire and motivation often goes hand-in-hand with higher marks.

Based on my philosophy, I view grading as a tool that allows me to (a) assess your demonstrated competence of particular content area, and (b) provide you feedback on how well you appear to comprehend course material. Unfortunately, I cannot assess or assign a grade to effort or time. Even if you worked “really hard” on a paper or spent “hours” studying for a test, I can only evaluate how competently you demonstrate knowledge and understanding of lecture and textbook material. If you are unhappy with your grade, I am happy to meet with you to discuss your approach to learning, such as how you prepare for class, assignments, and exams.

Additionally, students often ask why points were deducted from a writing assignment. This question suggests that you began the assignment with a 100%. I take the approach that all student assignments begin at a 0% and students earn rather than lose points.

**Grading:** Your grade will be calculated based on your scores from activities, exams, and a final project.

Exam 1:	100
Exam 2:	100
Exam 3:	100
Final Paper:	100

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400 points

**Grading Scale:** The following grading scale is used to determine your final grade.

100% - 94% = A	79% - 77% = C+	59% or less = F
93% - 90 = A-	76% - 74% = C	
89% - 87% = B+	73% - 70% = C-	
86% - 84% = B	69% - 67% = D+	
83% - 80% = B-	66% - 60% = D	

**Online Format:** Although this is an online course and you can work at your own pace, I have broken down the semester into weeks to help keep us on pace. All due dates for assignments and tests are listed below. These dates are firm and no late work will be accepted, please plan your schedule accordingly.

Access to the week’s content will start at 12:00 a.m. every Monday morning. Thus, you have seven days to listen to lectures and complete all required readings and activities/assignments.

**Exams:** You will have three exams throughout the semester. Exams are True/False and Multiple Choice and are designed to test your understanding of course material. Some questions will be straight recall (i.e., definitions, etc.) while others are application based and require you to apply course concepts to hypothetical examples. Exams *are not* cumulative and only cover the unit concept leading up to the exam.

All tests will be online, thus affording you the opportunity to use your textbook and notes while taking the test. However, all exams are timed (60 minutes) and you only have one attempt to take

the exam. Therefore, you cannot try to peak at the exam questions before taking it because once you open the link your timed attempt begins. As such, I encourage you to do all the readings and listen to lectures *before* beginning the exams, as you will not have enough time to wade through all of this material. Moreover, since you are allowed to use your book and notes, I do not provide study guides. If you want to know what to study or what will be on the test my simple answer is: EVERYTHING.

Additionally, all student tests are randomly generated from a bank of questions I have created. Thus, no two students will receive the same set of questions.

Finally, exams are only open for a 48-hour period during the exam week. No exceptions. Exam periods are detailed on the course schedule so please plan accordingly.

**Final Paper-IPC Film Analysis.** For this assignment, you will watch one of the approved films and write a paper that links course concepts and the movie. More details about this assignment are provided in a separate handout. See the Final Paper folder in D2L.

## Course Guidelines and Policies

**Late Work:** Late work is not accepted. No exceptions. Failure to take the exam or submit your final paper by the deadline will result in a zero for that exam/assignment.

**Grade Inquiry for Micro-Test Items and Writing Assignments:** Students are encouraged to take action if they believe a micro-test question or paper section was scored inaccurately. Students should submit a typed essay within one week after the micro-test or paper is returned in class. Essays should cite class material to convincingly argue for why the micro-test answer or paper section should be re-evaluated.

**Email Etiquette:** Email is a quick and convenient way for us to communicate outside of class. Remember, however, that you are still communicating with your professor. That being said, I expect all emails to be professional and courteous. Please make sure that all emails include a subject, a salutation (e.g., Dear Dr. Mikucki-Enyart, Hello Professor, etc.), content that is free of grammatical and spelling errors, a close (e.g., From, Sincerely, etc.), and your name. Also, be mindful of the tone of your email.

**Academic Integrity:** Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, and helping others commit violations) is taken very seriously and will not be tolerated. The *minimum* penalty for a violation of academic integrity is a failure (zero) for the assignment. Students who violate the university's academic code will be rigorously sanctioned. For more information, please visit: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/Academic%20Integrity%20Brochure.pdf>

*\*\*To protect against cases of academic dishonesty, all writing assignments will be submitted through Dropbox via D2L and checked against Turnitin.\*\**

**Disability Issues:** The Americans with Disabilities Act (ADA) is a federal law requiring education institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, please visit:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then notify me in writing within the first two weeks of the semester. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6<sup>th</sup> floor of the LRC. You can also find more information here: <http://www4.uwsp.edu/special/disability>