Communication 470.001: Advanced Interpersonal; Fall 2012
Tuesday/Thursday 11:00 AM -12:15 PM in Ferguson 375

Instructor: E. Spradley; espradley@sfasu.edu
Office: Liberal Arts North 416
Phone: 468-7095 *Long distance phone calls will not be returned.
Office Hours: M 8:45-11:45 AM
T/R 8:45-9:30 AM; 12:15-2:00 PM; 3:15-4:00 PM
*Other times by appointment
Teaching Hours: TR 9:30-10:45 AM; 11:00 AM-12:15 PM; 2:00-3:15 PM; T (only) 4:00-6:30 PM
Department: Languages, Cultures, and Communication
Appointments: Appointment times are encouraged to discuss grades. Please email to schedule an appointment.

Course Materials: Readings will be provided via D2L and/or via SFA email.

Course Description: Development of in-depth understanding and skills with regard to the complex features of interpersonal communication within personal and professional contexts.

Course Objectives/Student Learning Outcomes:
• Demonstrate understanding of interpersonal communication theories.
• Demonstrate understanding and application of interpersonal communication competence across a variety of contexts.
• Demonstrate understanding of how context shapes interpersonal communication competence.
• Design a communication competence intervention for a specific relational context.
• Demonstrate understanding of how technology and globalization are affecting interpersonal communication.

Communication Studies Program Learning Outcomes (PLO 2 will be assessed in this class):
Objective 1—Theory Knowledge: Students majoring in Communication Studies should display comprehension of major communication theories.
Objective 2—Theory Application: Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
Objective 3—Research Methods: Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
Objective 4—Diversity and Freedom of Expression: Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
Objective 5—Constitutive Nature of Communication: Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication, which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
Objective 6—Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

Instructor’s Expectations:
It should be understood by all students enrolled in this course that education is not a commodity. Therefore, no student should expect a passing grade simply because you attend class, turn in assignments and pay tuition. Instead, students, as well as your instructor, should always remember that
Course Adaptations
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Grade Withheld Policy (Semester Grades A-54)
http://www.sfasu.edu/policies/semester_grds.asp

II. Withheld Grades
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Attendance Policy
Students are expected to:

- Attend and participate in each class meeting,
- Arrive to class prior to class beginning,
- Sign the roll sheet at the front of the classroom prior to class beginning (no signature = absence),
- Be physically and intellectually prepared to listen to the lecture/speech (read assigned chapters from the textbook),
- Demonstrate respect for the instructor and classmates,
- Take notes, and
- Turn in all coursework either early or on time.

Absence

- An absence is indicated by a lack of signature by the student’s name on a roll sheet, or a lack of an instructor’s mark by the student’s name on a roll sheet that signifies the student was present for class. For an online class meeting, an absence is indicated by lack of an assignment/discussion post.
- If a student misses more than 15 minutes of a class, the student is marked absent.
- If a student falsifies the attendance record, the student receives an absence for the day in which the record was falsified and possible disciplinary action. Examples of falsifying records include: signing in and leaving class or having a friend sign in for you.
- If a student is texting, surfing the web, or sleeping during class, the student is marked absent.

Overall Absences
If a student misses 25% of the class regardless of excused/unexcused absence status, the result will be an F in the course. For Fall 2012 there are 30 class meetings. Therefore, no student may miss more than 7 classes.
Absence Penalties
On the 4th absence (excused or unexcused), students will be penalized by having 4% deducted from their final course average. On the 5th absence, 8% is deducted from their final course average. On the 6th absence, 12% is deducted from their final course average. An absence is an absence.

Make Up Work
No late work is acceptable. Deadlines for coursework are posted in advance, and it is the responsibility of each student to complete his/her work and submit it either early or on time. The University recognizes three types of documented excuses that may permit a student to make up work: 1) University Sponsored Event, 2) unavoidable emergency, and 3) personal illness. Your instructor will not hear or recognize oral excuses for missed course material. Your instructor is the exclusive decision maker on approving or denying an excused absence request in order to make up work in the class. Acceptable documentation includes: doctor/medical paperwork, written acknowledgement of participation in a university sponsored event, notification disseminated from the Judicial Office, and family emergency records. Acceptable documentation of an absence to make up coursework must be turned into the professor within one week of returning to class. No exceptions will be made.

Governing Policies
The following policies will apply toward decorum in online posts.

1. ACCEPTABLE STUDENT BEHAVIOR: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. *Unprofessional behavior includes but is not limited to talking while instructor/speaker is presenting, texting during presentations, sleeping during class, and using abusive, profane language/gestures.

2. Electronic devices: If a student text messages during class or attends to anything other than COM 470 course materials on an electronic device, the student in question will receive an absence for the day. If the behavior persists, the student will be asked to leave the class for the day. If the behavior continues to persist after this point, the student will be referred for disciplinary action.

3. Academic Integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been
**Grade Distribution:**
Grades will be determined by: Tests, Assignments, Group Project and Presentation, and Attendance.

**COURSE POINTS:** You may earn up to 1000 points total. Your chance to earn your grade ends when the semester ends. No grades will be bumped up at the end of the semester regardless of how borderline the grade is perceived to be. There are no opportunities for extra credit outside of that which is offered to every student enrolled in the course. To calculate your grade at any time in the course, add up your earned course points and divide them by the possible course points at that point in the semester. That gives you an average. The following indicates which letter grades correspond to earned points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 – 900</td>
<td>A</td>
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<tr>
<td>899 – 800</td>
<td>B</td>
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<tr>
<td>799 – 700</td>
<td>C</td>
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<tr>
<td>699 – 600</td>
<td>D</td>
</tr>
<tr>
<td>599 and less</td>
<td>F</td>
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</tbody>
</table>

**Tests:** Tests are in class and a mix of multiple choice, short-answer, and essay.

- Test 1 – All course readings and lecture up until this point. **200 points**
- Test 2 – All course readings and lecture from Test 1 until finals. **200 points**

**TOTAL:** 400 points

**Studying for tests:**
- Read the assigned chapter(s) and readings for each class carefully.
- Take notes in lecture.
- Use the study guides located on D2L.

**Communication Competence Intervention Paper & PowerPoint:**
Students will type a paper and create an accompanying PowerPoint that: designs an intervention skills training by 1) identifying and providing a rationale for the existence of a communication problem/deficiency, 2) identifying and providing literature on the communication context in which the problem/deficiency exists, 3) designing a training to build communication competence in the problem area and context, and 4) justify the training design based on a communication theory learned in the class. **Topics must be approved by your professor before October 16th. See the topic approval form on D2L.**

For example, a student could choose the problem/deficiency: poor electronic communication. The student could apply the problem in the context of student-professor relationships. The student would need to find 5 communication journal articles (Please ask your instructor for assistance) to discuss the problem generally and the problem as applied to the context. Then, the student would design a skills training aimed at either the students or professors to enhance student-professor relations by building communication competence in the area. The student would need to clearly identify how the training addresses the problem and the context sufficiently. Finally, the student must justify the training based on a communication theory. In this case, the student may select Action Assembly Theory (AAT), and discuss how the training will use simulation to generate more experiences in order to decrease the time it takes to assemble competent communication.

**Annotated Bibliography.** To help you prepare to write the paper, cite sources in APA style, and conduct effective research, an APA style annotated bibliography is due prior to the semester paper. The
COM 470 Syllabus

annotated bibliography is worth 100 points. Instructions for the annotated bibliography follow:

• Find and read 5 communication journal articles that discuss the communication problem/deficiency and communication context that has been approved by your instructor.

• The entry in the annotated bibliography should be: APA style full reference as it should appear on a reference page followed by two paragraphs for each of the 5 required sources. The two paragraphs should: 1) summarize the article in your own words, defining key terms/ideas and 2) describe how the article will be used in your paper (i.e. what parts of the article are most relevant to your paper).

• The grade will be determined based on APA style, credibility and quality of source, relevance of source to the topic, quality of two paragraphs, and writing style/format/correctness. Each of the 5 required entries is worth 20 points, thus, making the overall annotated bibliography worth 100 points.

Communication Competence Intervention Paper. The paper is worth 200 points. The paper should adhere to the following instructions:

• Include the following sections in the paper: an introduction, review of literature on the communication problem/deficiency and interpersonal context, introduce a skills training and audience for the training, explain how the intervention is designed using a communication theory, explain the components of the intervention (education and application), and conclude by justifying the components of the intervention and how it will solve the problem/deficiency.

• Use and properly cite the 5 communication journal articles that describe the problem/deficiency and communication context (no websites).

• Use and properly cite sources that explain the selected communication theory and justify components of the intervention.

• Minimally type 10 double-spaced pages, with 12-point font in Times New Roman with 1-inch margins (follow APA style headings/section titles and format for a cover page).

• A paper copy and electronic copy of the paper is due on 11/27.

Communication Competence Intervention PowerPoint. The PowerPoint is worth 100 points. The PowerPoint can be a part of your digital portfolio and assist you in representing your work as a student in job applications. The PowerPoint must:

• Use a professional template.

• Contain a cover slide.

• Use a slide to represent key terms, problem/deficiency definitions, communication context explanations, identify target audience of intervention, explain theory used to design the intervention, breakdown components of the intervention, and APA reference list.

• Use parenthetical citations on slides.

• Use graphics, charts, and such to improve the aesthetics of the PowerPoint (don’t use cheesy clip art or pixilated images).

• Include 6-8 slides, excluding reference list.

• A paper copy and electronic copy of the slides are due on 11/27.

• Other types of presentational software may be used if you check with your instructor.

TOTAL: 400 points

Assignments: Assignments will be made during class to help students engage with course content and think critically about interpersonal communication, the development of competencies, theoretical explanations of competence, and contextual considerations of competence. Assignment instructions are
distributed and/or orally explained. All submitted work must be typed and follow APA style, and all presentations must use presentational aids such as PowerPoint.

TOTAL: 200 points

**Attendance:** See the attendance policy. Attendance has a real affect on your course grade.

**Course Calendar:** Use the course calendar to see when daily readings, projects, assignments, and exams are scheduled. Calendars are subject to change based on student learning progress and unforeseen occurrences. In the event the calendar changes, announcements will be posted on D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Daily Discussion, Lectures, Readings, and/or Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Course Introduction</td>
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<tr>
<td></td>
<td>8/30</td>
<td>Defining Communication Competence: Read Spitzberg’s article posted on D2L in the Communication Competence Module.</td>
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<tr>
<td>2</td>
<td>9/4</td>
<td>Communication Competence in the Context of Mediated Communication: Reading is posted on D2L in Communication Competence Module.</td>
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<tr>
<td></td>
<td>9/6</td>
<td>Communication Competence in the Context of Mediated Communication: Reading is posted on D2L in Communication Competence Module.</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>In class, we will critique and discuss communication competence as related to Action Assembly Theory and Goals-Plans-Actions Theory (AAT and GAT readings are in the Communication Competence Module on D2L).</td>
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<tr>
<td></td>
<td>9/13</td>
<td>Continue discussion from 9/11.</td>
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<tr>
<td>4</td>
<td>9/18</td>
<td>In class, we will critique and discuss communication competence as related to Relational Dialectics Theory and Communication Privacy Management Theory (RD and CPM readings are in the Communication Competence Module on D2L).</td>
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<tr>
<td></td>
<td>9/20</td>
<td>Continue discussion from 9/18.</td>
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<tr>
<td>5</td>
<td>9/25</td>
<td>In class, we will critique and discuss a myriad of other interpersonal communication theories and relate them to communication competence. The class will be broken down into groups and assigned theories to collect information about and present to the rest of the class.</td>
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<tr>
<td></td>
<td>9/27</td>
<td>Group work continued from 9/25.</td>
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<tr>
<td>6</td>
<td>10/2</td>
<td><strong>Group presentations</strong> on the assigned interpersonal communication theory and discussion of how it relates to communication competence.</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>10/3</td>
<td><strong>Test 1</strong></td>
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<td>7</td>
<td>10/9</td>
<td>Interpersonal Communication Context: Family Communication readings posted on D2L in the communication context module.</td>
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<tr>
<td></td>
<td>10/11</td>
<td><strong>Family Storytelling Assignment Due on D2L:</strong> Family story and discussion questions answered should be typed and uploaded as a DOC or RTF to the dropbox folder entitled Family Storytelling. Follow instructions provided on D2L. No in class meeting.</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>Interpersonal Communication Context: Family Communication and Storytelling reading posted on D2L in the communication context module.</td>
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<tr>
<td></td>
<td>10/18</td>
<td><strong>All Communication Competence Intervention Topics must be approved. See form on D2L.</strong> Interpersonal Communication Context: Family Communication and Health reading posted on D2L in the communication context module.</td>
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<tr>
<td>9</td>
<td>10/23</td>
<td>Interpersonal Communication Context: Family Communication and Work/Life balance reading posted on D2L in the communication context module.</td>
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<td></td>
<td>10/25</td>
<td>Interpersonal Communication Context: Family Communication and Socialization reading posted on D2L in the communication context module.</td>
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<tr>
<td>10</td>
<td>10/30</td>
<td><strong>Annotated Bibliography Due in Class</strong> Continue class discussion from 10/25.</td>
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<td></td>
<td>11/1</td>
<td>Interpersonal Communication Issue: Social support and Mediated Communication reading posted on D2L in the communication issue module.</td>
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<tr>
<td>11</td>
<td>11/6</td>
<td>Interpersonal Communication Issue: Power, aggression, assertiveness, and passivity reading posted on D2L in the communication issue module.</td>
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<tr>
<td></td>
<td>11/8</td>
<td><strong>Personal Engagement Log Assignment Due on D2L:</strong> Post your discussion post and reply to 5 classmates on D2L prior to 11 PM. Further instructions are provided on D2L. No in class meeting due to online student to student interaction.</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>Interpersonal Communication Issue: Jealousy and Communication reading and Deception and Communication reading posted on D2L in the communication issue module.</td>
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<td></td>
<td>11/15</td>
<td>No in class meeting. Work on fine-tuning your paper to be able to submit it to the Online Writing Lab on 11/20.</td>
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<tr>
<td>13</td>
<td>11/20</td>
<td><strong>Assignment Due:</strong> Send your Com Competence Intervention Paper to the Online Writing Lab through the AARC. The AARC will send me an email to confirm that your paper was submitted. No in class meeting.</td>
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<td></td>
<td>11/22</td>
<td><strong>Thanksgiving Holiday</strong></td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>14</td>
<td>11/27</td>
<td>Com Competence Intervention Paper and PowerPoint Due in Class and electronically on D2L. Students must bring a paper copy and submit an electronic copy (Turn it is used in the grading of student work).</td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>Com Competence Intervention Presentations</td>
</tr>
<tr>
<td>15</td>
<td>12/4</td>
<td>Com Competence Intervention Presentations</td>
</tr>
<tr>
<td>12/6</td>
<td></td>
<td>Com Competence Intervention Presentations</td>
</tr>
<tr>
<td>16</td>
<td>12/13</td>
<td>Final Exam at 9:00 AM in F373</td>
</tr>
</tbody>
</table>

**Important University Dates:**
- Last Day to Register: 8/30
- Twelfth Class Day: 9/12
- Mid-semester: 10/17
- Last Day to Drop or Withdraw without WP or WF: 10/24
- Last Day to Withdraw from the University: 11/26
- Finals Week: 12/10-15