Languages, Cultures and Communication  
Interpersonal Communication  
Communication 170.7  
Monday 4:00-6:30 pm  
Ferguson Room 373  
Fall Semester 2017

Professor: Dr. Jim Towns  
jtowns@sfasu.edu  
Do Not Use D2l Email  
Phone: 468-1084  
Office: Liberal Arts North Bldg. Room 411

Schedule and Office hours:

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<th>Schedule</th>
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READ SYLLABUS BEFORE ASKING QUESTIONS IN CLASS  
OR EMAILING/PHONING  
READ ALL MATERIALS ON D2L

Course Description: Study of communication in the one-to-one situation leading to development of interpersonal communication skills. Emphasis is on positive mental attitude and personal growth.

Student Learning Outcomes (SLO’S):
1. The student will be able to develop an understanding of theoretical principles.
2. The student will be able to make practical application of the theories.
3. The student will be able to understand the roles that self-awareness, self-concept, perception, adaptation to change, and belief systems play in effective interpersonal communication.

Program Learning Outcomes (PL0’S):
1. Theory Knowledge: Students majoring in Communication studies, should display comprehension of major communication theories.
2. Theory Application: Students majoring in Communication studies, will apply major theories in the field to communicate effectively in a variety of settings.

General Education Core Curriculum Objectives/Outcomes (EEO’S)
1. Understand and demonstrate speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. Understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. Understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual and oral communication.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. Develop the ability to research and write a documented paper and/or give an oral presentation.

Text, Materials and Class Expectations:
1. Textbook is *Interpersonal Communication* by West/Turner. Outline of text is on D2I for this class.
2. Read specific sections in the SFA General Bulletin entitled University Policies. The SFA Way Honor Code will be the standard. The five points are: caring, respect unity, responsibility and integrity. If you disrespect the professor or disrupt the class, you will be required to leave the class.
3. Dressing appropriately. Appropriate clothing communicates a positive image that causes others to respond meaningfully. Hats/caps are not to be worn in this classroom. They distract from your performance by making it difficult for your audience to receive important nonverbal cues. It is also difficult to recognize you and interact with significant feedback.
4. This class is an opportunity to study and research how communication works, what makes it work more and less effectively, and how to improve it. It is an opportunity for you to ground that knowledge by associating it with your own situation and experiences. It is a scholarly forum. It is a college-level class, so you must provide your best academic work to earn a high grade.
5. In the classroom the only use of electronic devices are restricted to note taking. No cell phones used in class. These must be turned off and kept in back pack during class. If cell phone goes off during class, you will be asked to leave class and be counted absent for that class. If you use any electronic devices during an exam you will receive an F(0) for the exam.
6. No Food or Drink in class except water.
7. Due to departmental budget, long distance calls will not be returned.
8. This course will be evaluated in compliance with the university assessment program.

Assessment Assignment

COM 170 Interpersonal Communication, Core Assessment, Critical Thinking Assignment

Student Instructions: The purpose of this essay is to apply critical thinking about interpersonal communication to observed interpersonal interactions.

View a television program or movie that depicts interpersonal interactions. Using the observed interpersonal interactions between the characters in the program or movie, write a 2-3 paragraph essay that accomplishes the following: a) introduces the interpersonal interaction and the purpose of the essay, b) identifies and defines at least two different concepts from the textbook relevant to the interpersonal interaction, c) analyzes the interaction based on the concepts making evaluations about the interactions. As the concepts are introduced, the textbook and other relevant sources must be cited. The essay should clearly reach a conclusion regarding the quality of the interpersonal interaction. The essay should be submitted to Live Text as an attachment.
CRITICAL THINKING RUBRIC

This rubric was developed by an interdisciplinary team of faculty representing colleges at Stephen F. Austin State University (SFA) through a process that examined and modified the AACU Written Communication Value Rubric to meet the needs of SFA’s core curriculum assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The SFA team agrees with the utility of the AACU VALUE rubric, which “is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.”

Definition
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language
This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
• Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.

Attendance
During the course of the semester your attendance is expected and considered as part of your course work. On the second absence, five points will be deducted from your course grade. For an example, if your final course grade is 84 and you are absent one day, your final course grade will be lowered to 79. Etc. On the second cut your grade will be lowered five more points. On the third cut, you will be assigned an F in the course. It is the responsibility of the student to sign the class roll sheet each day. If you do not sign it, you will be considered absent. This is your responsibility and not the professor’s. It is required that you be in class on time. The door may be locked at the designated time for class to start. If the door is locked, you will be counted absent for that day.

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.
Students with Disabilities:
To obtain disability related accommodation, alternate formats and/or auxiliary aids, students with disabilities must contact the office of Disability Services (ODS), Human Services Building, and Room 324, 468-3004 / 468-12004 (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/. You must meet with your professor concerning some specifics.

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.

Course Grade
The course grade will be comprised in the following way:

25% Exam #1 Ch. 1-2-3 & notes
25% Exam #2 Ch. 4-5-6 & Notes
25% Exam #3 Ch. 7-8-9-10 & notes
25% Exam #4 (½) and Critical Thinking Paper (½).
100% = Course Grade.

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 components 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 that has been purchased or otherwise obtained from an internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Studens are expected to read and abide by the university policy on academic integrity. You will find a copy of this policy web address below. If a student is found to be in violation of any part of this policy, he/she will be subject to receiving a failing grade for this course, and the violation will be reported to the proper university authorities. You will find the university policy on academic integrity at http://www.sfasu.edu/policies/academic_integrity.asp

Monday Tentative Schedule
Aug. 28 Introduction to Course.
Chapter 1 Introduction to Interpersonal Communication.
Sept. 4 Chapter 2 Communication, Culture, and Identity.
Sept. 11 Chapter 3 Communication, Perception and the Self.
Sept 18    Exam # 1    Chapters 1, 2, & 3.
Sept. 25    Chapter 4    Communicating Verbally.
            Chapter 5    Communicating Nonverbally.
Oct. 2      Chapter 6    Listening and Responding Effectively.
Oct. 9      Exam # 2    Chapters 4, 5, & 6.
Oct. 16     Mid Semester
Oct. 16     Chapter 7    Communication and Emotion.
Oct. 23     Chapter 8    Sharing Personal Information.
Oct. 30     Chapter 9    Communicating in Conflict.
Nov. 6      Chapter 10   Communicating in Close relationships.
Nov 13      Exam # 3    Chapters 7, 8, 9, & 10.
Nov. 20-24  Fall Break/Thanksgiving Vacation
Nov. 27     Chapter 11   Communicating in Families and Romantic Relationships
Dec. 4      Chapter 12   Interpersonal Crisis Communication
Dec. 4      Assessment Paper Due in D2L. Late papers not accepted.
Dec. 11     Exam # 4    Chapters 11 & 12. 4:00-6:30 pm Monday