Interpersonal Crisis Communication
Communication 412.1
Tuesday-Thursday
2:00-3:15 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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<thead>
<tr>
<th>Schedule</th>
<th>Office Hours:</th>
<th>Classes:</th>
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<tbody>
<tr>
<td>Monday</td>
<td>8:00 to 10:45</td>
<td>4:00 / 170.7 Ferguson 373</td>
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<tr>
<td>Tuesday</td>
<td>8:00 to 9:15</td>
<td>9:30 / 170.1 Ferguson 373</td>
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<td>Wednesday</td>
<td>8:00 to 10:45</td>
<td>2:00 / 412.1 Ferguson 373</td>
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<td>Thursday</td>
<td>8:00 to 9:15</td>
<td>9:30 / 170.1 Ferguson 373</td>
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<td>Friday</td>
<td>By appointment</td>
<td>2:00 / 412.1 Ferguson 373</td>
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Course Description: Study of the application of interpersonal communication principles and theories in situations involving personal crisis skills.

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.
4. Students will be able to use an appropriate methodology to conduct a critical, humanistic, or social scientific study of a research question in communication.

Text, Materials and Class Expectations:
2. 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 an upper college-level class, so you must provide your best academic work to earn a high grade. There are no opportunities allowed for extra credit in this course. No make-up work allowed. The professor reserves discretion for documented emergencies or absences. Documentation must be presented within one week of the absence.
5. 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. Due to department budget, long distance cell phone calls will not be returned.

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/

Attendance

During the course of the semester your attendance is expected and considered as part of your course work. On the third absence, five percentage points will be deducted from your course grade. For an example, if your final course grade is 84 and you are absent three days, your final course grade will be lowered to 79. Etc. On the fourth cut, five more points will be deducted from your course grade. On the fifth cut, the final course grade will be cut five more points. On the sixth cut a grade of “F” will be assigned for the course. If you disrespect the professor or disrupt the class, you will be required to leave the class. 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.

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

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.

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. Students 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

COURSE GRADE

The course grade will be comprised in the following way:
25% Exam #1 Chapters 1-10
25% Exam #2 Chapters 11-20
25% Exam #3 Information from guest speakers
25% Life Analysis Paper
100% Course Grade. (Attendance factors into course grade)
Instructions for Life Analysis Paper

This is a formal, academic paper that will be intensively developed and supported. You are to research and document a minimum of FIVE different category sources beyond lecture outline and notes. These may come from books, textbooks, scholarly journals, and legitimate internet websites. The paper should be typed/computed Twelve (12) or more pages, double-spaced, 12 font. You may use any style book for form. Divide and label the paper into six separate headings described below.

1. Practical Theory and Definition: (5%)
   a. Select synergistic term(s) or idea(s) from lecture that you would like to illustrate your experience.
   b. Define and explain the term(s) or idea(s) with an academic “textbook” definition. Cite and document your source(s).
   c. This should be 1 page long.

2. Description of Experience: (10%)
   a. Tell when the experience happened. Give overall setting. This may be an exact date or an ongoing time period.
   b. Tell your experience or story. Give the “big picture” and not a “dear diary” description.
   c. This should be 2 page long.

3. Behavior Analysis: (50%)
   a. Using the theories, explain your experience or how you dealt with and worked through it.
   b. Objectively explain the process, motives, or reasons behind your behavior.
   c. Tell the appropriate and effective behavior and communication of (1) you and (2) others involved in the experience.
   d. Tell the inappropriate and ineffective behavior and communication of (1) you and (2) others involved in the experience.
   e. Support your explanation with academic sources. Cite and document your sources.
   f. This should be 6 pages long.

4. Personal Impact: (10%)
   a. Tell how the experience personally effected and impacted your life.
   b. Tell what you have learned about life or communication because of your experience.
   c. Tell your deep insights and conclusions about your experience and the practical theory.
   d. This should be 1 page long.

5. Proactive Response/Future Application: (15%)
   a. Outline your STRATEGY PLAN for future application. Be specific.
   b. Tell how you will put your experience, conclusions, lessons, and personal impact into practice.
   c. This should be 1 page long.

6. Bibliography: (10%)
   a. List the sources you incorporated into your paper.
   b. Use a minimum of five different kinds of documentation.
   c. This should be 1 page

Com 412 Tentative Schedule
Interpersonal Crisis Communication, Tuesday -Thursday

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<tr>
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<th>Topic</th>
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<tr>
<td>Aug. 29</td>
<td>Introduction to Class.</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Crises Experiences.</td>
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<tr>
<td>Sept. 5</td>
<td>Ch. 1 Introduction.</td>
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<td></td>
<td>Ch. 2 Communication.</td>
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<tr>
<td></td>
<td>Ch. 3 Basic Theoretical Constructs of the “self”.</td>
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<td>Sept. 7</td>
<td>Ch. 4 Crisis Communication.</td>
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Ch. 5 Crisis Typology.
Ch. 7 Divorce.

Sept. 12 Ch. 8. Intervention Definitions and Theories.
Ch. 9 Intervention Models.

Sept. 14 Ch. 10 Types of Loss.

Sept. 19 Exam # 1. Chapters 1-10.

Sept. 21 Ch. 11 Rights for Illness and Dying.
Ch. 12 Living with Terminal Illness.

Sept. 26 Ch. 13 Caring for the Ill.
Ch. 14 Understanding Death.

Sept. 28 Ch. 15 Overcoming the Fear of Death.

Oct. 3 Ch. 16 Suicide.

Oct. 5 Ch. 16 Suicide

Oct. 10-12 Ch. 17 Normal Grief Process.

Oct. 17 Ch. 18 Grief Management.
Ch. 19 Anticipatory Grief.
Ch. 20 Getting Through the Holidays.

Oct. 19 Exam # 2 Chapters 11-20


Oct. 31 Dr. Lee Payne, Professor of Political Science. Dealing With Disabilities.

Nov. 2-7-9 Mr. Steve Goode, Rusk State Hospital.

Nov. 14 Mr. Chris Oglesby, BanCorpSouth, Financial Crisis.

Nov. 16 Crisis Communication.

Nov. 20-24 Thanksgiving Holidays.

Nov. 28 Crisis Communication.

Nov. 30 Dr. and Mrs. Matthew McBroom, Loss of Child.

Dec. 5 Dr. Robbie Steward. Human Services.

Dec. 7 Life Analysis Paper due.

Dec. 14 Exam # 3 1:00-3:00pm Information from guest speakers.