Instructor: Dr. Sudeshna Roy, Associate Professor
Office: LAN 414
Phone: (936) 468 1033
Email: Through D2L (preferred)
roy@sfasu.edu (only for emergency)

Office hrs: T–10.00-1.00, W–1.30-2.30
Th-10.00-11.00
And by appointments

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.

Required Text:

How the course is conducted
This course is modular and conducted completely online. There are no face-to-face meetings for this course. The course timeline describes the time frame and activities required for course completion. Activities for each module are due by the ending date of that module.

Student Learning Outcomes
• The student will be able to develop an understanding of theoretical principles.
• The student will be able to make practical application of the theories.
• 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.

General Education Core Curriculum
• This course has been selected to be part of Stephen F. Austin State University’s core curriculum.
• Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.
• Critical Thinking: students must write the required film review and upload it to LiveText through D2L.

Academic Integrity (A-9.1)
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 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. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
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.

Students with Disabilities
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/. Once this has been completed, please schedule an appointment with me so we can work out specifics about the accommodations needed.

Student Support
Should you have technical questions regarding part of the course requirements, please visit the Online Orientation at http://www.sfaonline.info/supportandtutorials-. If you still need help, please contact SFA Online at 936.468.1919.

Course Requirements, Policies, and Procedures:

Participation
• Course participation is important for the success of the class. Sharing your experience and perspective with the rest of the class improves the quality of class discussion and makes the class more meaningful and enjoyable for everyone.
• You are expected to complete all class activities and assigned reading.
• Late work will only be accepted at the instructor's discretion and only within one week of missing the assignment.
• Grades are not negotiable. Every student is graded by the same rubric, so never ask me to raise a grade as it would create an issue of discrimination. See grading on page 4.
**Instructor Responsibility**
In this course, the instructor is responsible for:
- responding in a timely manner (within 24 – 48 hours) to student emails except weekends.
- responding in a timely manner (within a week) to quizzes.
- responding in a timely manner (within a week) to reflection assignments or other written assignments submitted through the assignment tool.
- responding in a timely manner (within a week) to reading responses posted in the discussion board.

**Modules**
Welcome module: Introduction to the course
1. Introduction to Interpersonal Communication - Chap 1
2. Communication, Culture and Identity – Chap 2
3. Communication, Perception, and the Self – Chap 3
4. Communicating Verbally – Chap 4
5. Communicating Nonverbally – Chap 5
6. Listening and Responding Effectively – Chap 6
7. Communicating and Emotion – Chap 7
8. Communicating Close Relationships – Chap 10
9. Communicating Conflict – Chap 9

**Course requirements – Maximum Points:**
*All assignments are subject to revision, deletion, change as per the instructor’s discretion as and when needed.

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Possible Points per activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board posts (7 total)</td>
<td>7 x 10 points</td>
</tr>
<tr>
<td></td>
<td>Total = 70</td>
</tr>
<tr>
<td>Quizzes (11 total)</td>
<td>11 x 10 points</td>
</tr>
<tr>
<td></td>
<td>Total = 110</td>
</tr>
<tr>
<td>Reflections (2 total)</td>
<td>2 X 20 points</td>
</tr>
<tr>
<td></td>
<td>Total = 40</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30 points</td>
</tr>
<tr>
<td>Test</td>
<td>50 points</td>
</tr>
<tr>
<td>Total</td>
<td>300 points</td>
</tr>
</tbody>
</table>

**All your papers should be double-spaced, 12 font, Times New Roman. All formatting and references should be in APA style.**

**Reflection 1 Instructions**
**Analysis of Language in a Dyadic Relationship in your Favorite Novel**

The purpose of this assignment is to focus on the verbal messages people send and encounter in interpersonal communication. The analysis of **one of the dyadic relationships from a Novel of your Choosing** is suitable.

Main idea for the paper is to explain how the dyadic relationship relates to or exemplifies language usage in interpersonal communication.

- Introduce the dyadic relationship and the story of the novel briefly.
- Briefly outline at least two interpersonal terms/concepts you have learned in this module and the corresponding chapter in your textbook that relates to the dyadic relationship you have chosen to analyze from the novel.
- Provide examples and describe specific instances from the novel that relates to the interpersonal concepts you have chosen to outline in the previous paragraphs.
- Explain how the interpersonal concepts and the way it is portrayed in the novel is important to you in your life or to society in general.
- Paper should be about 2 pages and have 2-3 citations (not from Wikipedia)

Some guiding questions are:
How have communication rules affected interpersonal communication in the novel?
Positively or negatively?
- How has language shaped the reality represented in the novel? Indicate whether the language was chosen by the characters or assigned to them.
- Can you identify a speech community in the novel? Do you yourself belong to one? What makes it a unique speech community and what language is used?

**Reflection 2 Instructions**

**Analysis of Emotion in a Dyadic Relationship in your Favorite Film**

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-page 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, and
c) analyzes the interaction based on the concepts and making evaluations about the interactions.

As the concepts are introduced, the textbook and the relevant module from the course must be used and cited. Have 2-3 citations (not from Wikipedia). The essay should clearly reach a conclusion regarding the quality of the interpersonal interaction.

**Final Paper Instructions to be found in D2L**

**Guide to writing discussion posts:**

There are five things I look for in the discussions.

1. The discussion posts address the questions raised in that discussion adequately including relevant definitions and examples from the course perspective - Remember, whenever you are talking about an issue in the discussions, you are always doing so in the context of this course – interpersonal communication.
2. Whether the student is responding to other students' posts in a meaningful manner - If the student simply agrees with another student, then that is not meaningful. The student needs to demonstrate understanding of the issue raised by fellow student and has to make clear WHY he/she agrees or disagrees with the post of fellow student. At least two responses other than your own post is required.
3. Whether the example given is creative, relevant and demonstrates outside research to the issue or tangential - Sometimes, students would give examples that are far-fetched and don't really address the question or issue being discussed. You need to
show that you are bringing in your own experiences and other researched material to the
discussion.
4. **How does your post compare** with those of your group's posts - If you write a post
that satisfies all the things I have mentioned in the first three points and yet falls far below
the depth and quality of posts by members in your group, those members will earn higher
grades than you would.
5. In order for your group members to respond to your posts, you need to **post in a timely
manner**. If you are habitually posting really close to the 10 pm deadlines, then you will not
get full credit for the posts.
**First post – at least a day before deadline**
**Response to posts – up to the deadline**

Note: If no one else posts, you'll be graded on the quality of your post. Your grades will not
suffer due to the non-participation of other group members. :)

**Also, make sure you type the post in a .doc file and then copy and paste it on the
discussion board.** This practice protects you from losing your work in case of any
technology failure.

**Success in Assignments/Reflections:**
As you go through the modules, the instructions for the assignments/short papers will be
embedded in those modules. For example, in module 4, the reflection assignment
instruction will have its own page. Then there will be a link to the reflection assignment.
For these assignments, you need to make sure that
- you read the instructions carefully,
- provide adequate definitions and explanations of the concepts you are writing about
  or identified, referencing the lectures and your textbook, as well as outside research
- provide adequate examples of the concept and their relevance for the topic being
discussed (remember that your examples must relate to communicative
  phenomenon), and,
- for enhanced quality of work, try to identify some outside reference about the topic.
  What are other scholars/experts talking about regarding this issue/concept?
**I also look for how your assignment compares to the standards set by your peers in the course.**

**Also, make sure you type the assignment/reflection in a .doc file and then upload
that document.** This practice protects you from losing your work in case of any
technology failure.

**Com 170.502 - Tentative* Schedule**
*The instructor reserves the right to make ANY changes in this schedule as needed.
*Additional readings/classwork/homework will be given as and when the instructor decides.
**Please Note:** All deadlines end at 10 pm. Quizzes are open from 6 am to 10 pm.

<table>
<thead>
<tr>
<th>Date Due (10 pm)</th>
<th>Module</th>
<th>Discussion/ Assignment/ Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16-22</td>
<td>Welcome Module</td>
<td>Welcome discussion – interpersonal favorite</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Module 1</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>Jan 31</td>
<td>Module 2</td>
<td>Discussion 2</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Module 2</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Feb 7</td>
<td>Module 3</td>
<td>Discussion 3</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Module 3</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>Date</td>
<td>Module/Course</td>
<td>Event</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Feb 14</td>
<td>Module 4</td>
<td>Reflection 1</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Module 4</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>Feb 21</td>
<td>Module 5</td>
<td>Discussion 5</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Module 5</td>
<td>Quiz 5</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Module 6</td>
<td>Discussion 6</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Module 6</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>Mar 7</td>
<td>Module 7</td>
<td>Discussion 7</td>
</tr>
<tr>
<td>Mar 9</td>
<td>Module 7</td>
<td>Quiz 7</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td><strong>March 10-18</strong></td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td>Module 8 (Based on Chap 10)</td>
<td>Reflection 2</td>
</tr>
<tr>
<td>Mar 23</td>
<td>Module 8 (Based on Chap 10)</td>
<td>Quiz 8</td>
</tr>
<tr>
<td>Mar 28</td>
<td>Module 9</td>
<td>Discussion 9</td>
</tr>
<tr>
<td><strong>Easter Break</strong></td>
<td><strong>March 29-April 1</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 6</td>
<td>Module 9</td>
<td>Quiz 9</td>
</tr>
<tr>
<td>Apr 11</td>
<td>Module 10 (Based on Chap 11)</td>
<td>Discussion 10</td>
</tr>
<tr>
<td>Apr 13</td>
<td>Module 10 (Based on Chap 11)</td>
<td>Quiz 10</td>
</tr>
<tr>
<td>Apr 20</td>
<td>Module 10 (Based on Chap 11)</td>
<td>Quiz 11</td>
</tr>
<tr>
<td>Apr 23-27</td>
<td>Final Paper and Test Preparation</td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td></td>
<td>Final paper upload to D2L</td>
</tr>
<tr>
<td>May 4</td>
<td></td>
<td>Test (on D2L)</td>
</tr>
</tbody>
</table>