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Phone: (936) 468 1033  
Email: Through D2L (preferred)  
roys@sfasu.edu (only for emergency)

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.

“Interpersonal Communication” (3 credits) meets once, twice, or three times a week for a total of 150 minutes per week for a total of 15 weeks, and also meets for a 2-hour final examination. Online delivery contains extensive written content as well as audio-visual presentations and exercises that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Activities include lectures, extensive reading, compositions, presentations, and written exams. These various activities average a minimum of 6 hours of work each week to be prepared to engage in face-to-face class meetings or online activities.

Required textbooks:  

General Education Core Curriculum
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in COM 170 you are also enrolling in a Core Curriculum Course that fulfills the Communication Skills requirement. You will see this course on your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University's Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course Dropbox determined by your Instructor and the “Core Curriculum”
Dropbox. The Core Curriculum Dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility, Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills-Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the Com 170 Dropbox and the Communication Skills Dropbox. Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the D2L Communication Skills Dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Communication Skills Dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Communication Skills Dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Movie Analysis</td>
<td>October 22, ‘19</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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</tbody>
</table>
Teamwork
To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility
To include the ability to connect choices, actions and consequences to ethical decision-making.

Social Responsibility
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**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.

**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 Policies**

**Attendance:**
Attendance is expected and will be checked daily. You are expected not only to be present, but also to contribute to class discussions and participate in all class activities. Each student will be allowed two unexcused absence. After that absence, every absence will result in a lowering of your grade at the rate of **5 points per day**. You are expected to know the material covered even if you are absent on the day it was covered. If you miss class assignments without prior notification you will not be allowed to make up for that assignment. If you anticipate an absence in advance please inform me as soon as possible. **You are responsible for obtaining lecture notes and announcements presented in the class session you missed.** Please ask your classmates to obtain any missed information. Obtain contact information from your classmate in advance. NOTE: If you have University Sanctioned Events during this course that will require you to be absent, set up a meeting with me with calendar during the first/second week.
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 Assignments:
Assignments are due by the designated day/time on the Course Timeline. All assignments must be submitted via D2L. No late work is accepted. Any exceptions will be determined on a case-by-case basis and will require extremely compelling, well-documented reasons. You must provide documentation for dire circumstances (e.g., accident, hospitalization, family death etc.) to the Office of Student Rights and Responsibilities (Rusk Bldg. #315; 936-468-2703). You are expected to leave yourself enough time to complete your assignments to account for technical difficulties.

Grading Policy:
I cannot explicitly measure effort. The final product is all that can be evaluated. Although effort is typically associated with improved results, you should not confuse the two. If you are dissatisfied with a grade on an assignment, you must wait at least 24 hours and no more than 7 days before discussing the issue with me. At that time, you should be focused on what can be done to improve your performance on the next assignment, rather than disputing the grade itself. I spend a great deal of time ensuring that I grade assignments in a fair and consistent manner and any error that does occur will be in your favor. Please feel free to contact me at any time about ways to improve your performance in the course. I strongly suggest however that this is done early in the semester rather than waiting until the end of the semester.

Discussion about Grades:
I understand that success in this class is important to many of you, and I will do the best that I can to help you. Begging for a grade is unethical. To deter such unethical practices, you will lose 5 points per request. Here are some general tips to help you earn your grade in this class.
1. Log in to D2L every day.
2. Check your SFASU email every day.
3. Read the textbook.
4. Take reading notes.
5. Ask questions if you have them during virtual office hours, either via chat or email.
6. Follow the policies and procedures in this syllabus. Clear up any questions that you have early on.
7. Complete and submit your work on time or early.
8. Utilize on-campus resources that are available to you, including the AARC, CTL and the library.
9. Proofread your work before submission. If I am unable to understand your writing, you will lose points.
10. Closely follow assignment directions and read grading rubrics carefully.
Technology:
It is important that you be familiar with D2L. All correspondence will occur via D2L and your SFASU email account. You can anticipate that any unexpected changes or prompt announcements will be distributed via D2L. Moreover, all of your assignments will be distributed and submitted via D2L and grades will be posted in D2L. You are encouraged to check D2L and your SFASU email account on a daily basis for updates and other information. If you do not check D2L and email regularly, you will still be held accountable for missed information regarding the course. I understand that technology can be quirky and problematic at times. However, it is your responsibility to ensure that assignments are delivered in some manner to me by the due date and time. If you’re having problems with D2L and can’t get your paper to submit, then you should email me the paper directly via my SFASU account (roys@sfasu.edu) with the intent of resubmitting the paper to D2L once technology issues have been resolved. However, I will not grade a paper submitted via email. It must be submitted to the designated D2L Dropbox. Any assignment submitted in any form after the due date stated on the Course Timeline will not be graded (see “Late Assignments” section).

Classroom Civility:
Civility in our virtual classroom is not only expected, but also required. We may discuss some sensitive issues in this class. Please be mindful that although you have not experienced certain things first hand, it is very possible and highly likely that some of your classmates have. A vast array of opinions, points of view, and experiences will be expressed, and we will work together to create an environment where everyone feels welcome to express their ideas with the intention of learning from each other. While different opinions, experiences, and ideas will be welcomed, incivility and disrespect will not be tolerated.

Digital Device Policy:
Cell phones and other digital communication devices should be silenced during class. I understand that you may need to occasionally check or respond to a message; however, if your device use becomes a distraction to me or to others, you will lose 5 participation points each time I have to ask you to put it away.

Course requirements
*All assignments are subject to revision, deletion, change as per the instructor’s discretion as and when needed.
The final grade will be based on the following:
Chapter Activity (10 each) - 100
Movie Review - 40
Journal Entries (10 each) - 100
Relationship Analysis Paper + Presentation - 60 + 20
3 exams (50 each) - 150
Participation/Attendance 30
Total 500
Grading Guide:
500-450 - A
449-400 - B
399-350 - C
349-300 - D
299 or less – F

Success in Assignments/Activities/Reflections:
All formatting, citations and references should be in APA style 6th edition.
As you go through the course, the instructions for the assignments/short papers/activities will be given to you.
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 public speaking 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.

Assignments

Chapter Activities
During each of 10 class weeks, you will be assigned an activity.
You are responsible for completing each activity by the due date. Each week, two students will be selected to present their work to the class. The presentation should be no more than 5 minutes in length. The purpose of the activity is to stimulate creative thinking and engage in cooperative learning.
You will be told in advance what week you will be presenting, and you will give your presentations at the end of class. I will collect activities the day they are due and return them the following class.

Examinations
Each exam will be worth 50 points. The material will be from the textbook, classroom discussion, movies, and handouts. The tests will be thorough and specific. You are
responsible for textbook material even if it was not discussed in class. The exam will be a combination of multiple choice and short answer questions.

Journal (Blog) Entries
PURPOSE
Journaling is an introspective assignment that requires you to link your experiences in interpersonal communication to course concepts. Many of the journal entries will ask questions about your social media use. You are encouraged to keep an online journal (blog), but hard-copy notebook versions are acceptable.

PROCEDURE
1. You will be given 13 journal questions during the term. You will complete any 10 you choose. The purpose of the questions is to provide you with the opportunity to apply what you are learning to your life.
2. Journals will be reviewed randomly throughout the semester.

OUTCOME
The journal entries will be graded on:
1. Completeness
2. Clarity
3. Introspection
4. Use of conceptual foundations
5. Effective linking of experience to course concepts

Movie Analysis
Core Assessment
Critical Thinking Assignment
PURPOSE
The purpose of this essay is to apply critical thinking about interpersonal communication to observed interpersonal interactions.

PROCEDURE
View a 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 Dropbox through Brightspace as an attachment both for our course and for the special Dropbox for Core Assessment.

Relationship Analysis Paper + Presentation
The relationship analysis paper is an interpersonal communication exercise designed to help you realize the importance of your communication style and various influences on your relationships.

PURPOSE
1. To apply interpersonal communication theories and concepts to your life
2. To analyze your communication behaviors and develop a personal communication plan
3. To increase your awareness of how you influence and are influenced by others

PROCEDURE
1. You must choose a person (friend, family member, colleague, etc.) and meet face-to-face with them at least five times for at least 30 minutes each meeting. This should be a time when you are alone with the person and can talk with him or her. Watching a movie is not the same as having a conversation.
2. The purpose of each meeting is to talk. But be aware of what occurs as you talk. Heighten your awareness and sensitivity—use all your perceptions.
3. After each meeting, write down your observations and reactions from the meetings in your journal. You should note your perceptions of the meeting as well as communication phenomena that were evident.
4. Concepts and terms from the textbook must be used and properly documented when writing your paper.

OUTCOME
The final outcome of this assignment is a critical analysis of the relationship. It should be 5-6 pages in length without the cover page, the abstract page and the reference page. The paper must be typed, with standard 1-inch margins, 12-point font, and must be double-spaced. It should not be a chronological description of events. The paper should be well organized and written. A strong thesis statement is essential. A suggested organizational scheme is as follows:

I. Introduction: Describe the relationship and where and when the meetings took place.

II. Analysis: This is the body of the paper. Choose major theories and concepts that are evident in the relationship. Show how these concepts relate to each other, and explain how these concepts shape the relationship. Support your claims with specific examples from your meetings, and use research from the textbook.

III. Evaluation: Summarize your thoughts and feelings by describing the health of this relationship and your role in shaping/changing its future (refer back to the communication improvement plans from your journal).

You will prepare a 4-5 min presentation of your paper for the class at the end of the semester.

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: The chapters indicated should be read by the date listed on the syllabus. We will not cover all material in class, but you are responsible for reading them and asking questions from them as you feel necessary.

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<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>1</td>
<td>Tues - 8/27</td>
<td>Introduction to course and each other</td>
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<tr>
<td></td>
<td>Thu - 8/29</td>
<td>An orientation to interpersonal communication</td>
<td>1</td>
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<td></td>
<td></td>
<td>Online Work (no face-to-face meeting)</td>
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<td>2</td>
<td>Tues - 9/3</td>
<td>Basic concepts and theories of IPC</td>
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<td>Week</td>
<td>Day</td>
<td>Topic</td>
<td>Chapter</td>
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<td>1</td>
<td>Thu - 9/5</td>
<td>Social cognition in IPC</td>
<td>2, Journal 1</td>
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<td>3</td>
<td>Tues - 9/10</td>
<td>Social cognition/Self-concept and Self-esteem</td>
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<td>Thu - 9/12</td>
<td>Intercultural communication</td>
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<td>4</td>
<td>Tues - 9/17</td>
<td>Verbal communication</td>
<td>4, Journal 2</td>
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<td></td>
<td>Thu - 9/19</td>
<td>Verbal communication</td>
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<td>5</td>
<td>Tues - 9/24</td>
<td>Nonverbal communication</td>
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<td></td>
<td>Thu - 9/26</td>
<td>Nonverbal communication</td>
<td>Journal 3</td>
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<td>6</td>
<td>Tues - 10/1</td>
<td>Examination 1 (1,2,3,4)</td>
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<td></td>
<td>Thu - 10/3</td>
<td>Communication in the life cycle of relationships</td>
<td>6, Journal 4</td>
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<td>7</td>
<td>Tues - 10/8</td>
<td>Listening</td>
<td>7</td>
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<td>Thu - 10/10</td>
<td>Holding effective conversation</td>
<td>8, Journal 5</td>
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<td>8</td>
<td>Tues - 10/15</td>
<td>Supporting others</td>
<td>9, Journal 6</td>
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<td></td>
<td>Thu - 10/17</td>
<td>Movie and discussion</td>
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<td>9</td>
<td>Tues - 10/22</td>
<td>Using interpersonal influence</td>
<td>10, Movie Paper Due</td>
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<td></td>
<td>Thu - 10/24</td>
<td>Power</td>
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<td>10</td>
<td>Tues - 10/29</td>
<td>Examination 2 (5,6,7,8)</td>
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<td>Thu - 10/31</td>
<td>Managing conflict</td>
<td>11, Journal 7</td>
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<td>11</td>
<td>Tues - 11/5</td>
<td>Intimate communication</td>
<td>12, Journal 8</td>
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<td>Thu - 11/7</td>
<td>Intimate communication</td>
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<td>12</td>
<td>Tues - 11/12</td>
<td>Mediated interpersonal communication</td>
<td>Journal 9</td>
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<td>Thu - 11/14</td>
<td>Communicating in the workplace</td>
<td>13, Journal 10</td>
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<td>13</td>
<td>Tues - 11/19</td>
<td>Communicating in the workplace</td>
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<td></td>
<td>Thu - 11/21</td>
<td>Sexual harassment; social media and the workplace</td>
<td>13, Journal 11</td>
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<td>Thanksgiving Break 11/25-11/29</td>
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<td>14</td>
<td>Tues - 12/3</td>
<td>Relationship papers due w/discussion</td>
<td>Journal 12</td>
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<td>Thu - 12/5</td>
<td>Relationship papers due w/discussion</td>
<td>Relations Paper Due</td>
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<tr>
<td>15</td>
<td>Tues - 12/10</td>
<td>Examination 3 (9,10,11,12, 13)</td>
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