Online Course Syllabus

Professor: Larry J. King, Ph.D.
Professor of Communication
Office: LAN 413
Phone: 936-468-1260
Office Hours: I will be available by phone at the hours noted below. If you need to have a Zoom meeting, we can set that up. My office phone will transfer to my cell phone. If I am on another call, please leave a message. You can also contact me by e-mail or phone at any other time.
Tuesday: 10:00 AM to Noon & 1:00 to 2:00 PM
Thursday: 10:00 AM to Noon

E-mail: lking@sfasu.edu (Contact me at this e-mail address because I constantly check this e-mail. Please do not use the e-mail in D2L because I only check it when I am logged into D2L.) When you e-mail me, be sure to include your course SPH 1318 and your section (either 513, 514, or 515) in the subject of your e-mail.

Class Times: Online

COURSE DESCRIPTION: (from the SFA General Bulletin):
SPH 1318 Interpersonal Communication – Study of communication in the one-to-one situation leading to development of interpersonal communication skills. Emphasis on positive mental attitude and personal growth.

SPCH 1318 “Interpersonal Communication” (3 credits) typically meets either three times a week (Monday/Wednesday/Friday) in 50-minute sessions or twice a week (Tuesday/Thursday) in 75-minute sessions or once a week (variable days) in a single 2.5 hours session for a 15-week semester with 2 hours designated for final examination. Online delivery of the course replaces face-to-face weekly sessions for text-based and audio-visual content developed in learning modules for students to complete including online, interactive class discussions, online interactive assignments and online speech upload and peer reviews. Students are assigned at least four speeches, readings, unit quizzes, written assignments, formal speech outlines and out-of-class listening activities. 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:
ONLINE COURSE STRUCTURE:
This course is modular and conducted completely online in D2L. 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.

COURSE OBJECTIVES:
1. Develop an understanding of different models of communication and how those models shape how we talk about and study interpersonal communication.
2. Develop an understanding of various interpersonal communication theories and how to apply those communication theories in practice.
3. Increase knowledge and communication competencies across a variety of relational contexts to address such issues as diversity, conflict, emotions, mindful listening, and perception formation.
4. Better understand how technology is changing interpersonal communication and increase communication technological competence.

COMMUNICATION PROGRAM LEARNING OBJECTIVES: *PLOs assessed in this course.
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 the major theories in the field to communicate effectively in a variety of settings.
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.
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.
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.
6. Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

PROGRAM LEARNING OBJECTIVES:
1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
3. Teamwork - to include the ability to consider different Points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making

COURSE POLICIES: The following policies will apply toward classroom decorum.

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.

2. 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 310, 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/.

FOR THIS COURSE, the instructor expects students who receive institutional disability services approval to manage course adaptations responsibly by meeting with the instructor to discuss the specific accommodations for this course. For all assignments that require accommodations, the instructor appreciates an email reminder at least two days before each assignment. It is your responsibility to keep up with any course adaptation. Documentation for adaptations from ODS is required before any adaptations will be discussed or considered.

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 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

4. D2L AND ONLINE COURSEWORK: ALL students are expected to use D2L in this course to perform and keep up with graded activities and scheduled readings. Students should sign in at http://d2l.sfasu.edu using the same username and password as MySFA. Students are responsible for using the platform correctly, using reliable technology, and using reliable internet services. The University supplies these tools in the Library and other Lab locations.

5. GRADE WITHHELD POLICY (Semester Grades A-S4): 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. http://www.sfasu.edu/policies/semester_grds.asp

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:
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.

Modules and Required Reading and Assignments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Read Chapters</th>
<th>Exercises</th>
<th>Points &amp; Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24-30</td>
<td>Getting Started Module</td>
<td>Read Syllabus</td>
<td>Getting to</td>
<td>10 Points &amp; Participation</td>
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<td>and other</td>
<td>Know You</td>
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<td>material in</td>
<td>Exercise</td>
<td></td>
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<tr>
<td>August 31-September 6</td>
<td>Module 1</td>
<td>Read Chapter 1</td>
<td>2—10 Points</td>
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<tr>
<td>September 7-13</td>
<td>Module 2</td>
<td>Read Chapter 2</td>
<td>2—10 Points</td>
<td></td>
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<tr>
<td>September 14-20</td>
<td>Module 3</td>
<td>Read Chapter 3</td>
<td>3—10 Points</td>
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<tr>
<td>September 21-27</td>
<td>Module 4</td>
<td>Read Chapter 4</td>
<td>4—10 Points</td>
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<tr>
<td>September 28-October 4</td>
<td>Module 5</td>
<td>Read Chapter 5</td>
<td>5—10 Points</td>
<td></td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Read Chapter</td>
<td>Exercise</td>
<td>Participation</td>
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<tr>
<td>October 5-11</td>
<td>Module 6</td>
<td>Read Chapter 6</td>
<td>6—10 Points &amp; Participation</td>
<td>Test 1—100 Points</td>
</tr>
<tr>
<td>October 12-18</td>
<td>Module 7</td>
<td>Read Chapter 7</td>
<td>7—10 Points &amp; Participation</td>
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<td>October 19-25</td>
<td>Module 8</td>
<td>Read Chapter 8</td>
<td>8—10 Points &amp; Participation</td>
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<td>October 26-November 1</td>
<td>Module 9</td>
<td>Read Chapter 9</td>
<td>9—10 Points &amp; Participation</td>
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<tr>
<td>November 2-8</td>
<td>Module 10</td>
<td>Read Chapter 10</td>
<td>10—10 Points &amp; Participation</td>
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<tr>
<td>November 9-15</td>
<td>Module 11</td>
<td>Read Chapter 11</td>
<td>11—10 Points &amp; Participation</td>
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<td>November 16-22</td>
<td>Module 12</td>
<td>Read Chapter 12</td>
<td>12—10 Points &amp; Participation</td>
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<tr>
<td>November 23-29</td>
<td>Thanksgiving Break</td>
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<tr>
<td>November 30-December 6</td>
<td>Module 13</td>
<td>Read Chapter 13</td>
<td>13—10 Points &amp; Participation</td>
<td></td>
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<tr>
<td>December 7-December 11</td>
<td>Test 2—100 Points</td>
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Grade Sheet for COM 170

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>My Points</th>
</tr>
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<tbody>
<tr>
<td>Test 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
<td>100</td>
<td></td>
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<tr>
<td>Exercises</td>
<td>140</td>
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<tr>
<td>Participation</td>
<td>56</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>396</strong></td>
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Total Points Needed for Semester Grades:

- **A** = 396-356
- **B** = 355-316
- **C** = 315-276
- **D** = 275-236
- **F** = 235-0

**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 – public speaking.
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 must 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 do not 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 other members in your group, those members will earn higher grades than you would.
5. For your group members to respond to your posts, you need to **post in a timely manner. Your first post must be made a day ahead of the deadline.** You need to also respond to **at least two other posts.** If you are habitually posting close to the 11:30 pm deadlines, then you will not earn full credit.

Note: If no one else posts, you will be graded on the quality of your own 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/Activities/Reflections:**

All formatting, citations and references should be in **APA style 6th edition.**

As you go through the modules, the instructions for the assignments/short papers/activities will be embedded in those modules. For example, in module 4, the assignment instruction will have its own page. Then there will be a link to the assignment.

For these assignments, you need to make sure that
  o you read the instructions carefully,
  o 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
  o 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,
  o 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 copy and paste your assignment/reflection in the discussion. This practice protects you from losing your work in case of any technology failure.

**Tests:** There will be two tests. Each test will consist of 50 multiple choice questions and will cover the designated chapters. The second test will serve as the final and will NOT be comprehensive. Both tests will be taken online in D2L.
# Rubric for Class Participation Grade

Participation will be graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a 3.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>0</td>
<td>● No participation.</td>
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</tbody>
</table>
| 1     | ● Participated.  
● Tries to respond when called on but does not offer much.  
● Demonstrates very infrequent involvement in discussion.  
● Last minute or incomplete participation. |
| 2     | ● Demonstrates adequate preparation. Knows basic information from the reading but does not show evidence of trying to apply the information.  
● Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a post).  
● Contributes to a moderate degree.  
● Demonstrates sporadic involvement or participates closed to due date. |
| 3     | ● Demonstrates good preparation. Knows facts about the reading and has thought through implications of the reading.  
● Offers interpretations and analysis of the reading (more than just facts).  
● Contributes well to discussion in an ongoing way. Responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
● Demonstrates consistent ongoing involvement. |
| 4     | ● Demonstrates excellent preparation: has analyzed the reading exceptionally well, relating it to the reading and other material (e.g., course material, discussions, experience, outside readings, etc.).  
● Offers analysis, synthesis, and evaluation of the reading, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
● Contributes in a very significant way to ongoing discussion. Keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material, and helps analyze which approaches are appropriate, etc.  
● Demonstrates ongoing outstanding active involvement. |