Syllabus for COM 170—002, 003, 011
Interpersonal Communication
002--9:30 am - 10:45 am--TR--Ferguson Liberal Arts 380
003--11:00 am - 12:15 pm--TR--Ferguson Liberal Arts 380
011--2:00 pm - 3:15 pm TR--T. E. Ferguson Liberal Arts 175

Instructor: Larry J. King
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E-mail: lking@sfasu.edu

Office: LAN 413
Office Hours: T TH: 3:30-5:00 PM
W: 1:00-2:30 PM


Course Description:

SPCH 1318 “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.

General Education Core Curriculum:

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
</tr>
<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>
Communication Studies Program Learning Outcomes:

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.

Course Outcomes:

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.

Course Adaptations:

To obtain disability related accommodations, alternate formats and/or auxiliary aid 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/. Also see policy Academic Accommodation for Students with Disabilities (Policy 6.1) http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities-6.1.pdf.

Student Academic Dishonesty (Policy 4.1):

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred will gather all pertinent information and initiate the following procedure:

1. The faculty member will discuss all evidence of cheating or plagiarism directly with the student(s) involved.
2. After consideration of the explanation provided by the student(s), the faculty member will determine whether academic dishonesty has occurred. The faculty member may consult with the academic unit head and/or dean in making a decision.
3. After a determination of academic dishonesty, the faculty member will inform the academic unit head and submit a Report of Academic Dishonesty with supporting
documentation to the office of the dean of the student’s major. This report will become part of the student’s record and will remain on file with the dean’s office for at least four years even if the student withdraws prior to receiving a grade. 4. For a serious first offense or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student’s record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student’s academic career at Stephen F. Austin State University.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

D2L and Online Course work:

ALL students are expected to use D2L in this course to perform and keep up with graded activities, course work, and scheduled readings. Students should regularly sign in at http://d2l.sfasu.edu using the same username and password as MySFA.

Technology:

It is important that you are familiar with D2L. All email correspondence will occur via D2L or your SFASU email account. You can anticipate that any unexpected changes or prompt announcements will be distributed via D2L. Moreover, all your assignments will be distributed and submitted via D2L and grades will be posted in D2L. All students are encouraged to check their email account daily for updates and other information. Students who do not check their D2L regularly 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. So, 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 (lkings@sfasu.edu) with the intent of resubmitting the paper to D2L once technology issues have been resolved. I will not grade a paper submitted via e-mail however. It will eventually have to be submitted to the D2L Dropbox. Any assignment submitted in any form after the due date stated on the Course Timeline will be considered late (see “Late Assignments” section).

Class Civility:

Civility in the class 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 firsthand, 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 during class, and we will work together to create an
environment where everyone feels safe to express their ideas. Although we are participating in an online course where we may feel more comfortable sharing information, we wouldn’t normally share face-to-face, please also be mindful that sharing information that is too personal may make others feel uncomfortable. While different opinions, experiences, and ideas will be welcomed, incivility and disrespect will not be tolerated.

“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 Policy 10.4, http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). 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.”

Grade Withheld Policy:

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average (see Course Grades, Policy 5.5, http://www.sfasu.edu/policies/course-grades-5.5.pdf).

Tests:

There will be 2 tests during the semester. Each test will cover a section of the course, and the final will not be comprehensive. The tests will be multiple choice format, and you will need a Scantron Form 882-E. Each test will be worth 100 points.

Written Exercises:

During the semester, you will complete 13 written assignments that are identified in the course calendar. Each of these assignments should be neatly typed and carefully follow the requirements described in each assignment. Assignments should be brought to class on the assigned days.

Participation:

Active participation in class meetings is essential for success in this course. Therefore, your instructor using the criteria below will grade your class participation. Your instructor will give you a participation grade at specific points in the semester on
days where written exercises are due. These grades will be averaged to provide your participation grade for the semester. You will receive participation grades on D2L. Your average participation grade will be converted to a percentage and you will receive that percentage of the 100 participation points.

**Attendance:**

Because interpersonal communication is best learned through experience, part of your grade for the course will be determined by your attendance and active participation in class. For your attendance grade, you will begin the semester with 100 points for attendance. On each absence 7 points will be subtracted from your attendance points. No absences will be allowed for evaluated activities such as class discussions, presentations, or when papers are due. However, students will be allowed to make up work for such absences only when conditions are clearly beyond the student's control and these conditions are well documented. You may be allowed to submit the written portion of an assignment that you missed, but you obviously cannot make up your absence from the discussion. This means that if you are absent from a class meeting when there is no graded activity, there is no need to provide documentation for the absence to your instructor, and your instructor will not hear excuses for absences from regular class meetings.
Criteria 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>● Absent or no participation.</td>
</tr>
</tbody>
</table>
| 1     | ● Present, not disruptive.  
      | ● Tries to respond when called on but does not offer much.  
      | ● Demonstrates very infrequent involvement in discussion.  
      | ● Distracted by phone or other technology. |
| 2     | ● Demonstrates adequate preparation: knows basic information from the reading, but does not show evidence of trying to interpret or analyze the reading.  
      | ● Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class).  
      | ● Does not offer to contribute to discussion, but contributes to a moderate degree when called on.  
      | ● Demonstrates sporadic involvement. |
| 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) to the class.  
      | ● Contributes will 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 the class analyze which approaches are appropriate, etc.  
      | ● Demonstrates ongoing outstanding active involvement. |
# Grade Sheet for COM 170

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>530</strong></td>
<td></td>
</tr>
</tbody>
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Total Points Needed for Semester Grades:

- A = 530-477
- B = 476-423
- C = 422-369
- D = 368-315
- F = 314-0
# Tentative Class Schedule

**COM 170—003, 009, 010**  
Interpersonal Communication  
003--9:30 am - 10:45 am TR--Ed & Gwen Cole STEM Building 201  
010--11:00 am - 12:15 pm--TR R.E. McGee Business 343  
009--2:00 pm - 3:15 pm TR--T. E. Ferguson Liberal Arts 375  

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Thursday</th>
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</table>
| **January 16** | Course Introduction  
\*Read chapter 1 in the text for our next class.  
| **January 21** | An Orientation to Interpersonal Communication  
\*Complete “A Question of Ethics ➤ What Would You Do” that you will find on page 29 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.  
| **January 23** | Exercise 1  
\*Read chapter 2 in the text for our next class.  
| **January 28** | Social Cognition: Understanding Others and Ourselves  
\*Complete “2.1 Rewind/Rewrite” on page 62 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.  
| **January 30** | Exercise 2  
\*Read chapter 3 in the text for our next class.  
| **February 4** | Intercultural Communication  
\*Complete “3.2 Understanding Your Culture” on page 94 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.  
| **February 6** | Exercise 3  
\*Read chapter 4 in the text for our next class.  
| **February 11** | Verbal Messages  
\*Complete “4.1 Rewind/Rewrite” on page 128 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.  
| **February 13** | Exercise 4  
\*Read chapter 5 in the text for our next class.  
| **February 18** | Nonverbal Messages  
\*Complete “A Question of Ethics ➤ What Would You Do?” on page 153 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.  
| **February 20** | Exercise 5  
\*Read chapter 6 in the text for our next class.  


<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>February 25</td>
<td>Communication in the Life Cycle of Relationships</td>
<td>● Complete “6.5 Communicating Personal Boundaries” on page 195 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>February 27</td>
<td>Exercise 6</td>
<td>● For our next class study chapters 1-6 for Test 1.</td>
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<tr>
<td>March 3</td>
<td>Test 1</td>
<td>● Read chapter 7 in the text for our next class.</td>
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<tr>
<td>March 5</td>
<td>Listening Effectively</td>
<td>● Complete “A Question of Ethics • What Would You Do?” on page 217 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>March 10</td>
<td>Spring Break</td>
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<tr>
<td>March 12</td>
<td>Spring Break</td>
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<tr>
<td>March 17</td>
<td>Exercise 7</td>
<td>● Read chapter 8 in the text for our next class.</td>
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<tr>
<td>March 19</td>
<td>Holding Effective Conversations</td>
<td>● Complete “8.4 Practice Initiating Conversation” page 250. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>March 24</td>
<td>Exercise 8</td>
<td>● Read chapter 9 in the text for our next class.</td>
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<tr>
<td>March 26</td>
<td>Supporting Others</td>
<td>● Complete “9.3 Practice Providing Support” on page 280 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>March 31</td>
<td>Exercise 9</td>
<td>● Read chapter 10 in the text for our next class.</td>
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<tr>
<td>April 2</td>
<td>Using Interpersonal Influence</td>
<td>● Complete “10.4 Creating Persuasive Messages” on page 313 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>April 7</td>
<td>Exercise 10</td>
<td>● Read chapter 11 in the text for our next class.</td>
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<td>April 9</td>
<td>Easter Break</td>
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<tr>
<td>April 14</td>
<td>Managing Conflict</td>
<td>● Complete “11.4 Initiating a Conflict” page 348 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>April 16</td>
<td>Exercise 11</td>
<td>● Read chapter 12 in the text for our next class.</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>April 21</td>
<td>Communicating in Intimate Relationships: Long-Term Romantic Relationships, Family, and Friends</td>
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<td></td>
<td>• Complete &quot;12.3 Understanding Digital Media Concepts&quot; on page 385 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>April 23</td>
<td>Exercise 12</td>
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<td></td>
<td>• Read chapter 13 in the text for our next class.</td>
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<td>April 28</td>
<td>Communication in Workplace Relationships</td>
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<td>• Complete &quot;13.5 Responding to Negative Feedback&quot; on page 427 of the text. Neatly type out your responses to the exercise and bring them to class for discussion and to turn in for a grade.</td>
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<tr>
<td>April 30</td>
<td>Exercise 13</td>
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<tr>
<td>May 5</td>
<td>003—10:45 AM-12:15 PM</td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td>002—9:00-10:30 AM 011—1:30-3 PM</td>
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