Stephen F. Austin State University  
Department of Languages, Cultures and Communication  
Communication Studies Program  
Interpersonal Communication  
SPCH 1318 504, 6-WK Sum 2, 2021 (Second 6-week)  
Online Course

Instructor: Dr. Sudeshna Roy, Professor  
Office: LAN 414  
Phone: (936) 468 1033  
Email: Through D2L (always preferred)  
roys@sfasu.edu (only for emergency)  
Through ZOOM (instructions in D2L)  
(I reserve the right to make any changes to this syllabus during the course.)

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 hour 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 11:30 PM on the ending date of that module, but points will be deducted from your grade the later you submit your discussion assignments.

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.

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 objective**
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.

**University 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

**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 SPCH 1318 – Interpersonal Communication, you are also enrolling in a Core Curriculum Course that fulfills the WRITTEN AND ORAL COMMUNICATION requirement.

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

1. **ACCEPTABLE STUDENT BEHAVIOR:** Online 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/](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](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](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-54): 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](http://www.sfasu.edu/policies/semester_grds.asp)

Student Mental Health Support
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401
SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041
Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**Student Support**
Should you have technical questions regarding D2L/Brightspace, please visit the Online Orientation at [https://www.sfaonline.info/d2ltutorials](https://www.sfaonline.info/d2ltutorials). 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**
- Late work will only be accepted at the instructor's discretion and only within one day of missing the assignment. Instructor's discretion 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.*
- 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.

**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).

**Learning Assumptions and Expectations**
I have a number of assumptions about your participation in this course.
- It is my belief that what you as a student get out of this course depends upon what you put in it as well as the extent to which you are willing to **critically assess your own beliefs and assumptions.**
- **Respect** is one of the foundations of an environment conducive to learning. In this class, I have a commitment to creating a positive and respectful learning environment. I expect all of us to contribute to a productive and thought-provoking learning environment, valuing each of our strengths and differences. In discussions, everyone should be courteous and respectful of others;
no rude, sexist, racist, or other disrespectful or offensive comments or behavior will be acceptable.

- I have **high standards** for excellent work. To earn good grades you will need to work hard and do excellent work. Hard work is necessary, but not sufficient to receive good grades.
- The assignments in this course are **designed to challenge** you and help you learn.
- **Discussions will build from the module lectures and included readings.** So it is necessary that you complete the readings by the date due. You will be responsible for the content at all times.
- I am committed to helping you to learn. **Please ask questions** and let me know how I can support you. However, also recognize that there is some inherent ambiguity in education - there is no one right way to do most things! I may not always give you a concrete definitive answer to your questions.

**Modules and Required Reading and Assignments**

*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.*

*All deadlines end at 11 pm CST*

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<thead>
<tr>
<th>Module</th>
<th>Reading and Assignments</th>
<th>Dates</th>
<th>Due Dates</th>
<th>Points</th>
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<tbody>
<tr>
<td>Jun 28-Jul 2</td>
<td>Getting Started Module</td>
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<td>Jul 2</td>
<td>Getting to Know You Discussion—10 Points</td>
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<td></td>
<td>Read the Syllabus and other material in module</td>
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<td>Module 1</td>
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<td>Read Chapter 1 – Orientation to IC</td>
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<td>Jul 5-9</td>
<td>Question of Ethics Discussion—10 Points</td>
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<td>Jul 6</td>
<td>Module 2</td>
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<td>Read Chapter 2 – Social Cognition</td>
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<td>Due Jul 8 Rewind/Rewrite Assignment—10 Points</td>
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<td>Module 3</td>
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<td>Read Chapter 3 – Intercultural Communication</td>
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<td>Jul 12-16</td>
<td>Microaggressions Discussion—10 Points</td>
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<td>Jul 12</td>
<td>Module 4</td>
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<td></td>
<td>Read Chapter 4 – Verbal Messages</td>
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<td>Due Jul 14 Loss of language Discussion—10 Points</td>
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<td>Module 5</td>
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<td></td>
<td>Read Chapter 5 – Nonverbal Messages</td>
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<td>Due Jul 16 - Mid-term: Test 1—50 Points</td>
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<td>Jul 19-23</td>
<td>Life Cycle of Relationships</td>
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<td>Jul 20</td>
<td>Personal Boundaries Discussion—10 Points</td>
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<td>Read Chapter 6 – Life Cycle of Relationships</td>
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<td>Module 7</td>
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<td>Due Jul 22 Listening Response Assignment—10 Points</td>
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<td>Read Chapter 7 – Listening Effectively</td>
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<td>Due Jul 23 Initiating Conversation Discussion—10 Points</td>
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**Grade Calculation**

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<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>My Points</th>
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<tbody>
<tr>
<td>Test 1</td>
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<tr>
<td>Test 2</td>
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<tr>
<td>Discussions</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>Movie Analysis Paper</td>
<td>20</td>
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<tr>
<td>Relationship Research Application Paper</td>
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<td><strong>Total</strong></td>
<td><strong>250</strong></td>
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Total Points Needed for Semester Grades:
A = 260-234
B = 233-208
C = 207-182
D = 181-156
F = 155-0

**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 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 other 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**. **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 post your first post on the day of deadline before noon, you will lose 20% of points. If you post your first post on the day of deadline after noon, you will lose 50% of points. If you respond to only one classmate, you’ll lose 20% of points.

**Note:** If no one else posts, you'll 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 7th 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
- 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 Word 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.

**Movie Analysis Paper**
The purpose of this essay is to apply critical thinking about interpersonal communication to observed interpersonal interactions.

View a movie that depicts interpersonal interactions. Using the observed interpersonal interactions between the characters in the program or movie, write a 2-3-page essay that accomplishes the following:
- introduces the interpersonal interaction/relationship in the movie and the purpose of the essay,
b) identifies and defines at least two different concepts from the textbook relevant to the interpersonal interaction/relationship,
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 you have observed in the movie and what you have learned as a result.
The essay should be submitted to Dropbox through Brightspace as an attachment.

**Relationship Research Application Paper**
You will type a 4-5-page (Excluding References page) double-spaced (1-inch margins) research application paper to demonstrate your knowledge and understanding about an interpersonal communication behavior or issue within a particular personal relationship. For example, you may want to examine elements of cultural communication with a new friend, conflict with a parent, listening skills with a romantic partner, power issues with a co-worker, forgiveness with a friend, etc.
As an overview, you will synthesize research from at least 2-3 scholarly research journal articles related to your communication topic and/or this type of relationship, and then link this new knowledge to the specific personal relationship you have selected for analysis.

**Paper Sections:**
**Introduction:** You will begin your paper with an introductory paragraph enticing your reader to continue (attention getter), introduce your topic and provide rationale why you are interested in this interpersonal topic and relationship, and continue with an overall thesis and preview for the paper. You will explain the relationship at hand and the main area of focus for your research. Why this relationship? Why this particular focus or why the particular topic? (.5 page)
**Review of Literature:** In order to make sure you will have relevant research for your topic, you will provide evidence of finding articles early in the process. You will find at least two peer-reviewed research articles related to your paper. Your review should be more than just a summary of each source; integrate and find common themes in the research and support these ideas with various scholarly articles. This section should not link your research with your relationship yet; keep this section all about what research has to say about your topic. For each article,
- you will type an APA citation,
- provide a brief summary of the article (50-100 words), and
- indicate why this article is important and/or how you plan to use this article in your paper.
This section should be about 1 page.
**Application/Analysis:** After you understand the research, apply the research to relational behaviors you see taking place in the relationship selected by you. Describe the relationship and the communication behaviors in the relationship and reference how the research supports these behaviors.
- What’s happening in the relationship?
- How does conflict, listening, identity (your topic) take place in this relationship and what from your research helps you understand the relationship?
- Are there positive and negative effects of communication behavior on this relationship?
In other words, examine the communication in this relationship through your scholarly lens. There should be some inherent logical link of the research to the relationship.
This section should be the bulk of your paper 1-1.5 pages.
**Strategies and Conclusion:** After you have applied your research to the communication in this particular relationship, step back and think about this particular relationship or relationships in general.
- How does this type of communication affect relationships?
- Based on this topic, provide some strategies for improving relationships. How will you monitor your own behavior?
- How are you going to approach your relationships in the future?
- Why is it important to know this communication concept?
End your paper with a concluding paragraph reviewing the main areas of the paper and provide some final “golden nuggets” of what you learned about interpersonal relationships and communicative behavior. This section should be about .5-.75 page.

References Page: Starting on a new page, list your references your sources using APA (7th ed.) writing style.