Stephen F. Austin State University  
Languages, Cultures, and Communication

Interpersonal Communication: SPCH 1318.502
Summer 2, 2023: Online

Instructor: Dr. Linda Levitt  
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Office hours: by appointment  
E-mail: levitlib@sfasu.edu and via D2L Brightspace

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. 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.

Required Text:
This textbook is embedded in your D2L Brightspace course.

Course Objectives
● To create an awareness of the importance of communication in everyday life.
● To develop understanding of the nature of the interpersonal communication process.
● To develop sensitivity to the events and behaviors that may affect relationships with others.
● To help each student develop her/his potential as an effective interpersonal communicator through the understanding and practice of positive interpersonal skills.

Program Learning Outcomes
● Students majoring in Communication Studies should display comprehension of major communication theories.
● Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
● 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.
● Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
● 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.
● Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

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.
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.
- Students will be able to use an appropriate methodology to conduct a critical, humanistic, or social scientific study of a research question in 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. 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.

Mental Health and Wellness
SFA 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:
SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401
SFA 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
Participation
You are expected to complete all class activities and assigned reading. Late work will only be accepted at the instructor's discretion.

Course requirements

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Applying Theory posts</td>
<td>13 posts x 20 points each</td>
<td>260</td>
</tr>
<tr>
<td>Quizzes</td>
<td>13 quizzes x 10 points each</td>
<td>130</td>
</tr>
<tr>
<td>Final course project</td>
<td></td>
<td>60</td>
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</tbody>
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Course grades:  
A = 450 – 405  
B = 404 – 360  
C = 359 – 315  
D = 314 – 270  
F = 269 or less

Grading Applying Theory posts

The following rubric will be used to grade Applying Theory assignments.

18-20: Exceptional. The post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.

14-17: Satisfactory. The post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.

11-13: Underdeveloped. The post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.

1-10: Limited. The post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.

0: No Credit. The post is missing or consists of one or two disconnected sentences.