Stephen F. Austin State University

Interpersonal Communication: SPCH 1318.500
Spring 2024: Online

Instructor: Dr. Linda Levitt
Office: Boynton 208D
Office hours: M & W 12-1, T 12-2, R 1-2 and by appointment
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Required Text:
This textbook is embedded in your D2L Brightspace course.

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.

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 you are also enrolling in a Core Curriculum Course that fulfills the COMMUNICATION SKILLS requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB) and (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Analyzing and interpreting examples of interpersonal communication assigned throughout the course.</td>
</tr>
</tbody>
</table>
Institution Absences (*HOP 04-110*)

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**

The Dean of Students Office (Rusk Building, 3rd floor lobby)  
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)  
936.468.7249  
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education

Crisis Resources:
  - Burke 24-hour crisis line: 1.800.392.8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

Course 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Breakdown</th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Applying Theory posts</td>
<td>13 posts x 20 points each</td>
<td>260 possible points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>13 quizzes x 10 points each</td>
<td>130 possible points</td>
</tr>
<tr>
<td>Final course project</td>
<td></td>
<td>60 possible points</td>
</tr>
</tbody>
</table>

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.

Modules

Welcome module: Introduction to the course

1. An introduction to interpersonal communication

2. Overview of human communication

3. Intrapersonal communication
Opens February 5. Closes February 11.

4. Verbal communication

5. Nonverbal communication

6. Culture and environment

7. Talking and listening

8. Relationships

9. Conflict
10. Friendship
   Opens April 1. Closes April 7.

11. Mediated contexts

12. Workplace relationships
   Opens April 15. Closes April 21.

13. Dark side
   Opens April 22. Closes April 28.

   Final course project
   Closes May 3.