Stephen F. Austin State University
Department of Languages, Cultures and Communication
Communication Studies Program
Interpersonal Communication
COM 170.505, Spr 2016
Online Course

**Instructor:** Dr. Sudeshna Roy, Associate Professor  
**Office:** LAN 414
**Phone:** (936) 468 1033  
**Email:** Through D2L (preferred)  
**roys@sfasu.edu** (only for emergency)

**Office hrs:** T/R – 2-3.30 pm  
W – 10-11, 9-10 am (virtual)  
And by appointments

**Required Text:**

**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 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.

**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.

**Program Learning Outcomes**
• Students majoring in Communication Studies should display comprehension of major communication theories.

**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.
• Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all
students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

- In this course, oral communication will be assessed

**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. Please 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.

**Student Support** Should you have technical questions regarding part of the course requirements, please visit the Online Orientation at http://oit.sfasu.edu/orientation/index/index.html. If you still need help, please contact OIT at 936-468-2774.

**Course Requirements, Policies, and Procedures:**

**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. See grading on page 4.

**Instructor Responsibility**
In this course, the instructor is responsible for:
- responding in a timely manner (within 24 – 48 hours) to student emails except weekends.
- responding in a timely manner (within a week) to quizzes.
- responding in a timely manner (within a week) to reflection assignments or other written assignments submitted through the assignment tool.
- responding in a timely manner (within a week) to reading responses posted in the discussion board.

**Modules**

Welcome module: Introduction to the course
1. Introduction to Interpersonal Communication
2. Communication, Culture and Identity
3. Communication, Perception, and the Self
4. Communicating Verbally
5. Communicating Nonverbally
6. Listening and Responding Effectively
7. Communicating and Emotion
8. Sharing Personal Information
9. Communicating Conflict
10. Communicating Close Relationships
Course requirements – Maximum Points:

*All assignments are subject to revision, deletion, change as per the instructor’s discretion as and when needed.

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Possible Points per activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion board posts (8 total)</td>
<td>8 x 10 points</td>
</tr>
<tr>
<td></td>
<td>Total = 80</td>
</tr>
<tr>
<td>Quizzes (11 total)</td>
<td>11 x 10 points</td>
</tr>
<tr>
<td></td>
<td>Total = 110</td>
</tr>
<tr>
<td>Chapter Reflections (2 total)</td>
<td>2 X 10 points</td>
</tr>
<tr>
<td></td>
<td>Total = 20</td>
</tr>
<tr>
<td>Final Project</td>
<td>40 points</td>
</tr>
<tr>
<td>Final exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Total</td>
<td>300 points</td>
</tr>
</tbody>
</table>

Final Project: Engaging with a Concept Presentation (40 points)

This is a major class assignment that encourages you to critically think about course concepts/theories/ideas in the chapters of your textbook and creatively apply the material in order to teach the concepts to specific audiences and/or contexts of your choice. At the beginning of the presentation, you must introduce yourself and specify which chapters you are presenting, which audience/context you have chosen and must have a visual aid. Your visual aid could be a powerpoint presentation, charts, multimedia presentation or objects and actions that might clarify and enhance the understanding of the concepts you have chosen to explain. This presentation will be recorded by you on your recording device and uploaded to LiveText through D2L.

Each student will

1. Choose two chapters from the interpersonal textbook and present the important points, concepts and ideas of this chapter through a creative, recorded, virtual presentation to teach others about the concepts in the chosen chapter. **You must speak for at least 5-7 mins.**
2. In the presentation, you will compare and contrast the concepts and theories presented in these two chapters demonstrating your ability to assess your own core beliefs/experiences of interpersonal communication and how these beliefs/experiences are similar or different from those being talked about in the text/lectures.
3. You will provide examples of applicability of these concepts/points/ideas in your choice of contexts and/or different audiences.
4. You will conclude your presentation by demonstrating the merits and demerits of approaching different interpersonal situations using these concepts and theories.
5. Rather than simply presenting what the concept means, you are encouraged to bring the concepts to life and demonstrate examples of competent communication for specific audiences/contexts and arguing for the most effective approach for a particular audience/context.
   a) You can approach the assignment as a formal training video that
would be geared toward employees or managers in a professional setting, or informing/persuading the general population about different ways to communicate in romantic relationships, same-sex or opposite sex friendships, teacher-student relationships, etc.

b) You may choose to wear costumes, use props, use movie or television themes, or come up with a unique presentation of your own! **You must have formal attire for this video unless you have a costume on for visual aid.**

6. Please **be creative** in your presentations. **Your final presentation is to be recorded and uploaded to Livetext via D2L.** Your presentations should NOT be shorter than 5 mins and should NOT exceed 7 mins.

7. **Along with the presentation you will submit on D2L a short paper that summarizes your presentation and makes use of at least 5 outside, scholarly sources in the field of interpersonal communication.**

**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 – interpersonal communication.

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 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** - If you are habitually posting really close to the 10 pm deadlines, then you will not get full credit for the posts.

**Note:** If no one else posts, you'll be graded on the quality of your 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 and Reflections:**
As you go through the modules, the instructions for the assignments/reflections will be embedded in those modules. For example, in module 4, the reflection assignment instruction will have its own page. Then there will be a link to the reflection 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 communicative 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.

All references should be in APA format.

Also, make sure you type the assignment/reflection in a .doc file and then upload that document. This practice protects you from losing your work in case of any technology failure.