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|  |  | **Term: Spring 2021**  **Instructor: Jordan Allen**  **Email: Jordan.Allen@uvu.edu** | |
| **COMM 2110**  Interpersonal Communication |  | |  |
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# **Overview**

Effective interpersonal communication is frequently cited as one of the most important elements contributing to personal, scholarly, and business success. As such, this course is designed to teach you the basics of interpersonal communication and provide opportunities to develop your interpersonal skills.

# **Objectives**

**The course objectives are:**

1. Demonstrate an understanding of the history of interpersonal communication.
2. Demonstrate an understanding of theories of interpersonal communication.
3. Demonstrate an understanding of the applications of interpersonal communication theories.
4. Analyze three academic research studies that use interpersonal communication as a variable in your field of study or interest.
5. Evaluate the models of communication and interpersonal communication covered.

# **General Education**

COMM 2110 is a general education course and fulfills the social science requirement. Completion of this course adheres to the articulation agreements with Utah Valley University General Education requirements. “General Education is a shared academic experience that provides students with the opportunity to explore new subjects, intellectual traditions, and perspectives; expands their awareness of the wider world; and prepares them with foundational knowledge, skills, and abilities that are expanded on in their disciplines of study in order to be successful learners and professionals

positioned to contribute to their broader communities” (see https://www.uvu.edu/catalog/current/policies-requirements/general-education.html for further information).

# **Required Text**

# The required textbook for this course is:

# **Floyd, K. (2017). Interpersonal Communication (3rd Ed.). New York, NY: McGraw-Hill**

# (ISBN-13 – 9780073523903). The e-textbook is the course fee associated with this course. The

# e-textbook is on Canvas. YOU DO NOT NEED TO PURCHASE A HARD COPY TEXT.

# **Utah Valley University Guidelines**

**Academic Misconduct:** The University’s Policy on Academic Misconduct states that each student is expected to maintain academic ethics and honesty in all its forms, and to avoid cheating and plagiarism defined by the UVU Student Code of Conduct (see <https://www.uvu.edu/studentconduct/students/>).

Examples of academic misconduct include, but are not limited to:

* Classroom disruption
* Copying from another person’s assignment or exam
* Letting someone else copy from your assignment or exam
* Copying and pasting, without giving proper credit to or paraphrasing the source
* Unauthorized group work
* Passing off your own past or current work for other assignments, without permission from the instructor(s)
* Using online test banks.

The penalty for academic misconduct is failure of the course and a report to the Department Chair and The Student Conduct Office.

**Cheating:** Cheating is the act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying academic work of others. **Cheating will not be tolerated and consequences are swift and severe.**

**Plagiarism:** Any time you present another person’s work as your own, even if that other person is a friend and/or spouse, you have plagiarized. Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity.

**Students with Disabilities:** Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747 or email [asd@uvu.edu](mailto:asd@uvu.edu). Academic accommodations are granted for all students who have qualified documented disabilities.

**Student Veterans:** UVU is committed to providing a working and learning atmosphere for student veterans and their families. If you are a student veteran or a family member of a student veteran, you are eligible for support services from the Veterans Success Center at UVU and may be eligible for Post-9/11 GI Bill benefits. For help receiving your benefits, please contact the Veterans Success Center in the Woodbury Business Building, room 100, via email at [veterans@uvu.edu](mailto:veterans@uvu.edu) or by calling 801-863-8212.

**Commitment to Social Justice:** University nondiscrimination statements and clauses are upheld and enforced within this classroom. The instructor of this course has a strong commitment to the development and maintenance of an instructional climate that supports equality of opportunity and respect for differences based on gender, sex, race, culture, ethnicity, disability, and sexual orientation. Yoir enrollment in this course assumes that you will treat your fellow classmates and instructor with respect. Any begavior that disrespects others or disrupts the learning process, whether verbal or nonverbal, will not be tolerated.

# **Course Policies**

**Attendance policy**: Regular attendance and participation is required for success. Meetings for other classes, appointments with advisors, work excuses, transportation issues and many other personal issues should not take priority over class attendance.

**Make-up policy:** My policy is to NOT accept late work except in cases of documented personal emergencies. It is your responsibility to provide written documentation from a third party of your emergency. I do not consider work-related absences, work in other classes, or meetings with other professors as personal emergencies. I will exercise discretion on whether excuses for late work are acceptable.

**Classroom culture:** I firmly believe in the importance of what many scholars call “connected knowing.” At the heart of connected knowing is involving students with the production of knowledge. This requires that students not only have but also own their voices and opinions. My classrooms are places that try to honor the stories of participants as well as the stories of disciplinary knowledge. One of my goals is to allow students to explore their professional selves – explorations that can ultimately lead to connections between self and subject matter. We need to work together in order to enact this culture. Your cooperation and willingness to share your experiences and insights are essential. In sum, you should demonstrate intellectual curiosity, engage in classroom discussion, and allow space for everyone’s contribution.

**Written work:** Your ability to communicate your ideas in writing is important. Written assignments will be held to the standards of college writing including content, organization, and presentation. Furthermore, one aim of this course is to teach you how to present your work in formats acceptable in professional settings. The following guidelines should be followed:

* Materials must be typed. Handwritten assignments are not acceptable.
* All written work must be completed in APA style, unless otherwise noted.
* Proofread your work. Points will be deducted for errors in form (spelling, punctuation, grammar, format, etc.).

**Course Assignments:**

Assignments will be graded using a point system. The point breakdown below represents the maximum credit awarded for each assignment.

**Exams/Quizzes**

Exam 1 100

Exam 2 100

Exam 3 100

Quizzes (14 @ 10 pts. each) 140

**Assignments**

Readings (12 @ 10 pts. each) 120

Discussions (12 @ 6 pts. each) 72

Journal Entries (4 total) 35

Concept Application #1 70

Concept Application #2 70

Signature Assignment 80

Individual Presentation 100

Reflection 13

**Total Points 1000**

The following grading scale will be used in this course:

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| Grade | Percentages |
| A | 93%-100% |
| A- | 90%-92% |
| B+ | 88%-89% |
| B | 83%-87% |
| B- | 80%-82% |
| C+ | 78%-79% |
| C | 73%-77% |
| C- | 70%-72% |
| D+ | 68%-69% |
| D | 63%-67% |
| D- | 60%-62% |
| F | Below 60% |

**Assignment Descriptions**

**Individual Presentation**

The purpose of this assignment is to share your insight about a specific concept

or theory we have studied this semester.

1. Select the topic that has had the biggest effect on the way you view communication.
2. In a 5-7 minute, well-prepared, video-taped presentation, share the following.  Your presentation must have an introduction, body, and conclusion.  You will upload your video presentation in Canvas.
   1. Introduce the topic that you have chosen. Give a brief definition and explain the meaning.  Research your topic beyond the text book and verbally cite at least 3 sources.
   2. Share a personal example which illustrates the application of the topic, concept, or theory.
   3. Share why you think this is the most important thing you learned in this class.
3. Prepare a Power Point with at least 15 slides and upload in Canvas.  Three in-text citations in APA format must be included, as well as a References Page in APA format as the last slide.
4. Upload a final outline of your presentation in Canvas. This must be typed and include the same information shared in your video-taped presentation. It should follow the rules for numeration, be in full sentences, contain three in-text citations in APA format, and a References Page in APA format.

**Concept Application Paper # 1**

*Typed, 12 pt. font, double spaced, APA format, 3-5 pages in length*

The purpose of this assignment is to gain an understanding of the concept of

perception.

1. Change a major behavior or something about your physical appearance for one

full day. (If you are shy, be loud and obnoxious for a day. If you are neat and

clean, wear your clothes and hair messy for a day.) Be bold in your choice, “The

future doesn’t belong to the faint-hearted; it belongs to the brave.” -Ronald

Reagan

2. Notice the reactions of friends and strangers to your new change. Observe

comments and/or nonverbal behaviors.

3. Notice your own reaction to this new change. Document your own comments and

nonverbal behavior.

4. Write a 3-5 page response to the situation. Be sure to explain what you did

differently and recount the reactions of others. Formulate some conclusions based on your

personal analysis about what perception means. Apply terms and concepts from

your text and class in this response paper.

**Concept Application Paper #2: Nonverbal Assignment**

*Typed, 12 pt. font, double spaced, APA format, 3-5 pages in length*

For this assignment, you will observe, describe, discuss, and compare two different interpersonal interactions. Please note that your role will be that of an observer. Thus, you will not participate in either interaction. You will be expected to situate yourself in such a way that you can observe each interaction and take notes without being intrusive.

Since the focus of your observations will be on nonverbal dimensions of the interactions, it is not necessary for you to hear the discussion. In fact, listening to the talk may distract you from the behaviors you plan to observe. What will be crucial will be your ability to observe the interactions.

**Preparation**

Prepare for the observational part of the assignment by selecting two nonverbal aspects of interpersonal communication to study. Review definitions and descriptions of both behaviors in the course readings and your lecture notes to clarify your understanding of these behaviors.

Next, identify the types of relationships and specify the contexts of the interactions you will study. Since you will compare nonverbal behavior from each interaction, you might opt to observe the same type of relationship in two different contexts (i.e., mother/child interaction both at the park and at the waiting room of a medical office) or two different types of relationships in the same context (i.e., two students talking after class and a student and a professor talking after class).

Plan to observe each interaction for approximately 10 minutes. Since interactions are influenced by context, take notes about the physical environment. Include, for example, time of day, day of week, descriptions of the meeting place such as seating arrangement and proximity of others, and your location. Also note the social context and the behaviors you decided to observe. Look for patterns of behaviors and responses. For example, record how touch was used by noting who touched who and where (hand, arm, leg, etc.), which touches, if any, were reciprocated and how they were reciprocated. The emphasis is to be on the patterns of behavior that constitute the interaction. If you want to count and compare the number of behaviors, such as touches by each person, do so afterwards based on your notes since counting during the interaction will distract you from your observations.

**Paper**

Organize your information in a clear, concise manner. Describe the physical and social contexts of the first interaction. Then define (acknowledge sources such as the textbook and/or other sources in APA format) and describe the first nonverbal behavior you observed. Note patterns of initiation and response. Repeat for the second nonverbal behavior. After describing the behaviors and patterns, interpret your observations by indicating how the behaviors impacted the interaction. (Clearly distinguish between what you observed and how you interpret your observations.) Repeat for the second interaction. Next, compare and interpret both interactions in terms of each behavior. Conclude by discussing the benefits and drawbacks of this assignment and how the assignment might be improved for future classes.

**Signature Assignment: Interpersonal Concept Assignment**

*Typed, 12 pt. font, double spaced, APA format, 3-5 pages in length*

For this assignment, I would like you to watch a film of your choice and apply 2-3 interpersonal concepts to a relationship(s) that you observe within the film. You are free to choose from any of the interpersonal concept(s) that we have studied.

**Paper**

Organize your information in a clear, concise manner. The paper will include the following:

* Introduction that frames your paper with a general discussion of interpersonal relationships, narrowing to a specific focus on two-three interpersonal concepts that you apply to the relationship(s) in your film. Remember that your introduction needs to have a clear and identifiable thesis statement, an argument for a position you are advocating (i.e., these concepts are present in this film/relationship), and a preview of what the reader should expect in the rest of the paper.
* Brief paragraph that describes the film you are using and the relationship(s) you are focusing on in the film. Who are they? What is/are their relationship(s)? What’s the storyline? Basically, this paragraph should give me a general idea of what’s going on in both the film and the relationship(s).
* Body that applies and/or address the 2-3 interpersonal concepts that you are focusing on within the film. In each paragraph, you will need to describe how this concept is evident in the character’s relationship(s) and interactions. To do this, you will need to pull from both the film, i.e., specific examples or quotes from the characters that embody or reflect the interpersonal concept you are addressing. In addition, you will want to pull material from the book to define the concept and analyze it with your examples. Be sure that you develop your argument adequately. You need to not only state the concept and provide your example(s), but also talk about how this example represents the concept you’re discussing. (Hint: Your paragraph may have this format – start with a clear topic sentence that defines the concept, provide examples from your film, and then analyze the examples with the concept).
* Conclusion that summarizes your argument and main points/ideas.
* 2-3 source citations in APA format from the text for each of your main points. This does not include the quotations from the film – those are separate. You may use direct quotes from the characters in the film or summarize the relational situation that proves your point. Also, be sure to include a References Page in APA format.
* Conclude by discussing the benefits and drawbacks of this assignment and how the assignment might be improved for future classes.

**COURSE SCHEDULE**

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| **Due Date** | **Topic** | **Reading** | **Assignments** |
| Sunday, January 14 | Intro to the course | See Course Orientation Module | Plagiarism Quiz  M1 Connect Orient. Quiz |
| Sunday, January 21 | About Communication | Ch. 1 | Ch. 1 Reading Questions  Discussion Posting  Chapter 1 Quiz |
| Sunday, January 28 | Culture and Gender | Ch. 2 | Ch. 2 Reading Questions  Discussion Posting  Journal Entry  Ch. 2 Quiz |
| Sunday, February 4 | Communication & Self | Ch. 3 | Ch. 3 Reading Questions  Discussion Posting  Journal Entry  Ch. 3 Quiz |
| Sunday, February 11 | Interpersonal Perception | Ch. 4 | Ch. 4 Reading Questions  Discussion Posting  Ch. 4 Quiz  Exam 1 |
| Sunday, February 18 | Language | Ch. 5 | Ch. 5 Reading Questions  Discussion Posting  Ch. 5 Quiz  Concept App. Paper #1 |
| Sunday, February 25 | Nonverbal Communication | Ch. 6 | Ch. 6 Reading Questions  Discussion Posting  Ch. 6 Quiz |
| Sunday, March 4 | Listening | Ch. 7 | Ch. 7 Reading Questions  Discussion Posting  Ch. 7 Quiz |
| Sunday, March 11 | Emotion | Ch. 8 | Ch. 8 Reading Questions  Discussion Posting  Ch. 8 Quiz  Exam 2 |
| Sunday, March 18 | Forming & Maintaining Personal Relationships | Ch. 9 | Ch. 9 Reading Questions  Discussion Posting  Ch. 9 Quiz  Concept App. Paper #2 |
| Sunday, March 25 | SPRING BREAK |  |  |
| Sunday, April 1 | Interpersonal Communication in Close Relationships | Ch. 10 | Ch. 10 Reading Questions  Discussion Posting  Journal Entry  Ch. 10 Quiz |
| Sunday, April 8 | Interpersonal Conflict | Ch. 11 | Ch. 11 Reading Questions  Discussion Posting  Journal Entry  Ch. 11 Quiz |
| Sunday, April 15 | Deceptive Communication | Ch. 12 | Ch. 12 Reading Questions Discussion Posting  Ch. 12 Quiz  Exam 3 |
| Sunday, April 22 |  |  | Signature Assignment  Reflection |
| Sunday, April 29 |  |  | Individual Presentation |