

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: COMM

Course and Section #: 2110-002

Course Title: Interpersonal Communication

Credits: 3

Course Description

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.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Jessica A. Robinson

Student Learning Outcomes

- **Demonstrate** understanding of foundational interpersonal communication concepts and theories.
 - **Evaluate** strengths and weaknesses of interpersonal communication research.
 - **Access and synthesize** scholarly research in the area of interpersonal and family communication
 - **Demonstrate** proficiency in reading communication research.
 - **Apply** interpersonal communication theories and concepts to existing interpersonal and family communication problems.
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Course Materials and Texts

Wrench, J. S., Punyanut-Carter, N. M., & Thweatt, K. S. (2020). *Interpersonal communication: A mindful approach to relationships*.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Participation (10%): A lot of this class depends on your participation. Attendance and positive contributions to the class will assist you in learning and honing in on important skills needed for communication. “Full points participation” requires excellence in all of the following areas:

1. Participating actively and regularly in class discussion.
2. Being respectful of others’ ideas and expressing disagreement with sensitivity.
3. Checking and responding to emails regularly, checking our Canvas page regularly, and contributing substantive content on all assignments.
4. Turning in all assignment on time and in finished, professional, proofread form.
5. Completion of reading and between-class assignments.
6. Attendance at class meetings is expected and essential to your success in our course! If you cannot make class, you are responsible for the work and information covered that day.

Reading Quizzes (25%): Each topic/chapter has an associated 15-point reading quiz. Reading quizzes will be a mix of closed-and open-ended questions. To do well on these quizzes, you will need to take notes. (You may be tempted to do the quiz and reading at the same time BUT you will not have enough time to complete both simultaneously!)

Writing Assignments (3; 40%): You will complete three papers during the semester. All students are required to complete WA #1: Competence, then choose two additional topics: WA #2: Nonverbal Experiment, WA #3: Relationship Development/End, WA #4: Family Communication Patterns. You will complete a total of 3 papers, including the WA #1: Competence paper. Due dates are indicated on our course schedule and on Canvas.

Final Project (25%): This semester you will read, discuss, and engage in foundational interpersonal communication concepts and principles. You will also collect and read scholarly research on a specific topic that interests you within the area of interpersonal communication. In the final project, you will apply the scholarly research you found to a non-academic audience in the form of a creative project! Creative projects can be anything that translates scholarly research to a lay / non-expert audience. An excellent creative project will catch people’s attention and articulate the research findings in a way that the audience can understand.

The following grading scale will be used in this course:

A = 93%-100%

A- = 90%-92.9%

B+ = 87%-89.9%

B = 83%-86.9%

B- = 80%-82.9%

C+ = 77%-79.9%

C = 73%-76.9%

C- = 70%-72.9%

D+ = 67%-69.9%

D = 63%-66.9%

D- = 60%-62.9%

F = less than 60%

Required or Recommended Reading Assignments

All required readings use chapters from the course text or provided PDFs that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion

Chapter 1: Introduction to Human Communication (definition of human communication; reasons why we communicate; models of communication; mindfulness)

Chapter 2: Overview of Interpersonal Communication (definition of interpersonal communication; communication competence; perception)

Chapter 3: Intrapersonal Communication (definitions of self-concept, identity, and personality; ways that self-concept develops; self-esteem)

Chapter 4: Verbal Elements of Communication (denotative and connotative meaning; rules of language; functions of language; power and impact of language)

Chapter 5: Nonverbal Communication (definition of nonverbal communication; functions of nonverbal communication; channels of nonverbal communication)

Chapter 6: Cultural and Environmental Factors in Interpersonal Communication; Dialectics and Intercultural Communication (PDF) (definition of culture and co-cultures; functions of culture; characteristics of culture; intercultural communication skills)

Chapter 7: Talking and Listening (definition of listening; importance of listening; listening process; self-disclosure; listening styles)

Chapter 8: Building and Maintaining Relationships (characteristics of close relationships; stages of relationship development and termination; relationship maintenance; communication in relationships)

Chapter 10: Friendship Relationships (defining friendship; types of friendships; characteristics of friendships; stages of friendship)

Chapter 9: Conflict in Relationships (defining conflict; different perspectives on conflict; features of conflict; conflict and emotions; power and influence; conflict management strategies)

Chapter 14: The Dark Side of Interpersonal Communication (destructive behavior; types of hurtful messages; aggression and bullying; communicating effectively)

Chapter 11: Family & Marriage Relationships (defining family; family communication patterns; family systems; characteristics of the family; family change over time; sibling relationships; marriage relationships)

Chapter 12: Interpersonal Communication in Mediated Contexts (history of computer mediated communication; nonverbal communication and mediated contexts; asynchronous and synchronous communication; self-concept and mediated communication; theories of computer-mediated communication)

Chapter 13: Interpersonal Relationships at Work (requirements of professionalism; leader-follower relationships; coworker relationships; workplace friendship; romantic relationships in the workplace; conflict in the workplace)

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.