



Master Course Syllabus

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

Semester: Spring

Course Prefix: COMM

Course Title: Interpersonal Communication

Year: 2025

Course and Section #: 2110-006

Credits: 3

Course Description

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.

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)

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: Robbin Anthony

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

Objectives

- **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 communication.
- **Demonstrate** proficiency in reading communication research.
- **Apply** interpersonal communication theories and concepts to existing interpersonal communication problems.

Course Materials and Texts

The required textbook for this course is:

Interpersonal Communication: A Mindful Approach to Relationships. By: J.S. Wrench, N.M. Punyanut-Carter, & K.S. Thweatt. 2020.

The text will be provided for you in Canvas as you begin the course. No purchase necessary.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

Every week students will apply a communication concept to their lives. Weekly assignments include reflection journals, communication analysis, communication self-assessment. Assignments / Applications will often be completed IN CLASS.

Assessments:

Quizzes

While taking attendance each class period I will be asking some “quiz” questions. The points for these quizzes are being entered separately from the basic attendance because additional points will be given for answering the question(s) along with the basic points for attending. Reading quizzes will be a mix of closed and open-ended questions. We will work together to answer the quiz questions but be prepared to contribute to the discussion.

How do I take effective reading notes?! The following link will provide tips and tricks take effective reading notes: [How to Take Effective Reading Notes](#)

Creative Project/Rationale (Due toward end of semester but it is a good idea to be aware of this now.) **There will not be a final exam because these presentations will count as the final.**

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. In this project, you will be applying the scholarly research you find to a non-academic audience in the form of a creative project. Creative projects can be anything that translates scholarly research to a lay audience. An excellent creative project will catch the attention and articulate the research findings in a way that the audience can understand.

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Assignment Categories

Activity	Points
In-Class Application Assignments 13 x 15 pts each (may vary)	195
Attendance 42 class periods X 5 pts each	210
Quizzes (15pts x10) (Completed in class)	150
Research Activities	65
Final Project and Rationale and Presentation	105
Total (May change due to class activities)	725

Required or Recommended Reading Assignments

Week 1 (Tues) January 7, (Thurs) January 9	Module 1 Introduction to Course
Week 2 (Tues) January 14, (Thurs) January 16	Module 2: Introduction to Human Connection (Chapter 1)
Week 3 (Tues) January 21, (Thurs) January 23	Module 3: Overview of Interpersonal Communication (Chapter 2)
Week 4 (Tues) January 28, (Thurs) January 30	Module 4: Communicating with Language (Chapter 4) Research Activity #1 Due Monday, February 3
Week 5 (Tues) February 4, (Thurs) February 6	Module 5: Communicating Nonverbally (Chapter 5)
Week 6 (Tues) February 11, (Thurs) February 13	Module 6: Communicating in Cultures (Chapter 6)
Week 7 (Tues) February 18, (Thurs) February 20	Module 7: Communicating as Listening (Chapter 7)
Week 8 (Tues) February 25, (Thurs) February 27	Module 8: Communicating to Create and Maintain Relationships (Chapter 8)

	Research Assignment #2 Due Monday, March 3
Week 9 (Tues) March 4, (Thurs) March 6	Module 9: Communicating in Conflicts (Chapter 9) SPRING BREAK MARCH 10-15
Week 10 (Tues) March 18, (Thurs) March 20	Module 10: Communicating in Friendships (Chapter 10)
Week 11 (Tues) March 25, (Thurs) March 27	Module 11: Communicating in Families and Romantic Relationships (Chapter 11)
Week 12 (Tues) April 1, (Thurs) April 3	Module 12: Communicating in Mediated Contexts (Chapter 12) Research Assignment #3 Due Monday April 7
Week 13 (Tues) April 8, (Thurs) April 10	Module 13: Communicating at Work and in Professional Contexts (Chapter 13)
Week 14 (Tues) April 15, (Thurs) April 17	Module 14: Communicating to Hurt, Destroy & Manipulate (Chapter 14)
Week 15 (Tues) April 22	Creative Project Presentations
FINAL Tuesday, April 29 3 – 4:50 ***** Notice Time Continue Creative Presentations	Creative Project Presentations Projects and Rational due April 29 (earlier is better)

General Description of the Subject Matter of Each Lecture or Discussion

Week 1 (Tues) January 7, (Thurs) January 9	Introduction to Course
Week 2 (Tues) January 14, (Thurs) January 16	Introduction to Human Connection (Chapter 1)
Week 3 (Tues) January 21, (Thurs) January 23	Overview of Interpersonal Communication (Chapter 2)
Week 4 (Tues) January 28, (Thurs) January 30	Communicating with Language (Chapter 4)
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Required Course Syllabus Statements

Generative AI

Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this class is specifically a space for learning how to improve our writing. AI simply cannot do that learning for us (CSU, 2023)."

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](mailto:accessibilityservices@uvu.edu) 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.