



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-2110*

Course and Section #: *X03*

Course Title: Interpersonal Communication

Credits: 3

Course Description

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

Marjie Ralph (Please call me Marjie)

Office Hours: Virtual available upon request starting at 7:00pm

Office: Virtual

Email: marjorie.ralph@uvu.edu

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 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

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

Class Structure:

This course is asynchronous, which means that there will not be regular or expected meeting times with the class or the professor. You may schedule a meeting time with your professor, if you have questions or wish for me to contact you. All assignments should be completed by their due dates in Canvas. You can find the due days for assignments below.

Description of how course works:

Canvas will be the primary mode of instruction. This means that everything you need to be successful in the course will be posted on and accessible through Canvas:.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

Course Assignments, Assessments, and Grading Policy

The overarching golden rule of our course is: Treat others the way you would like to be treated. Don't create problems in the course, if you do create problems Marjie will assist in figuring out a solution on a case by case basis. The following are all the detailed policies.

Due Dates/ Late Work/ Lack of Engagement in the Course:

Each assignment will have two dates. The first date is a due date, due dates are suggestions to help you pace your work. The second date is a closing date. When an assignment is closed I will not reopen an assignment.

I do not dock assignments that are handed in late. However, remember that once an assignment is closed I will not re-open closed assignments.

One reason I will not open up closed work is you can get too far behind in a course which is not quality learning. If you go too long without engaging with the course (no matter the reason) my recommendation will be to meet with an academic advisor and retake the course.

*The last two weeks of the semester there will NOT be the usual grace period between due dates and closing dates. To prepare to post final grades I will need that time to get grades caught up and I won't be able to grade late work. PLEASE KEEP A CLOSE EYE ON DUE DATES AND CLOSING DATES.

*If there is an inconsistency between canvas due dates and the course schedule follow canvas and please email me as soon as possible

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:

- All written work must be completed in APA ver. 7 style, unless otherwise noted.
- Proofread your work. Points will be subtracted for errors in form (spelling, punctuation, grammar, format, and neatness).

Quality Work:

If an assignment does not meet basic requirements (page length, content outlined in assignment guidelines, format) your work will only receive 1 point.

File Type:

Written work should be submitted as a **pdf**, they always open and keep your formatting. Videos need to be made public. If you share a link make sure your link is public, sharable and will open. If I can't open your work you will earn a "1" on your assignments.

Course Assignments:

Assignments will be graded using a point system. For each assignment, an assignment sheet will be provided explaining guidelines and expectations. The point breakdown below represents the maximum credit awarded for each assignment.

Forms of Address: Names and Personal Pronouns

Many people (e.g. international students, performers/writers, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

The following grading scale will be used in the course:

A = 94%-100%	B = 83%-85.9%	C = 74%-75.9%	D = 63%-65.9%
A- = 90%-93.9%	B- = 80%-82.9%	C- = 70%-73.9%	D- = 60%-62.9%
B+ = 86%-89.9%	C+ = 76%-79.9%	D+ = 66%-69.9%	F = > = 60%

You can determine your percentage (and grade) by totaling the points you have accumulated and dividing those points by the number of points possible then multiplying that number by 100 for your final grade percentage.

*I reserve the right to change anything with grading or assignments if I believe it will help our learning community.

Required or Recommended Reading Assignments

See canvas due dates for our schedule. The first few days of the semester I will put in dates, be patient, it is wildly time consuming and tedious to put in all the many different due dates.

***I reserve the right to change any due date at any time if I believe it will improve the learning of**

our community.

General Description of the Subject Matter of Each Lecture or Discussion

Assignments:

Every week students will apply a communication concept to their lives. Weekly assignments include research blogs, reflection journals, communication analysis, communication self-assessment.

Discussions:

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Each module students will answer discussion questions posted in the lecture.

Assessments:

Quizzes

Each module students will take a 30 point reading quiz. Reading quizzes will be a mix of close 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. You will not have enough time to complete both simultaneously.

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](#)
[Links to an external site.](#)

Creative Project/Rationale

This semester you have read, discussed, and engaged in foundational interpersonal communication concepts and principles. You have also collected and read scholarly research on a specific topic that interested you. In this project, you will be applying 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 audience. An excellent creative project will catch peoples attention and articulate the research findings in a way that the audience can understand.

Required Course Syllabus Statements

Generative AI

AI can be a great tool as long as it is used to enhance learning not as a tool to skip learning or to cheat the learning process. If AI becomes a problem I will address each case as it arised.

Using Remote Testing Software

X 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.

Spring 2025 COMM 2110 - X03 Course Schedule

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Due Date	Topic	Reading & Assignments
Module #1		
January 6	Introducing Applied Communication	-Read Preface -M 1: Watch & Discuss
Module #2		
January 13	Introducing Human Communication	-Read Ch. 1 -Chapter 1 Reading Quiz -M 2: Watch & Discuss -M 2: Application -Extra Credit #1 Discussion
Module #3		
January 21	Introducing the Foundations of Interpersonal Communication	-Read Ch. 2 -C2 Reading Journal -M 3: Watch & Discuss -M 3: Application
Module #4		
January 27	Communicating with Language	-Read Ch. 4 -C 4 Reading Journal -M 4: Watch & Discuss -M 4: Application -Research Activity Discussion #1 -Extra Credit #2 Discussion
Module #5		
February 3	Communicating Nonverbally	-Read Ch. 5 -C 5 Reading Journal -M 5: Watch & Discuss -M 5: Application - Deep Dive into Nonverbal Communication
Module #6		

February 10	Communicating Cultures	-Read Ch. 6 -C 6 Reading Journal -M 6: Application -Extra Credit #3 Discussion
Module #7		
February 18	Communicating as Listening	-Read Ch. 7 -C 7 Reading Journal -M 7: Watch & Discuss -M 7: Application - Deep Dive into Listening
Module #8		
February 24	Communicating to Create and Maintain Relationships	-Read Ch. 8 -C 8 Reading Journal -M 8: Watch & Discuss -Research Activity 2 - Connecting Research -Extra Credit #4 Discussion
Module #9		
March 3	Communicating in Conflicts	-Read Ch. 9 -C 9 Reading Journal -M 9: Watch & Discuss -M 9: Application - Deep Dive into Conflict Communication
Module #10		
March 17	Communicating in Friendships	-Read Ch. 10 -C 10 Reading Journal -M 10: Watch & Discuss -M 10: Application
Module #11		
March 24	Communicating in Families & Committed Partnerships	-Read Ch. 11 -C 11 Reading Journal -M 11: Watch & Discuss -M 11: Application -Research Activity #3
Module #12		
March 31	Communicating in Mediated Contexts	-Read Ch. 12 -C 12 Reading Journal -M12 Watch & Discuss
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Module #13		
April 7	Communicating at Work and in Professional Contexts	-Read Ch. 13 -C 13 Reading Journal -M 13: Watch & Diss

		-M 13: Application
Module #14		
April 14	Communicating to Destroy, Hurt, and Manipulate	-Read Ch. 14 -C 14 Reading Journal -M 14: Watch & Diss -M14: Application -SRI - Extra Credit
Finals Week		
April 29 & 30		-Creative Project & Presentation Discussion -Creative Project: Rationale