

SPCM: 2318 Interpersonal Communication  
The University of Texas at Tyler  
(MWF 9:05-10:00)

Instructor: Justin Velten  
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**Text**

Adler, R. B., Proctor, R. F. (2017, 15<sup>th</sup> ed.) Looking out, looking in. Boston: Wadsworth.

**Course Objectives**

Learn and apply theory based on interpersonal communication research. Discuss personal experience and learned experience during the semester. Discover personal interpersonal communication style and learn methods of enhancement while serving others.

**Course Description**

A study of human communication process within dyadic relationships. Topics include communication styles, skills, and methods of interpersonal communication competency.

**Student Learning Outcomes**

- A. To develop competencies in using theories to analyze actual events.
- B. Apply effective approaches to human relational interaction in various settings and with diverse others.
- C. Understand communication from a variety of theoretical perspectives.

**Major Requirements & Grade % Approximations (540)**

a. Interpersonal Comm Assessment	15 pts.	3%
b. Interpersonal Journal	50 pts.	9%
Paper	100 pts.	19%
Presentation	50 pts.	9%
c. Self-Perception in Media	25 pts.	5%
d. Historical Photos	15 pts.	3%
e. Emotions and Identity through Music	10 pts.	2%
f. Language	20 pts.	4%
g. Service Learning	30 pts.	6%
h. Personal Space Exercise	20 pts.	4%
i. Paraphrasing	20 pts.	4%
j. Relationship Stages/Inter. Journal	10 pts.	2%
k. Love Language Profile	15 pts.	3%
l. Home-Style Comm	10 pts.	2%
m. Final Exam	150 pts.	28%

### **Grades: Standard Grading Scale**

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
59% - ↓	=	F

### **Attendance Policy**

Perfect attendance in this course is recommended. A student is more likely to do better in this course with higher attendance. In-class activities may be missed due to absences and are only available for make-up if the absence is excused. If you show up late (post roll), it is your responsibility to confirm with the professor that you are counted present for the day. However, it is up to the professor as to whether your tardiness constitutes an absence. If a student must miss class, he or she is advised to contact another student to learn what was missed and if any work is due on a following class period because that work is still due next class period whether or not the absence was excused. If you are to be absent from a class, whether or not you miss any assignments, you must notify the teacher before hand if possible, but no later than the next class period, of your desire to make up any missed work in order to be able to do so. Illness excuses must be accompanied by a doctor's note for instructor consideration.

### **Participation**

Students are expected to not only attend class, but to play active roles in the classroom. Assigned text readings are to be completed before each class session and students are encouraged to ask questions or offer insight during class periods. When group or individual assignments or activities are assigned, everyone is expected to participate as assigned.

### **Assignments and Exams**

All assignments are due when stated by the instructor. As the college experience is, in part, designed to prepare students for the work place, **ABSOLUTELY NO LATE WORK** will be accepted. If you have completed at least part of an assignment by the due date, it is better to turn in part of the assignment on time than to turn in the completed assignment late for no credit. All homework turned in, unless otherwise stated, is to be typed. Any exam must be taken on the designated day and time set forth by the instructor. Any exceptions to due dates must be verified with the instructor prior to the scheduled deadline. Lack of performance as a part of a group assignment can constitute in a lowered grade than other group members.

### **Original Work**

All student work must be original to the student and original for the course where assigned. Any failure to abide by high standards or ethics in regard to student work will be handled by the instructor and the university and may constitute in the student failing the course and receiving further reprimand from the university. Plagiarism is a big deal and the consequences can go much further than the universities reach, so please be careful.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

## Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

## UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

## Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

## State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

#### Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

#### Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Revised 05/17

#### Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

#### Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

#### Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Cheating” includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or

specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically

prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key,

homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the

instructors has designated that the examination is not to be removed from the examination room or not to be returned

or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any

course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test

key, homework solution, or computer program or information about an unadministered test, test key, home solution or

computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student

knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial

benefit or injuring another student academically or financially.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s

work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic

assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on

scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](https://www.uttyler.edu/writingcenter) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to

assist students who are enrolled in early-career courses.

- [UT Tyler Counseling Center](https://www.uttyler.edu/counseling) (903.566.7254)

## **Course Calendar**

### **Week 1**

Introduction to Course  
Communication Model: 8 Components to Communication  
Why We Communicate  
Reading Assignment (Chapter 1)  
Assignment: Interpersonal Journal  
Assignment: Self-Perception in media  
Assignment: Historical Photos

### **Week 2**

Reading Assignment (Chapter 2)  
Communication Identity: Creating and Presenting Self  
Interpersonal Assessments  
Due: Journal 1 (entry #s 1-5)

### **Week 3**

Reading Assignment (Chapter 3)  
Perception: What You See is What You Get  
Activity: Perception Game  
Activity: Cognitive Complexity Role Play  
Due: Self-Perception in media

### **Week 4**

Reading Assignment (Chapter 4)  
Emotions: Thinking, Feeling and Communicating  
Activity: Personality Inventory  
Activity: Skill Builder (Page 138)  
Assignment: Emotions and Identity through Music  
Due: Journal 2 (entry #s 6-10)

### **Week 5**

Reading Assignment (Chapter 5)  
Language: Barrier and Bridge  
Activity: Group Discussion  
(In an assigned group, consider one of the three "Invitation to Insight" questions from the textbook. Prepare to discuss your conclusions as a group with the class.) [2011; 169]  
Assignment: Language in the Journal  
Due: Music (Friday)

### **Week 6**

Off-Campus Activity: Service Learning (Monday)  
Due: Historical Photos (Wednesday)  
Due: Language in the Journal (Friday)  
Due: Journal 3 (entry #s 11-15)

### **Week 7**

Reading Assignment (Chapter 6)  
Nonverbal Communication: Messages Beyond Words  
Assignment: Personal Space Exercise

### **Week 8**

Reading Assignment (Chapter 7)

Listening: More than Meets the Ear

Activity: Listening and Responding

Assignment: Paraphrasing (Questions from p. 254; 13<sup>th</sup> ed.)

Due: Personal Space Exercise

Due: Journal 4 (entry #s 16-20)

### **Week 9**

Reading Assignment (Chapter 8)

Communication and Relational Dynamic

Activity: Facebook Discussion

Assignment: Relationship Stages and the Interpersonal Journal

Due: Paraphrasing

### **Week 10**

Reading Assignment (Chapter 9)

Intimacy and Distance in Relational Communication

Self-Disclosure

Johari Window

Social Penetration

Assignment: Love-Language Profile

Due: Journal 5 (entry #s 21-25)

### **Week 11**

Reading Assignment (Chapter 10)

Improving Communication Climates

Activity: In-Class response practice with partners.

Due: Relationship Stages and the Interpersonal Journal

### **Week 12**

Reading Assignment (Chapter 11)

Managing Interpersonal Conflicts

Activity: Conflict Style Assessment

Activity: Conflict Style Experiment

Assignment: Home-Style Communication

Due: Love-Language Profile

### **Week 13**

Thanksgiving Break (Enjoy the break - you deserve it)

### **Week 14**

Due: Home-Style Communication

Guest Speaker: Professional Counselor, Laura Velten. Questions for Mrs. Velten will be collected prior to her appearance so that she can be prepared to answer your questions regarding interpersonal relationships.

### **Week 15**

Due: Journal Research paper/ presentations

Final Exam Review

**Week 16**

Final Exams (See university final exams schedule)

**SPCM 2318 Interpersonal Communication**  
**Interpersonal Communication Assessment**

Take suggested interpersonal communication assessments. Prepare a short paper discussing your results, explanation of the results, examples as to why this is true or false, and a structured plan for improvement. You may be asked to present results to the class informally.

Assessment and Presentation: 15 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Interpersonal Journal, Paper, and Presentation**

Journal

Begin a journal where you document your interpersonal life. From your public and private self-identities to how and what you learn this semester can or has influenced your relationships. This journal will remain confidential to you and will only be viewed by the instructor for a brief completion grading, so please be honest and open for your benefit. Journal collected for completion grade approximately every two weeks. Journal throughout the semester with at least five entries every two weeks. Please number the entries and place them in groupings of five with day/month included in the heading. Monitor and comment on your interpersonal relationships - how they start, develop, evolve, end, etc. and relate to interpersonal communication theory as you can. Please number the journal entries. The contents of this journal, other than what you choose to discuss in your presentation will remain confidential with the instructor, so please work to create genuine observations and comments in these journals.

50 Points Possible

Paper

Prepare a 4 page paper (Times New Roman, 12-Font, Double-Spaced, APA Format) with at least 4 legitimate and scholarly sources (no random website and the textbook can count as one source). Take one interpersonal relationship from your journal and describe it. For example, maybe you have met a person on campus from one of your classes. Your relationship has moved from small talk to eating lunch together to participating in activities together, such as campus athletic events. This does not have to be a romantic relationship. After describing this relationship, discuss this relationship using interpersonal communication theory. Be sure to follow APA format with headings and sources.

100 Points Possible

Presentation

Prepare a 4-5 minute presentation regarding your paper. Do not just read your paper to the class, but find a way to make your story and related interpersonal communication theory interesting to the class. You will be graded on use of theory, content, presentation, and time (see grading rubric below).

50 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Self-Perception in Media**

Make a collage of images that you perceive to be related to yourself. For example: if your self-perception is that you are an attractive and intellectual person, you would find magazine pictures that depict the image of attractiveness and intelligence. Also bring in outside elements, such as images of textbooks and college campuses. You will be paired up with at least one other person where you will engage in small talk for a while and then take a few minutes to show and explain your collage to the other person(s) and they will discuss their reaction to your collage and/or present collage to the class.

25 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Historical Photos**

Ask your family to send you photographs of yourself from the following life stages: infant, 5 years old, 10-13 years old, 16-18 years old, and current. You will show these pictures to the class via the document camera on the projection screen. Part of the experience of this assignment is to be able to laugh with each other, so please don't hesitate to bring in those goofy 8<sup>th</sup> grade pictures. Pictures are due in class during week 6 so please have the pictures sent soon. No nude photos – yes, a student has done this.

15 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Emotions and Identity through Music**

Bring in your favorite song to class. This song will be played, at least in part, for the class. You will then briefly discuss how this song relates to you.

10 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Language**

Teach one person about semantic and pragmatic language rules and ask them questions 2-3 from page 169. Document, in typed format, their responses. No page requirement.

20 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Service Learning**

Meet with individuals at a retirement home and convey meaning both verbally and nonverbally to them through words and simply being there to listen. Document, in a short write-up, what you observed and apply interpersonal communication ideology to the situation. This will take place as a class or in pairings.

30 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Personal Space Exercise**

Outside the classroom, find a place where other people gather. For example, a library. Experiment with nonverbal personal space by picking a spot to sit or stand near a stranger. Continue to move slightly closer to the other person, invading the social norm of personal space. Do not do this to the point of annoying the other person, but observe and document, in a brief write-up, the behavior of the other person.) Video and show the video in class.

20 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Paraphrasing**

Over the next day or so, begin to implement the listening response technique known as paraphrasing. In a short write-up, document your effort(s) and how they changed, if at all, the communication experience. Then, complete the "Skill Builder", questions 7 (a-d), on page 254.

20 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Relationship Stages and the Interpersonal Journal**

Take another look at your interpersonal communication journal. Recognize one relationship where you see you and another person experiencing one of Knapp's stages of relationship. In a brief write-up, no more than one page, discuss this relationship, the stage that best characterizes this relationship at this time, and what you might do to either move it forward or reverse the tide.

10 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Love Language Profile**

Take the love-language self-profile at [5lovelanguages.com](http://5lovelanguages.com). In a short paper (less than one page) write your results and how you can utilize this information to communicate your needs to those with whom you have an interpersonal relationship.

15 Points Possible

**SPCM 2318 Interpersonal Communication**  
**Home-Style Communication**

Write about one page regarding your communication at home. Focus on the home where you were raised, on your parents and siblings, as well as other predominant members of your immediate family. Search your textbook to apply an interpersonal communication concept that describes your family communication.

10 Points Possible

## Assigned Paper Grading Rubric

Dept. of Communication

Dr. Justin Velten

Assignment: \_\_\_\_\_

Description of Work	Grade
The paper is free of grammatical errors, closely adheres to the required style format, and is the correct length (with appropriate spacing and margins). Content from the assignment is clearly covered and is done so in a manner that displays a high level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a high level of effort and originality in thought and writing and makes a clear point.	A
The paper is nearly free of grammatical errors, adheres to the required style format, and is the correct length (with appropriate spacing and margins). Content from the assignment is covered and is done so in a manner that displays an adequate level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a good level of effort and originality in thought and writing.	B
The paper has a few grammatical errors, somewhat adheres to the required style format, and is near the correct length (with appropriate spacing and margins). Content from the assignment is mostly covered and is done so in a manner that displays a marginal level of understanding and application of theory or course concepts to the paper topic(s). The paper displays an evidently average level of effort and originality in thought and writing.	C
The paper has a significantly noticeable amount of grammatical errors, does not adhere to the required style format, and is not quite near the correct length (with appropriate spacing and margins). Content from the assignment is only partially and is done so in a manner that displays a lack of understanding and application of theory or course concepts to the paper topic(s). The paper displays an inadequate level of effort and originality in thought and writing.	D
The paper has numerous grammatical errors, does not adhere to the required style format, and is not near the correct length (with appropriate spacing and margins). Content from the assignment is not covered and a strong lack of topic-understanding is evident. The paper displays an evidently low level of effort and originality in thought and writing.	F

Please see university policy on plagiarism and work hard to not plagiarize. If you are unsure as to whether you are plagiarizing the work of another person it is best to be cautious and take the appropriate steps to insure you are not plagiarizing. In the event that you are caught plagiarizing on this paper you will receive either a reduction of 50% on the assignment (if the plagiarism is minor or not seemingly blatant) or a 0% on the assignment (if the plagiarism is major and seemingly blatant). There are clear guidelines available for what constitutes plagiarism so please do not plan to plead ignorance in the event your grade is reduced for plagiarism. I hope this is not an issue with your paper and do not expect it to be so.

Total: \_\_\_\_\_

**Activity/Work/Video/Presentation Grading Rubric**  
 Dept. of Communication  
 Dr. Justin Velten

Assignment: \_\_\_\_\_

Description of Work	Grade
The work meets the guidelines of the assignment. Each group member participated and there was an evidently high level of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is evident. The overall presentation quality and effort was high.	A
The work mostly meets the guidelines of the assignment. Each group member participated and there was an above average of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is somewhat evident. The overall presentation quality and effort was above average.	B
The work somewhat meets the guidelines of the assignment. Each group member participated and there was an average level of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is marginal. The overall presentation quality and effort was above average.	C
The work does not meet the guidelines of the assignment. Each group member participated and there was an evidently inadequate level of effort placed into the project. Class theory/concepts are not applied to the assignment as required and teamwork is not very clearly represented. The overall presentation quality and effort was below average.	D
The work does not meet the guidelines of the assignment. Each group member participated and there was an evidently low level of effort placed into the project. Class theory/concepts are not applied to the assignment as required and there is a clear lack of teamwork. The overall presentation quality and effort was inadequate.	F

Total: \_\_\_\_\_