

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

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Text

Adler, R. B., Proctor, R. F. (2014). 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 in the Journal	20 pts.	4%
g. Service Learning	30 pts.	5%
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. **Due to the group research within this course, attendance is required. Your grade will be reduced one letter grade every three absences (a tardy may constitute an absence).** 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.

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://www2.uttyler.edu/wellness/rightsresponsibilities.php>

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. 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 is the deadline for many forms and enrollment actions that students need to be aware of. 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 Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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.

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.

Chapter 8. Student Conduct and Discipline

Sections on Academic Dishonesty

Sec. 8-304. Scholastic Violations

- a. When a faculty member has reason to suspect that a student has violated university regulations concerning scholastic dishonesty, the faculty member may refer the case to the dean* who shall proceed under section 8-301, or meet with the student(s) involved and discuss the alleged violation and the evidence that supports the charge. After conferring with the student, the faculty member may dismiss the allegation or proceed under subsection (b) or (c).
- b. In any case where a student accused of scholastic dishonesty does not dispute the facts upon which the charges are based and executes a written waiver of the hearing procedures, the faculty member may assess an academic penalty pursuant to section 8-503, and shall inform the student of such action in writing, and report the disposition of the incident to the dean. The dean may summon the student for consideration of an additional disciplinary penalty.
- c. In a case where a student accused of scholastic dishonesty disputes the facts upon which the charges are based, or chooses not to waive the right to a hearing before a hearing officer, the faculty member shall refer the matter to the interim dean of students who shall then proceed under section 8-301.
- d. A student may appeal the decision of a faculty member under subsection(b) by giving written notice to the interim dean of students within fourteen days from the date on which the decision was announced. The appeal is conducted in accordance with subchapter 8-600. The appeal is restricted to the issue of penalty, and no transcript shall be required.

*Dean in this section refers to the Dean of Student Affairs

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Sec. 8-503. Authorized Academic Penalties

- a. A faculty member, under section 8-304, or the dean of students or hearing officer may impose one or more of the following penalties for scholastic dishonesty:
 1. written warning that further scholastic violations may result in a more severe penalty;
 2. no credit or reduced credit for the paper, assignment, or test in question;
 3. retaking of examination or resubmission of assignment;
 4. failing grade or reduced final grade for the course.
- b. The dean of students, with approval of the student's academic dean, may assign an academic penalty for violation of a university regulation concerning scholastic dishonesty to a student who fails without good cause to comply with subsection 8-302(c) or subsection 8-403(e).
- c. A student who is in violation of a university regulation concerning scholastic dishonesty may also be subject to one or more of the penalties in section 8-501.

Sec. 8-802. Scholastic Dishonesty

- a. The dean or a faculty member may initiate disciplinary proceedings under section 8-300 against a student accused of scholastic dishonesty.
- b. "Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.
 1. "Cheating" includes, but is not limited to:
 - A. copying from another student's test paper; using during a test materials not authorized by the person giving the test;
 - B. failing to comply with instructions given by the person administering the test;

- C. 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 only if they have been specifically prohibited by the person administering the test;
 - D. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - E. collaborating with or seeking aid from another student during a test or other assignment without authority;
 - F. discussing the contents of an examination with another student who will take the examination;
 - G. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student;
 - H. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - I. 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, homework solution, or computer program;
 - J. falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - K. taking, keeping, misplacing, or damaging the property of the university, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - L. misrepresenting facts, including providing false grades or résumés, for the purpose of obtaining an academic or financial benefit for oneself or another individual or injuring another student academically or financially.
2. "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.
 3. "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.
 4. "Falsifying academic records" includes, but is not limited to, altering or assisting in the altering of any official record of the university or the University of Texas System, the submission of false information or the omission of requested information that is required for or related to any academic record of the university or the University of Texas System. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

Course Calendar

Week 1

Introduction to Course
Communication Model: 8 Components to Communication
Why We Communicate
Reading Assignment (Chapter 1)

Week 2

Assessments
Communication Identity: Creating and Presenting Self
Reading Assignment (Chapter 2)
Assignment: Interpersonal Journal

Week 3

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

Week 4

Emotions: Thinking, Feeling and Communicating
Activity: Personality Inventory
Activity: Skill Builder
Reading Assignment (Chapter 4)
Assignment: Emotions and Identity through Music
Wednesday, Friday: Work Days

Week 5

Language: Barrier and Bridge
Activity: Group Discussion
(In an assigned group, consider one of the three assigned "Invitation to Insight" questions from chapter. Be ready to discuss your conclusions as a group and with the class.)
Reading Assignment (Chapter 5)
Assignment: Language in the Journal

Week 6

Historical Photos: Bring pictures of yourself to class to show
Assignment: Service-Learning

Week 7

Monday: Work Day (Service-Learning, etc.)
Nonverbal Communication: Messages Beyond Words
Reading Assignment (Chapter 6)
Assignment: Personal Space Exercise (2 Class Days)
Due: Service-Learning Paper and Discussion

Week 8

Listening: More than Meets the Ear
Activity: Listening and Responding
Reading Assignment (Chapter 7)
Assignment: Paraphrasing

Week 9

Communication and Relational Dynamic
Activity: Facebook Discussion
Reading Assignment (Chapter 8)
Assignment: Relationship Stages and the Interpersonal Journal

Week 10

Intimacy and Distance in Relational Communication
Self-Disclosure
Johari Window
Social Penetration
Assignment: Love-Language Profile
Reading Assignment (Chapter 9)
Activity Toward Guest Lecture: (optional) – submit an anonymous question for guest speaker,
Professional Marriage and Family Counselor

Week 11

Improving Communication Climates
Activity: In-Class response practice with partners.
Reading Assignment (Chapter 10)
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.
Friday: Work Day

Week 12

Managing Interpersonal Conflicts
Activity: Conflict Style Assessment
Activity: Conflict Style Trial
(You will be put in a small group at random. You will be confidentially assigned a conflict style to represent within the group. Without disclosing which conflict style you were given to represent, you and the other group members, who are also representing given conflict styles, will set out to solve a problem. To make this exercise effective please do your part to really make evident which conflict style you were given through your words and actions while problem solving. Once completed, and not until then, everyone in the group will attempt to name your conflict style.)
Reading Assignment (Chapter 11)
Assignment: Home-Style Communication

Week 13

Assessments (Post - semester)
Due: Home-Style Communication
Work: Research

Week 14

Thanksgiving Break

Week 15

Journal Due

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 and for a final grade at the end of the semester. 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.

Due Biweekly and Final Draft Due Week 15

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. Not following directions for this assignment may result in a drastic grade reduction for this assignment.

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 8th 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 in the Journal

Using the relationships you have documented thus far in your interpersonal journal complete the "Skill Builder" exercise on page 166 of the textbook. You will turn in your answers to the 4 scenarios.

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. Please complete this assignment in pairs or small groups.

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. 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: _____