

coms 143

spring 2015
theories of interpersonal communication
section 1, #30898, T/TR, 10:30-11:45, CLV 123

description

Theories of Interpersonal Communication will introduce you to a wide range of interpersonal communication theory, research, and principles. You will have the opportunity to discuss, apply, and synthesize interpersonal communication theories, and demonstrate how those theories emerge in everyday life and relationships.

Catalogue description: One-to-one communication between individuals in both social and task settings. Theories of communication during the growth and decay of relationships, as well as research on the forces behind relational dynamics. Topics include nonverbal communication, self concept, communication of self, theories of conflict resolution, communication competence and the rhetoric of disconfirmation. Prerequisite: COMS 8 or equivalent; COMS 100A may be taken concurrently

texts & materials

1. **Required:** Guerrero, L.K., Andersen, P.A., & Afifi, W.A. (2014). *Close encounters: Communication in relationships* (4th ed). Thousand Oaks, CA: Sage.
2. **Required:** Other readings, as assigned. (Available free online or SacCT)
3. **Required:** Access to and full knowledge of how to use SacCT
4. **Required:** Familiarity with library research databases
5. **Recommended:** American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed). Washington: APA.

course objectives

1. To understand how communication helps people accomplish relational goals
2. To explain foundational and current interpersonal communication theory and research
3. To analyze interpersonal communication interactions using communication theory
4. To practice integrating interpersonal communication theory and research in personal relationships
5. To demonstrate a sophisticated understanding of interpersonal communication theory and research

feedback

Throughout the semester you will have many opportunities to provide feedback about the course. I always welcome student input and realize if we wait until the end of the semester during university evaluations, I cannot make changes that will help you. So, please share your suggestions and concerns with me in an open and constructive manner *during* the semester whether in class, privately during office hours, via e-mail or anonymously.



coms143 policies & requirements

the process of teaching & learning in coms 143

To me, learning is an active process which means that in this class, YOU will be directly involved through discussion, activity and collaboration. Not only does it make the process more enjoyable (read: not boring), but your learning will be more effective, increasing your competence in the subject matter.

Effective learning happens when:

- * you understand interpersonal communication in ways more sophisticated than when you began the course
- * you are conscious of the communication choices you make when communicating in interpersonal relationships
- * you are able to understand, evaluate and critique interpersonal communication theory
- * you are able to analyze communication interactions effectively using interpersonal theory and research

You will facilitate these outcomes by:

- * mindfully completing reading and written assignments before coming to class
- * being prepared and willing to share ideas and dialogue with colleagues
- * looking for connections between real life experiences and the ideas and concepts encountered throughout the course to build a deep, complex understanding of communication processes

A typical class session will involve a great deal of student-to-student interaction. You will: talk about your ideas; develop, present and analyze arguments; write and share your writing; develop conceptual maps and models; and identify concepts in various media. Occasionally, I will talk for 10-15 minutes, and you'll do some note taking. As a result, there will be ample opportunity to practice relevant skills and test concepts presented.

late work

All assignments are due at the BEGINNING of class time on the date assigned, in hard copy. If you will be absent when an assignment is due, you may turn the assignment in early or to send it to class with one of your colleagues. Early work may be submitted to the ComS Office in Mendocino 5014 and requires a time/date stamp. Note: Absolutely no assignments will be accepted via e-mail. Ever. Ever, ever, ever. No late work will be accepted except in extreme circumstances (read: you are in a full body cast and cannot type) and will be marked down by 50%.

attendance

To do well in this class (or any), you need to show up **on time** and be prepared. That said, the responsibility for attendance is entirely yours. Attendance will be taken daily at the beginning of class via sign-in sheet. You are responsible to sign the attendance sheet every day and keep track of your attendance. If you miss a class, it is your responsibility to get lecture notes or handouts from your colleagues. If you miss a class period where an assignment is due—for any reason—you assume responsibility for the zero that will be recorded. This includes papers, presentations, quizzes and exams. If you miss more than three classes, for any reason, your final grade will be lowered by 1/3 letter. Note: leaving early is equivalent to being tardy; two tardies will constitute an absence

e-mail etiquette

Please remember that e-mail should be treated with the same care and respect that you would a face-to-face interaction. Compose e-mail carefully, using a pertinent subject line, an appropriate greeting and a concise message, without spelling or grammatical errors. I will attempt to return all e-mail promptly, within two business days. Messages received after 10 p.m. will not be addressed until the following day.

coms143 policies & requirements

classroom behavior & student conduct

Keeping the golden rule in mind, you should treat others as you wish to be treated. I intend to treat each student with respect, dignity and courtesy. I assume that your classmates and I will receive the same treatment from you. You are expected to arrive on time, fully prepared to actively engage in class discussion and activities. Active participation demonstrates your commitment to the learning process and enhances your understanding of the material.

I want to build a classroom climate that is comfortable for all. In a communication class, it is especially important to:

- * display respect for all members of the classroom – including the instructor and students
- * pay attention to and participate in all class sessions and activities
- * avoid unnecessary disruption during class time (e.g., talking, arriving late, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.)
- * avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom.

This is not an exhaustive list of behaviors; rather, it represent examples of the types of things that can have a dramatic impact on the class environment.

academic honesty, plagiarism and cheating

The very best way to fail this course? Plagiarize or cheat. Academic misconduct will result in, at the very least, a zero on the assignment in question, and may include a failing course grade and/or possible university sanctions. Please be aware that plagiarism is the stealing of ideas which happens when you use someone else's material (including words, figures, images, structure, style, etc.) without giving the creator proper credit. Note that "recycling" papers from other classes also falls under academic misconduct and will not be tolerated. All work completed for ComS 143 must be original. Please acquaint yourselves with the university's academic honesty policy, which can be found here: <http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>.

To assist with student learning, honesty, and integrity in our academic processes, you may be asked to submit your essays to Turnitin which will enable you to check your paper for citations and plagiarism. TurnItIn also allows me to compare your work with prior publications and papers. Details about how to use TurnItIn will be given in class.

electronic devices

In order to create the best possible learning environment for you and your colleagues, electronic devices (e.g. ipods, laptops, cell phones, tablets) are not to be used in the classroom.

Specifically: Cell phones must be turned off and put away during class. If you choose to use your cell phone during class, you choose to forfeit 50 points from your final grade, each time. If you need to use your phone, no problem. Just step out in the hallway.

Also, the use of laptops—except for prescribed periods of time— is prohibited. If you believe you have special circumstances, please speak with me right away.

a social media-free zone

Research* indicates that we have but two primary channels for receiving and interpreting information: visual and aural. These channels become overloaded easily when faced with too much stimuli or information, e.g., trying to facebook/instagram, "listen" to a lecture, take notes and pay attention to visual aids. Since meaningful learning involves actively engaging with content, limiting electronics in the classroom gives you an opportunity to involve yourself with the course material. Isn't that great?

* Links to research are available on SacCT.

coms143 policies & requirements

assignments & evaluations

Throughout the semester, you will have the opportunity to earn 1,000 points. These points are distributed across the assignments listed below. Detailed criteria and requirements will accompany each assignment.

In-class Activities/Participation/Quizzes/Homework150 points
During class you will have the opportunity practice and discuss relevant concepts from the reading through various exercises including discussions, activities, quizzes, and short essays. Some in-class activities require brief homework assignments or exercises to be completed in advance. Some activities will be completed via SacCT Discussion Boards. All homework activities will be announced in advance.

Reflection essays (3 essays, 75 points each)..... 225 points
You will complete three 3-page self-reflection papers. Directions will be explained and contextualized in detail. You can expect brief but thought-provoking questions and exercises related to major class topics.

Exam 1150 points
Exam 2150 points
Final Exam200 points
Exams are your opportunity to show that you have mastered concepts covered in the textbook and in-class discussions. The exams will cover material from the textbook, articles, and class discussions, and will include multiple choice, true/false, matching, and short essay questions. Tests may be taken alone or in partnerships or small groups (5 people or less). The final exam will be cumulative.

Discussion leading125 points
In a small group, you will have an opportunity to lead the class in a discussion and activity featuring the theory or concept of your choice that complements but does not repeat course readings.

assignment formatting

All written assignments (except in-class activities) must be typed AND stapled or they will be not accepted. Seriously. No staple = no points. Proper grammar, correct spelling and articulate writing style are imperative. Assignments neglecting these elements will receive lower grades as a result. Specific formatting requirements for written assignments include: **one-inch margins**, double-spacing and 12-point Times New Roman or Garamond font. Please also include a single-spaced header for each assignment that includes your name, the date, the class and section number, and the assignment on the right-hand margin. APA style will be required for citations/references only.

/	Straight A. Student January 30, 2015 ComS 143, Section 12345 Essay #1
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coms143 policies & requirements

grading perspectives

Grades are part of the teaching and learning process. Keep in mind that you earn your grade based on how well your work meets class objectives, fulfills requirements and reflects the academic skills expected of college students. It is your responsibility to understand why you have achieved a certain grade and what steps can maintain or improve your grade (See "Grading Standards" on the following page).

returned assignments

I will do my best to return regular assignments to you seven days after you turn them in. Exams and papers may take up to two weeks. Grades will be posted to SacCT. Please make sure the score on your homework matches the score recorded on SacCT. If it doesn't, you must bring me the hard copy with handwritten score. It is in your best interest to keep ALL assignments until the semester ends in case there is an error on the SacCT grade book.

grading scale

94% +.....A	88% - 89%.....B+	78% - 79%.....C+	68% - 69%.....D+	< 60%.....F
90% - 93%.....A-	84% - 87%.....B	74% - 77%.....C	64% - 67%.....D	
	80% - 83%.....B-	70% - 73%.....C-	60% - 63%.....D-	

grading questions

If you have questions about a grade or evaluation, I am more than happy to speak with you. You will never, ever, ever have a grade lowered because you raise concern or voice an inquiry about it. It is ALWAYS in your best interest to talk with me and ask how something was graded or what could be done to improve scores next time around (See "Grading Standards" for more information).

Please note I will not discuss grades for an assignment on the day I hand it back to you, nor will I discuss individual grades in the classroom. All such discussions will take place in my office at least one day after the grade has been received. If you wish to contest a grade, write out your argument clearly, concisely and completely, and bring it with you to the meeting. **You have seven days to contest a grade from the time the assignment was handed back.**

*** If you are concerned about your achievement in the course, please speak to me early and often. There is not much I can do to help when the semester is over! ***

an aside

As this is an upper division course, much of the discussion and activities will be centered around your questions, observations and contributions. As seasoned college students towards the end of your undergraduate education, it is expected that your work be polished and thought-provoking, and that you consistently engage with the material and assignments.

coms143 grading standards

A: Outstanding – Original, appropriate criticism of course concepts

“A” work constitutes superior handling of the mechanical and conceptual material covered in class. Not only will “A” work synthesize and interact with the ideas and materials covered, but it will also show some originality of thought, an unusual degree of clarity in expression, and an ability to contextualize ideas, explore implications, and/or raise meaningful questions. “A” serves as a reward for superior presentation of extremely diligent consideration given to conceptually complex work. Such quality of work is achievable, but it is not common.

B: Very Good – Thorough, appropriate synthesis of course concepts

“B” work is marked by a timely completion of the assignment, demonstrating not only a grasp of the material under consideration, but the ability to synthesize and interact with that material, rather than simply repeat it. “B” work goes beyond minimum requirements outlined in the assignment, but not in a disorganized or rambling manner. Not every attempt to go beyond the minimum requirements will succeed. The grade of “B” represents work that is above average, having succeeded by surpassing the standard requirements in the quality of the finished product.

C: Adequate – Solid comprehension of course concepts

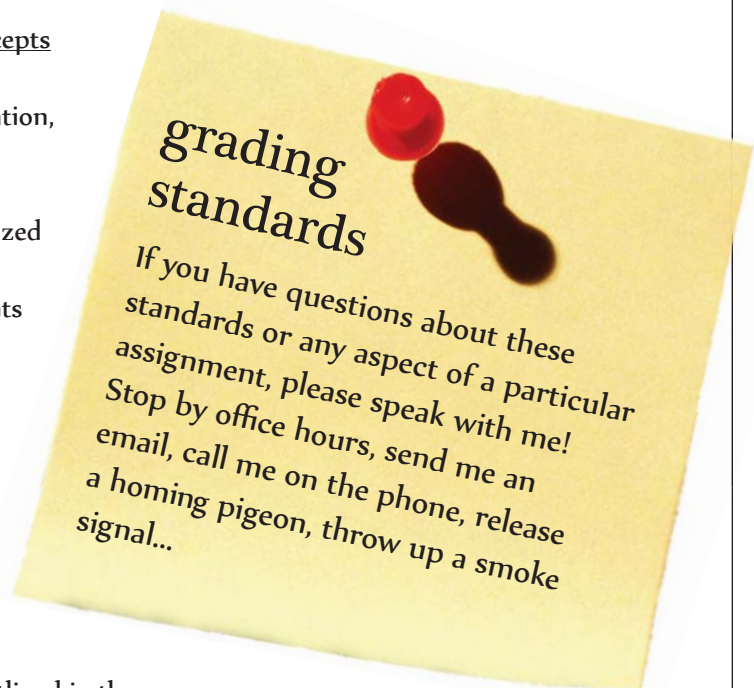
“C” work is marked by timely completion of the assignment, demonstrating a solid grasp of the material. “C” is the standard grade and all assignments are made with this in mind. Assume that fulfilling all aspects of the assignment well will result in a C. If you are looking for a grade higher than this, you will have to go beyond the minimum requirements outlined in the assignment. (Please note, that “going beyond” the minimum does NOT generally entail things like fancy cover sheets, colored fonts, or exceeding the assigned length of the assignment. “Going beyond” almost always applies to the conceptual concerns of the course, fine tuning clarity of expression, etc.)

D: Poor – Lack of understanding/Assignment does not meet most requirements

“D” is given for work that meets the requirements established, but demonstrates serious flaws either in conceptual formation or mechanical limits. “D” work could be seen in, for example, a good idea expressed very poorly or, conversely, a well-written paper that actually says nothing. “D” work: requires major revision; strays from or confuses audience and purpose; lacks substantive development; is overly generalized or uses facts that have questionable credibility; is formatted or designed in a way that is confusing or misleading; demonstrates an inconsistent or sometimes muddled style; demonstrates unsatisfactory mastery of standard written English where required.

F: Fails – Does Not Meet Assignment Requirements

“F” is given for an assignment that fails to meet the mechanical or conceptual requirements of university work. Mechanical requirements would be matters such as turn-in times, length of assignment, grammatical concerns, focus of assignment, etc. Conceptual matters would revolve around the comprehension of ideas and relationships between ideas. “F” work: fails to meet most of the stated assignment requirements; lacks focus on a subject or appropriate audience; includes unsatisfactory format; includes content that is weak, poorly developed, inadequate; lacks logical connections between ideas, sentences, paragraphs; lacks consistency in style and tone; demonstrates habitually poor writing skills where required.



coms143 resources

violence and sexual assault support services

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources via the Sac State Violence and Sexual Assault Services Program. More information: <https://shcssacstate.org/wellness-promotion/violence-sexual-assault-support-services>, Sac State Victim Advocate: 916-278-3799, Student Health and Counseling: 916-278-6461; Office of Student Conduct: 916-278-6060

writing resources

If you need help with your writing, please visit the Writing Center in Room 128 of Calaveras Hall, just west of Mendocino Hall between Douglas and Alpine halls. Students may sign up for tutoring once per week and appointments must be scheduled in person. For more information, call 916-278-6356 or visit: <http://www.csus.edu/writingcenter/>

unique academic needs/disabilities

If you have a disability or unique academic need and require assistance, please inform me as soon as possible so that I may accommodate you. You will need to provide disability documentation to the Office of Services to Students with Disabilities, Lassen Hall 1008. To learn about resources available, please visit their web site at: <http://www.csus.edu/sswd/> or call 916-278-7239.

academic support services

Various services are available on campus to support to your academic career, including counseling, tutoring and career advisement. For more information, please visit the Academic Support Services web site at: <http://www.csus.edu/studentresources/>.

library databases

A multitude of periodical databases are available via the library web site to help you with your academic career and writing every single paper in this course. You will find "Communication & Mass Media Complete" especially helpful for any Communication Studies courses you take (especially this one!). Visit: <http://library.csus.edu/> to learn more.

incompletes

Incompletes will only be considered due to an extreme personal situation. In that case, you must provide a compelling reason and substantive documentation that justifies an incomplete grade. At that same time, you must also provide a concise plan and time-line for completing the course. I will then determine if your situation meets the requirements for an incomplete grade.

SacCT/blackboard

Course announcements and assignments are distributed in large part via SacCT/Blackboard. You are required to check this site frequently for e-mails, assignments and updates. It is vital that you become familiar with this technology immediately not only for success in this course, but in your other courses as well.

caveat

I reserve the right to update or change portions of this syllabus in order to make the class a better experience for everyone. You are invited to make suggestions at any time. Any changes will be posted to SacCT.

coms143 tentative course calendar*

wk	date	reading due/topic for class	assignment due at the START of class
1	T 1/27	Introductions/Welcome Ch 1: Conceptualizing Relational Communication	
	TR 1/29	Ch 2: Communicating identity	Syllabus quiz
2	T 2/3	Ch 3: Drawing people together	
	TR 2/5		
3	T 2/10	Ch 4: Making sense of our world	
	TR 2/12		
4	T 2/17	Ch 5: Changing relationships	
	TR 2/19		Reflection #1
5	T 2/24	Exam Prep	
	TR 2/26	Exam #1 (Chapters 1-5)	
6	T 3/3	Ch 6: Revealing & Hiding Ourselves	
	TR 3/5		
7	T 3/10	Ch 7: Communicating Closeness	
	TR 3/12		
8	T 3/17	Ch 8: Making a love connection	
	TR 3/19		
9	T 3/24	Spring Break	NO CLASS
	TR 3/26	Spring Break	NO CLASS
10	T 3/31	Cesar Chavez's Birthday	NO CLASS
	TR 4/2	Ch 9: Communicating sexually	
11	T 4/7	Ch 10: Staying close: Maintaining relationships	Reflection #2
	TR 4/9		
12	T 4/14	Exam #2 (Ch 6-10)	
	TR 4/16	Ch 11: Coping with Conflict	
13	T 4/21	Ch 12: Influencing each other	
	TR 4/23		
14	T 4/28	Ch 13: Hurting the ones we love	
	TR 4/30		
15	T 5/5	Ch 14: Healing the hurt	
	TR 5/7		
16	T 5/12	Ch 15: Ending relationships	Reflection #3
	TR 5/14		
17	TR 5/21	Final Exam	10:15 a.m. to 12:15 p.m. **Attendance is mandatory to pass the course**