

COMS 2386-02 Interpersonal Communication (Online Course; Spring 2018)**Class Time & Classroom:** Online**Instructor:** Dr. Cindy (Yixin) Chen

Email: cindychen@shsu.edu (email is the best way to reach me; please allow for **at least 24 hours** for a response to your email; you would expect to receive comments on your assignments and grade in **one week** after it is submitted).

Phone: (936) 294-3164**Office:** Dan Rather Com Building 324

Office Hours: Mon & Wed at 11am to 12pm or by email appointment (Although this is an online class, you are welcome to stop by or call my office during my office hours).

Teaching Assistant: Ms. Melanie Coe (mdc068@shsu.edu)

Course website: <https://shsu.blackboard.com/>

Textbooks

Required book: Adler, R. B., Rosenfeld, L. B., & Proctor, R. F., II (2014). Interplay: The process of interpersonal communication (**13 edition**). New York, NY: Oxford University.

Recommended (not required) book: American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

COURSE DESCRIPTION AND OBJECTIVES**Course Description**

Communication with others is an activity we all do with a fair amount of expertise. However, there are many times when communication creates feelings of dissatisfaction, confusion, misunderstanding, hurt, or other unexpected outcomes. Improving the way we manage such situations often requires that we develop a sixth sense, an “uncommon” sense that allows us to see communication in new ways. That is the aim of the course: to better understand interpersonal communication situations, and thus to improve the ways we manage them. We will examine basic concepts, theories, research findings relevant to initiating, developing, maintaining, and terminating relationships (be it romantic relationship, family relationship, friendship, or co-worker relationship) with an eye of the role of communication in the process.

Course Objectives & Student Learning Outcomes (SLO)

Objective/SLO 1: Students will have an awareness of the role communication plays in everyday life.

Objective/SLO 2: Students will be able to recognize and understand how communication processes work.

Objective/SLO 3: Students will be able to understand the role context plays in communication.

Objective/SLO 4: Students will improve both verbal and nonverbal communication skills.

Objective/SLO 5: Students will have increased communication competence by recognizing communication options.

THECB Skill Objectives

1. **Critical Thinking Skills:** This objective includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information through in-class critiques of models of communication and of relationship stages.
2. **Communication Skills:** This objective includes effective development, interpretation, and expression of ideas in written, oral, and visual communication through in-class discussion of hypothetical situations involving different communication choices.
3. **Empirical and Quantitative Skills:** This objective includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions through the use of reaction papers in which students critique published research articles.
4. **Teamwork:** This objective includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal through in-class assignments involving work in teams.
5. **Personal Responsibility:** This objective includes the ability to connect choices, actions, and consequences to ethical decision-making through emphasizing the fundamental importance in interpersonal communication of one's personal responsibility to others.
6. **Social Responsibility:** This objective includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities through requiring students to interview persons from marginalized groups and exploring ways to avoid language offensive to these groups.

CLASS POLICIES

1. It is **your** responsibility to read this syllabus carefully and keep all the due dates in mind. Please find all the due dates on the last page of this syllabus under "Weekly Schedules."
2. All written submissions **should be carefully proofread** to reflect your high level of care and diligence. Use **complete sentences** in all assignments.
3. All assignments/discussions/tests will be posted on Blackboard one week before their due dates. Don't expect to work ahead. I will not make assignments of Chapter One available until sometime on Monday before class starts and the other assignments periodically after that.
4. Late assignments/discussions/tests will only receive **Half Credit**.

ASSIGNMENTS/TESTS/EVALUATIONS

Short Answer Questions (12 SAQs, **48% of grade**, each SAQ counts for **4 points**):

For each of the assigned chapters, you will be given four to eight short-answer questions. You can directly find answers from the textbook. However, try **NOT to use the exact words** from the textbook. Use your own words to summarize or paraphrase. Questions for each chapter will be put on the Blackboard for a whole week period. **This assignment is due by Midnight each Sunday.** Please see the "Weekly Schedules" for specific due dates of each chapter.

Although this assignment is called "short" answers, **your responses should be comprehensive and accurate.** You must use **complete sentences** in your responses. You are advised to finish reading the chapter before you answer the SAQs. Do not copy and paste from the textbook. You have to use your own words to summarize what you have learned from the textbook based on your understanding.

Please use a Word document to complete each of the SAQs and upload your file under "ASSIGNMENT SUBMISSION" on Blackboard.

Group Discussions (4 discussions, **16% of grade**, each Group Discussion counts for **4 points**):

There are four group discussion activities of class materials throughout the semester. The topics of each discussion activity will be posted on Blackboard under “**Group Discussions**” for a whole week period. In general, the discussions focus on analyzing and applying concepts or theories that relate to your personal experience. For each discussion, you will receive a maximum of 4 points. You will be evaluated **on clarity of writing and the relevance of your examples**. You are expected to respond thoughtfully to other group members in relation to the course content. In order to receive full credit, **you are expected to post twice**: One initial response to the topic of the discussion, and one later reaction to the group discussion. Please see the “Weekly Schedules” for specific due dates of each discussion.

Three Exams (**36% of grade**, each test counts for **12 points**):

Three tests are given throughout the semester. Each test will consist of 20-30 multiple-choice questions. You can work with notes, textbook, the Internet, and any electronic device, but you will be **limited to 30 minutes**. You can take each test **Only Once**.

Reaction Papers

There might be a couple of opportunities to earn extra credit by writing optional extra-credit reaction papers. An extra-credit paper could account for up to 4 points of extra credit added to your total points. Detailed instructions for extra-credit paper will be posted on Blackboard.

You will be asked to read a research article in the area of Interpersonal Communication and write a reaction paper. The article will be posted on Blackboard. You are expected to write a two-to-three-page (**1 inch margins, double space, Times New Roman font, size 12**) reaction paper related to the article. In your reaction paper, you should include **7 elements** below:

- 1) Summarize the purpose(s) of the article.
- 2) Use a few sentences to summarize the research questions or hypotheses the author(s) have proposed.
- 3) What method(s) did the author use? Survey? Experiment? Interview?
- 4) What are the major findings of the article?
- 5) Describe any personal experiences that might be related to what was studied in the article.
- 6) Were any of the findings from the article surprising to you? If you were a researcher on the same topic, what questions would you ask differently? In other words, are there any questions you want to know, but were not asked in the article?
- 7) Any additional thoughts, feedback, or comments on the topic discussed in the article.

Please **proofread your paper** for any typos or grammar errors before you submit it online. **Please use a Word document to write your reaction paper and upload your file** under “Choose the file you want to upload to Turnitin” on Blackboard.

Grading

Your grade in the course will be determined as follows:

12 SAQs:	48 points (4 points * 12)
4 Group Discussions:	16 points (4 points * 4)
Exam 1:	12 points
Exam 2:	12 points
Exam 3:	12 points

Total = 100 points

Grading scale: 90+ = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 & Below = F

General Class Policies

A. Students are expected to assist in maintaining a course environment that is conducive to learning. All students and faculty are to be treated with courtesy and respect. I expect that an attitude that encourages freedom of discussion and intellectual inquiry will prevail. Therefore, behavior in this course that interferes with the potential for students to learn or my ability to adequately conduct the class is simply not acceptable. Students should read and adhere to all policies contained in the SHSU Student Handbook. The Code of Student Conduct and Discipline can be found here:

<http://www.shsu.edu/students/guide/StudentGuidelines2013-2016.pdf#page=34>

B. Be open and receptive to new ideas--you will be exposed to a lot of them this semester. Questioning your assumptions is the basis of learning.

C. If you encounter any personal/family emergency, please inform me **at the earliest opportunity**, and I will try my best to accommodate your needs. Make-ups for assignments/discussions/tests will be allowed with no penalty only if the student can present written evidence of a legitimate reason for having missed the due date. Absent a legitimate, documented reason, late assignments/discussions/tests will either not be accepted or, at the discretion of the instructor, will be accepted with a penalty of **Half Credit**.

D. Plagiarism will result, at a minimum, in a zero for the assignment involved. Student work will be checked for plagiarism by any means available, including electronic plagiarism-detecting services. If students have ANY questions about what constitutes plagiarism, they should direct those questions to me, not other students.

E. If you have a documented disability that requires assistance, please contact the Chair of the Committee for Continuing Assistance for Disabled Students at 294-1720, provide me a copy of the documentation, and inform me of your special needs.

F. Your continued enrollment in this course indicates that you have accepted the conditions of this syllabus.

Note: You will find online a more detailed description of these policies at

<http://www.shsu.edu/syllabus/>

Recommendation Letters

I write recommendation letters for students who have excellent performance in class. If you would like to request a recommendation letter from me for application for a(n) award/scholarship, internship, graduate program, or employment, you need to contact me at least **3 weeks before** the application deadline and provide the following information:

1. Post/link of the award/scholarship, internship, graduate program, or employment;
2. A copy of your resume;
3. A copy of your cover letter (if the application requires).

Weekly Schedules

Week	Topics	Due Dates (by Midnight on Sunday of each week)
Week 1 1/15-1/21	Syllabus	Carefully read your syllabus, and have your book ready. Introduce yourself to your group members by posting a self-introduction on Blackboard. Please find group member assignments (Groups 1, 2, 3, 4) on Blackboard.
Week 2 1/22-1/28	Chapter 1	SAQs due 1/28
Week 3 1/29-2/4	Chapter 2	SAQs due 2/4
Week 4 2/5-2/11	Chapter 3	SAQs due 2/11 Group Discussion #1 due 2/11
Week 5 2/12-2/18	Chapter 4	SAQs due 2/18
Week 6 2/19-2/25		Test 1 (Chapters 1-4) due 2/25
Week 7 2/26-3/4	Chapter 5	SAQs due 3/4 Reaction Paper #1 due 3/4
Week 8 3/5-3/11	Chapter 6	SAQs due 3/11 Group Discussion #2 due 3/11
Week 9 3/12-3/18	Chapter 7	SAQs due 3/18

Week 10 3/19-3/25	Chapter 8	SAQs due 3/25
Week 11 3/26-4/1		Test 2 (Chapters 5-8) due 4/1
Week 12 4/2-4/8	Chapter 9	SAQs due 4/8 Reaction Paper #2 due 4/8
Week 13 4/9-4/15	Chapter 10	SAQs due 4/15 Group Discussion #3 due 4/15
Week 14 4/16-4/22	Chapter 11	SAQs due 4/22
Week 15 4/23-4/29	Chapter 12	SAQs due 4/29 Group Discussion #4 due 4/29
Week 16 4/30-5/6		Test 3 (Chapters 9-12) due by 5/6

Discussion Group 1 Members

Guadalupe Aceves
Jacob Atkins
Angela Bray Buckner
Atikan Chokpapone
Jasmine Claiborne
Tanner Day

Discussion Group 2 Members

Frankie Garrett
Daniel Guernsey
Kendra Ireland
Elizabeth Isham
Sarah King
Kolbee Kirtley

Discussion Group 3 Members

Jacob Lopez
Amanda Lugo-Torres
Sharon Raissi
Charley Reid
Emily Ruisinger
Michael Stephens

Discussion Group 4 Members

Christopher Stewart
Gabrielle Vega
Karla Victor
Charis Vieira
Emily Weilbacher
Jaren Young