**Interpersonal Communication (COM 123)**

**Instructor:** Cimmiaron Alvarez **Office Hours:** Wednesday 12:00-1:30pm and by

appointment

**Office:** Fell 040 **Phone:** (309) 438-3672

**Email:** [cpalvar@ilstu.edu](mailto:cpalvar@ilstu.edu) **Section:** 001

**Classroom:** Fell 176 **Meeting time:** MWF 11:00am-11:50am

**REQUIRED TEXT**

Verderber, K. S., & MacGeorge, E. L. (2016). *Interact: Interpersonal communication concepts, skills, and contexts (14th ed.).* Oxford: Oxford University Press.

**COURSE DESCRIPTION**

This course explores content, concepts, and theories within interpersonal communication. Throughout this course you will learn about, practice, and be able to enact skills related to interpersonal communication. This course will increase your interpersonal competence and aid in your potential to foster healthy relationships.

**COURSE POLICIES**

**Cheating/Plagiarism.** Students are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the *Code of Student Conduct*. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on papers and/or the presentation of someone else’s work warrants plagiarism.

Students found to inadvertently commit acts of dishonesty will receive appropriate penalties specific to the assignment in question. Students found to commit intentional acts of dishonesty will receive a failing grade in the course and will be referred for appropriate disciplinary action through Student Conduct and Conflict Resolution Office.

**Accommodations.** Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

**Mental Health Resources.** Life at college can get very complicated. According to recent research, nearly 40% of college students are at-risk for developing generalized anxiety disorder and are less likely to seek help for it compared to other mental health issues. Students also sometimes feel overwhelmed, lost, experience depression, and struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services (SCS) helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

**Title IX Resources.** Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity (for more information, see the US Department of Education Office of Civil Rights Title IX Resource Guide). Under University Policy, sex discrimination is prohibited by the University’s Anti-Harassment and Non-Discrimination Policy. Any act of harassment and/or discrimination based on sex including sexual harassment, sexual assault/misconduct, dating/domestic violence, stalking, gender and/or gender identity or expression is prohibited under this Policy.

The University’s Title IX Coordinator is responsible for the University’s Title IX compliance program, which includes oversight and implementation of the University’s Title IX policies and grievance procedures. The Title IX Coordinator directs the coordination of related education, training, and prevention program and monitors the campus climate. To speak with a Title IX coordinator or report an incident, visit <https://titleix.illinoisstate.edu> or the Title IX office, located in Hovey Hall.

All faculty and staff of the university are mandated by law to report incidents that are brought to their attention – this includes myself as a COM 123 instructor. Should you desire a confidential confidant, Student Counseling Services are not mandatory reporters for such instances and are free to any student of ISU. Should you require assistance with reporting an incident to our Title IX office, feel free to contact Title IX, or myself, directly.

**Diversity Advocacy.** Diversity Advocacy works to foster civility and raising cultural awareness in students, faculty, and staff. Diversity Advocacy is committed to building bridges between the members of the university community by developing, understanding, appreciation for, respect for, and celebrating the diversity of its members. Diversity Advocacy supports multicultural and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) students in finding their way at Illinois State University through a variety of resources, programs, activities, and advising. Diversity Advocacy also works to facilitate a supportive campus environment in which multicultural and LGBTQ+ students can flourish academically and socially. For more information, visit <https://deanofstudents.illinoisstate.edu/involvement/diversity/>

**Illinois State University Bereavement Policy.** If a student experiences a death of an immediate family member or relative, the student will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations.  The student will provide appropriate documentation and arrange to complete missed classroom work as soon as possible according to the process outlined below.

Upon notification of the absence and proper documentation, each faculty member shall excuse the student from class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.  Ultimately, the student is responsible for all material covered in class and must work with each individual professor as soon as they return to complete any required work. Details can be found at the following website: <http://policy.illinoisstate.edu/students/2-1-27.shtml>

**Formal Paper Format**. All papers should be typed, double spaced, with Times New Roman 12 pt. font. Extra spacing between paragraphs should be removed. Headers should be left aligned and should include ONLY the following: Name, Date, and Class.. The header should be singled spaced, but should not be more than three lines. Title/Assignment should be centered on the page.

**Communicating with Me**. Email is the best way to get in contact with me if you have questions or concerns, and proper emailing etiquette is expected. Please allow for at least a 24-hour response time during the week (Monday-Thursday) and 48 hours on weekends (Friday-Sunday). If an email is sent an hour before class, it should not be expected that I will respond within the hour.

**Electronic Devices**. I am open to your use of laptops and tablets as note-taking devices. However, I expect you to focus on the material presented in class. Other applications are strictly prohibited. If I notice that you are using your device to play games or peruse the Internet, I will mark you absent for the class session and consider revoking the entire class’s privilege to use electronic devices should problems persist.

**Cell Phones and Texting**. All electronic devices (aside from those mentioned above) are to be turned off and put away before class begins. In case of an emergency where you need to keep your phone on during class, please keep it on silent or vibrate. If your phone rings during class or if I see you texting, I will have you put your phone on the table in the front of the classroom. If you are not paying attention in my class, I do not feel that you have truly attended my session and thus will mark you absent for the day.

**Late Work**. All work is expected on the date it is due. Late assignments will not be accepted. If you must miss class for a university sponsored event, such as a sports team, you must make arrangements with me before you leave.

**Classroom Courtesy**. Classroom courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. I expect you to demonstrate these behaviors at all times in this class. With that in mind, sleeping, reading materials irrelevant to class purposes, texting, or disrupting the class will not be tolerated and will result in the student being considered absent for that particular class period.

**ASSIGNMENTS**

**Class Attendance*.***Come to class prepared. This means you need to read the assigned book chapter and complete assigned work prior to coming to class. This includes printing your assigned work ahead of time. Work not printed before class is late, which I don’t accept for credit. You will not be able to make up in-class work if you miss class or are late. If you know you are going to miss class, then see me beforehand, and we can attempt to make arrangements at my discretion. Each student may miss three class periods at their own discretion. Absences beyond the three (unless excused by me or the university) will result in a 2-point deduction in the overall attendance grade for each.

In addition to coming to class prepared, you also need to participate during class. Since this class is an interpersonal course, it is very important to have discussions and participation between classmates. Participation is a function of attendance, demonstration of having read the material, asking questions that extend the thinking of the class and instructor, contributing relevant examples, and demonstrating respect for the contributions of classmates. For individuals who struggle with speaking in front of others can still show participation by diligently taking notes and participating in smaller group discussions.

You cannot participate if you are not physically present in class. If you miss 4 classes, at best you will earn a B on participation; miss 5 classes and at best you can earn a C; miss 6 classes and at best you can earn a D; and if you miss more than 6 classes, you will earn an F in participation. Also, if you are disruptive or are not benefitting the learning environment of the classroom, this will be reflected in your participation point total.

I want you to be successful in this class, in your other classes, and in your life. I want the theories and concepts discussed to have immediate value to you as you develop your own communication skills. To create a successful classroom experience, we must all uphold certain principles. Respect is key; in this course, we will all need to listen openly and discuss ideas respectfully.

**Chapter Journals (ReggieNet.)** You will complete 13 online journal assignments for all 13 chapters of the book. I will count the 10 highest scores to your final grade (for a total of 100 points). The journals will be an application of the materials you have read in each chapter. You will pick a concept the book discuses and apply it to some outside source of media that relates to the chapter (news article, film, TV show, song/music video, YouTube video, etc.) or use aspects from your own interpersonal communication. Each journal will be 300 words and will be due by 10:55 am on the day we begin the chapter.

**Discussion leading:** Students will be broken into small groups and allowed to pick a chapter in which they lead a discussion with the entire class. This discussion will take place the second day the class covers the chapter. Discussion questions should provoke thought and discussion. The group that is leading discussion should send out the discussion questions via ReggieNet to the class the class before their discussion. The instructor will lead the discussion for chapter one. Groups will then be in charge of chapters 2-13.

**Movie Analysis***.* We will spend time watching a movie that illustrates various interpersonal communication processes. Students will take notes during the movie that they will then utilize to write a short paper analyzing the communication they observed occurring in the movie. Students must refer to specific book chapters and lectures in their analysis for support. Specific assignment details will be provided on ReggieNet and in class.

**Exams**.There will be three-unit exams covering information from the text, additional handouts provided by the instructor, and from lecture. None of the exams are comprehensive, so they are only focused on information from the specified unit. Exams will assess your understanding of interpersonal communication concepts and theories, as well as your application and integration abilities. Study guides are given at my discretion and will be available on ReggieNet if used.

**Final Presentations.** Groups of no more than four will present for fifteen minutes focusing on either option A, B or C. The presentation will be graded as a group and is worth a total of 100 points. **Students will be assigned groups and must notify the instructor for which option they will be choosing by November 08th.**

**Option A:**

You are a student university representative assigned to speak to a group of incoming freshman students about college life. In previous years, many students asked about relationships and for advice on how to have a successful relationship in college. For this reason, you decided to focus your presentation on interpersonal relationship communication.

For this assignment, you will be required, as a group, to create a presentation designed to help college students be successful in relationships, using at least five concepts from chapter twelve of the textbook and two external sources from accepted communication journals. I will provide a list of acceptable communication journals on ReggieNet.

Each group must create at least one outside visual artifact in the form of a brochure, magazine, or thirty-second video advertisement, designed to further illustrate the presentation concepts in a creative manner. Other artifacts may be considered, but must be approved by the instructor prior to presentation.

**Option B:**

You are a human resources representative for your organization assigned to discuss adjusting to organizational culture, specifically appropriate workplace relationships, to new hires.

For this assignment, you will be required, as a group, to create a presentation designed to help these new hires become successful in workplace relationships, using at least five concepts from chapter thirteen of the textbook, and two external sources from accepted communication journals. I will provide a list of acceptable communication journals on ReggieNet.

Each group must create at least one outside visual artifact in the form of a brochure, magazine, or thirty second video advertisement, designed to further illustrate the presentation concepts in a creative manner. Other artifacts may be considered, but must be approved by the instructor prior to presentation.

**Option C:**

Students are encouraged to be creative, and may develop an alternative narrative as long they receive prior permission from the instructor. Groups must receive permission by November 09th in order to use option C. It is important to meet with the instructor before November 09th in order to allow for any adjustments recommended by the instructor.

**EVALUATION**

The grading scale is a standard ten-percentage point scale:

90-100% = A

80%-89% = B

70%-79% = C

60-69% = D

Below 60% = F

Exam 1 100 pts.

Exam 2 100 pts.

Exam 3 100 pts.

Final Presentation 100 pts.

Chapter Journals (10x10) 100 pts.

Discussion Leading 100 pts.

Movie Analysis Paper 100 pts.

Attendance 70 pts.

Syllabus Contract 5 pts.

Point Total 775 pts.

**SCHOOL OF COMMUNICATION RESEARCH POOL WEBPAGE**

Additionally, there will be a few extra credit opportunities for research participation. The extra credit points will be added to your final grade, and may not necessarily appear in the gradebook immediately upon your completion of the opportunity. There are no guarantees for extra credit, and it is each student’s responsibility to be aware of and take advantage of such opportunities. You may receive extra credit for participating in any of the studies in the School of Communication’s Research Pool. The Research Pool is updated as research studies are opened/closed, and it is your responsibility to access the Pool and be aware of available opportunities. The Research Pool can be accessed via:

[https://sites.google.com/site/ilstusocstudies/](https://sites.google.com/site/ilstusocstudies/%20)

In general, each 30 minutes of participation in an extra credit study will earn you .5 Research Credits. Each project listed on the Research Pool site will indicate the specific number of Research Credits associated with the project. I will offer up to 10 points of extra credit for the semester. Each study worth .5 Research Credits will earn you 5 points, so you can complete two studies worth .5 Research Credits. Each study work 1 Research Credit will earn you 10 points, so you can complete one study worth 1 Research Credit. I will get evidence of participation and the time of participation from the researcher(s) who administer the research studies at the conclusion of the semester; however, it is *your* responsibility to make sure that the researchers have the necessary evidence of your participation at the time of the study. Before participating in a study, **please be sure to have your name, ULID** (i.e., the part of your email before @ilstu.edu)**, instructor name, and course and section number ready**, as you will need to provide these to receive credit. Research Credit can only be applied to one course for each study, unless specified otherwise in the Research Pool. After the final exam there will be no further opportunities for extra credit or to otherwise improve your grade.

Please also be aware that federal guidelines indicate that instructors offering extra credit for research participation must offer a reasonable alternative (such as a research paper) for students who want to earn extra credit but do not want to participate in a study. Contact me if you are interested in completing an alternative extra credit assignment for the 10 points. You will be expected to complete a two-page paper linking a credible news source to a concept(s) from a chosen chapter

**Course Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Day** | **Ch.** | **Material Covered** | **Assignment Due** |
| **1** | Aug-19 | M |  | Syllabus Review and Introduction |  |
| Aug-21 | W | 1 | An Orientation to Interpersonal Communication | **Chapter 1 Journal Due**  **Syllabus Contract Due** |
| Aug-23 | F | 1 | An Orientation to Interpersonal Communication | **Chapter 1 Discussion- Instructor lead** |
| **2** | Aug-26 | M | 2 | Social Cognition | **Chapter 2 Journal** |
| Aug-28 | W | 2 | Social Cognition | **Chapter 2 Discussion** |
| Aug-30 | F | 3 | Intercultural Communication | **Chapter 3 Journal** |
| **3** | Sep-02 | M |  | **NO CLASS - LABOR DAY** |  |
| Sep-04 | W | 3 | Intercultural Communication | **Chapter 3 Discussion** |
| Sep-06 | F | 4 | Verbal Messages | **Chapter 4 Journal** |
| **4** | Sep-09 | M | 4 | Verbal Messages | **Chapter 4 Discussion** |
| Sep-11 | W |  | **EXAM REVIEW** |  |
| Sep-13 | F |  | **EXAM 1** |  |
| **5** | Sep-16 | M | 5 | Nonverbal Messages | **Chapter 5 Journal** |
| Sep-18 | W | 5 | Nonverbal Messages | **Chapter 5 Discussion** |
| Sep-20 | F | 6 | Communication in the Lifecycle of Relationships | **Chapter 6 Journal** |
| **6** | Sep-23 | M | 6 | Communication in the Lifecycle of Relationships | **Chapter 6 Discussion** |
| Sep-25 | W | 7 | Listening Effectively | **Chapter 7 Journal** |
| Sep-27 | F | 7 | Listening Effectively | **Chapter 7 Discussion** |
| **7** | Sep-30 | M |  | Film |  |
| Oct-02 | W |  | Film |  |
| Oct-04 | F |  | Film |  |
| **8** | Oct-07 | M | 8 | Holding Effective Conversations | **Chapter 8 Journal** |
| Oct-09 | W | 8 | Holding Effective Conversations | **Chapter 8 Discussion** |
| Oct-11 | F | 9 | Supporting Others | **Chapter 9 Journal**  **FILM PAPER DUE** |
| **O** | Oct-14 | M | 9 | Supporting Others | **Chapter 9 Discussion** |
| Oct-16 | W |  | **EXAM Review** |  |
| Oct-18 | F |  | **EXAM 2** |  |
|
| **10** | Oct-21 | M | 10 | Using Interpersonal Influence | **Chapter 10 Journal** |
| Oct-23 | W | 10 | Using Interpersonal Influence | **Chapter 10 Discussion** |
| Oct-25 | F |  | Assign Final Groups  *(Bring laptops & class materials)* |  |
| **11** | Oct-28 | M | 11 | Managing Conflict | **Chapter 11 Journal** |
| Oct-30 | W | 11 | Managing Conflict | **Chapter 11 Discussion** |
| Nov-01 | F | 12 | Communicating In Intimate Relationships | **Chapter 12 Journal** |
| 12 | Nov-04 | M | 12 | Communicating in Intimate Relationships | **Chapter 12 Discussion** |
|  | Nov-06 | W | 13 | Communication in Workplace Relationships | **Chapter 13 Notes** |
|  | Nov-08 | F | 13 | Communication in Workplace relationships | **Chapter 13 Discussion** |
| **13** | Nov-11 | M |  | Final Presentation Work Day  *(Bring Laptops & presentation materials)* | **Final Options Due** |
| Nov-13 | W |  | **No Class** |  |
| Nov-15 | F |  | **Instructor Attending a conference** |  |
| **14** | Nov-18 | M |  | Final Presentation Workday  *(Bring laptops & final paper materials)* | |
|  | Nov-20 | W |  | Final Presentation Workday  *(Bring laptops & final paper materials)* | |
|  | Nov--22 |  |  | **Final Exam Review** | |
| **15** | Nov- 25 | M |  | **No Class** |  |
| Nov-27 | W |  | **Fall Break** |  |
| Nov-29 | F |  |  |  |
| **16** | Dec-02 | M |  | Final Presentations |  |
| Dec-05 | W |  | Final Presentations |  |
| Dec-07 | F |  | Final Presentations |  |
| **17** | **FINAL EXAM WEEK - Date & Time To Be Determined** | | | | |

**\*\* *This schedule is tentative and subject to change. However, you will be explicitly notified of any changes to the schedule.***

**Syllabus Contract**

I have read the syllabus for Cimmi Alvarez’s COM 123 class and agree to the terms for required coursework and acceptable classroom behavior.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your background in communication? More specifically, why are you here?

What do you know about interpersonal communication? (It’s okay if you don’t know anything!)

What theories or content are you most excited about learning?

What do you know about APA style? Would you benefit from a crash course in APA style/ content?

**FAVORITES!**

Sweet Treat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Movie/TV Show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Color \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Song/Artist (currently) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_