

Interpersonal Communication (COM 123)

Instructor: Haley Rey (she/her)

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Classroom: Fell Hall 158

Office Hours: MWF 11 – 11:45 AM

Section: 001

Meeting time: MWF 10 – 10:50 AM

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 speech topics 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.

Attendance Policies. You are expected to be in class every day. There will be frequent in class participation points that you will not be able to make up, so skipping class will highly affect your grade. There are three reasons for excused absences approved by Illinois State: University-sponsored activities (such as athletics or forensics), bereavement (see policy below), and communicable diseases (also see policy on COVID below). If you have a legitimate reason for not being in class, you must tell me as far as possible in advance by email or bring a doctor's note in case of illness. If you are involved in university activities that will cause you to miss class such as athletics or the forensics team, I need a schedule of classes that you will miss and a note from your coach or sponsor verifying that you are on the team.

Absence Due to Covid. If you are absent due to a required self-isolation or quarantine, you will need to provide documentation to the Dean of Students Office for your absence to be excused.

The Dean of Students Office will notify your instructors, and they will make reasonable modifications/extensions to any assignments missed during this time.

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 as defined below, 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, Class, and Title/Assignment. The header should be single spaced and should not be more than four lines.

Communicating with Me. Email Policy: pls dont email like u txt. Emails should contain a greeting, a specific and spell-checked message, and a closing with your name. All emails **must** be sent through an ISU email address and include your class abbreviation, class number, section, and the subject of the email (**Ex: COM 123-001: Question on Movie Analysis**). If you contact me through email, please be patient and allow 24 hours for a response during the week (Monday through Thursday) and 48 hours on weekends (Friday through 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.

Weather and Other Class Cancellations. If the university cancels class because of weather concerns, please check Canvas for changes to the class schedule. I may also send out an e-mail or Canvas message with some assignment details. If I cancel class, I will do my best to send out an e-mail the night before with instructions.

Late Work. I do not accept late work. I understand the difficulties of managing multiple classes and life gets busy. Like most instructors, I am more understanding if you **keep me informed**. If you encounter problems, please let me know right away. Assignments are to be printed and turned in during class time as a paper copy or uploaded to the corresponding Canvas assignment page. If you have a legitimate reason for not submitting an assignment on time, please contact me and I will evaluate these situations on a case-by-case basis. I want to help you in any way possible, but I will not accept less than your full effort, like most instructors.

Professional Courtesy. Professional 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.

Hate Speech Policy: To foster a safe and comfortable learning environment, I ask that you refrain from using racist, sexist, homophobic, transphobic or other negative language intended to discriminate against, hurt, and offend members of our campus community and/or classroom. I expect all communications in this class to remain respectful and considerate of the rights, opportunities, and welfare of students, faculty, and staff. Violations of this expectation will result in an open constructive class discussion or a one-on-one discussion with me or a communication course director outside of class.

ASSIGNMENTS

Class Attendance. Come to class prepared. This means students need to read the assigned book chapter and complete assigned work prior to coming to class. This includes printing assigned work ahead of time. Work not submitted before class is late, and I will not accept it for credit. If you know you are going to miss class, then see me beforehand, and we can make arrangements. Each student may miss two class periods at their own discretion. Absences beyond the two (unless excused by me or the university) will result in a 2-point deduction in the overall attendance grade for each occurrence. Please note that students who are absent on days where chapters are introduced will receive a zero for attendance that day as well as a zero for the discussion questions for that corresponding chapter. Attendance is worth a total of 25 points. If you are reading this right now, please email me your favorite song to receive extra credit; this must be done before we complete the first chapter's lecture.

Class Participation. 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.

Individuals who struggle with speaking in front of others can still show participation by diligently taking notes and participating in smaller group discussions.

Participation/Attendance- 50 points

- “A” participation means that you attend class regularly and exhibit active participation in every class period with insightful and thought-provoking responses. You demonstrate that you have read the material for that class period.
- “B” participation means that when you attend class, you participate in most class periods with clear engagement in the discussion. You demonstrate that you have read the material.
- “C” participation means that when you attend class, you do not regularly participate in class discussion, are not frequently engaged, and often do not demonstrate that you have read the material for the class period.
- “D” participation means that when you attend class, you do not participate in class discussions.
- “F” participation means that you miss class frequently.

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 Notes. To ensure you are learning the course content outside of our synthesized class session, each student is required to turn in chapter notes from the chapters each week at each class (see tentative schedule for specific dates). These chapter notes can be **typed or handwritten** and will be evaluated and returned the next class session to aid students in continued learning. I will collect a total of 13 chapter notes throughout the semester, one for each chapter. These notes must be at least one page (double-spaced, 11 pt. Arial or 12 pt. Times New Roman font). **Chapter notes will be worth 10 points each and for a total of 130 points. For grading purposes, these will be turned in on Canvas; if you use handwritten notes, please take photos of them and upload the photos as your assignment submission.**

Chapter Journals. You will complete 10 journal assignments for 10 chapters of your choice. You may complete *more* than 10 of the journal assignment and 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 we have discussed during each chapter. You will be expected to find and discuss some outside source of media that relates to the chapter (news article, film, TV show, song/music video, YouTube video, etc.). Each journal will be **300 words** and will be due the following class period when we start a new chapter.

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 Canvas 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 Canvas if used.

Final Presentations. Groups of no more than four will present for twenty 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.**

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 Canvas. 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 Canvas. 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* to use option C. It is important to meet with the instructor to allow for any adjustments recommended by the instructor.

EVALUATION

Exams (300)

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|--------|----------|
| Exam 1 | 100 pts. |
| Exam 2 | 100 pts. |
| Exam 3 | 100 pts. |

Presentations & Papers (130)

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| Final Presentation | 100 pts. |
| Movie Analysis Paper | 30 pts. |

Chapter Assignments (230)

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|--------------------------|----------|
| Chapter Notes (10x13) | 130 pts. |
| Chapter Journals (10x10) | 100 pts. |

Participation (55)

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|-------------------|---------|
| Participation | 25 pts. |
| Attendance | 25 pts. |
| Syllabus Contract | 5 pts. |

Total Points: **715 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/>

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 worth 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 8 points. You will be expected to complete a two-page paper linking a credible news source to a concept(s) from a chosen chapter.

Points will be awarded depending on the type of research study you participate in. Surveys will count for 5 points, while interviews and focus groups will count for 10. You may earn a total of 15 points from this extra credit option.

Tentative Schedule for Interpersonal Communication

| Week | Date | Day | Ch. | Material Covered | Assignment Due |
|------|------|-----|-----|---|--|
| 1 | 1-15 | M | | No class – Martin Luther King Jr. Holiday | |
| | 1-17 | W | | Syllabus Review and Introduction | |
| | 1-19 | F | 1 | Ch. 1: An Orientation to Interpersonal Communication | Ch. 1 Notes Syllabus Contract |
| 2 | 1-22 | M | 1 | Ch. 1: An Orientation to Interpersonal Communication | |
| | 1-24 | W | 2 | Ch. 2: Social Cognition | Ch. 2 Notes Ch. 1 Journal |
| | 1-26 | F | 2 | Ch. 2: Social Cognition | |
| 3 | 1-29 | M | 3 | Ch. 3: Intercultural Communication | Ch. 3 Notes Ch. 2 Journal |
| | 1-31 | W | 3 | Ch. 3: Intercultural Communication | |
| | 2-2 | F | 4 | Ch. 4.: Verbal Messages | Ch. 4 Notes Ch. 3 Journal |
| 4 | 2-5 | M | 4 | Ch. 4.: Verbal Messages | |
| | 2-7 | W | | EXAM REVIEW | |
| | 2-9 | F | | EXAM 1 | |
| 5 | 2-12 | M | 5 | Ch. 5: Nonverbal Messages | Ch. 5 Notes Ch. 4 Journal |
| | 2-14 | W | 5 | Ch. 5: Nonverbal Messages | |
| | 2-16 | F | 6 | Ch. 6: Communication in the Lifecycle of Relationships | Ch. 6 Notes Ch. 5 Journal |
| 6 | 2-19 | M | 6 | Ch. 6: Communication in the Lifecycle of Relationships | |
| | 2-21 | W | 7 | Ch. 7: Listening Effectively | Ch. 7 Notes Ch. 6 Journal |
| | 2-23 | F | | Ch. 7: Listening Effectively | |
| 7 | 2-26 | M | | Film: Movie Analysis | |
| | 2-28 | W | | Film: Movie Analysis | |
| | 3-1 | F | | Film: Movie Analysis | |
| 8 | 3-4 | M | 8 | Ch. 8: Holding Effective Conversations | Ch. 8 Notes Ch. 7 Journal |
| | 3-6 | W | 8 | Ch. 8: Holding Effective Conversations | Movie Analysis Paper due |
| | 3-8 | F | 9 | Ch. 9: Supporting Others | Ch. 9 Notes Ch. 8 Journal |

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|----|------------------------------------|---|----|---|--|
| 9 | 3-9 – 3-17 | | | NO CLASS – SPRING BREAK | |
| 10 | 3-18 | M | 9 | Ch. 9: Supporting Others | |
| | 3-20 | W | | EXAM REVIEW | |
| | 3-22 | F | | EXAM 2 | |
| 11 | 3-25 | M | | In-Class Workday- Assign Final Groups | |
| | 3-27 | W | 10 | Ch. 10: Using Interpersonal Influence | Ch. 10 Notes Ch. 9 Journal |
| | 3-29 | F | | Ch. 10: - Using Interpersonal Influence | |
| 12 | 4-1 | M | 11 | Ch. 11: Managing Conflict | Ch. 11 Notes Ch. 10 Journal |
| | 4-3 | W | 11 | Ch. 11: Managing Conflict | |
| | 4-5 | F | 12 | Ch. 12: Communicating in Intimate Relationships | Ch.12 Notes Ch. 11 Journal |
| 13 | 4-8 | M | 12 | Ch. 12: Communicating in Intimate Relationships | |
| | 4-10 | W | 13 | Ch. 13: Communicating in Workplace Relationships | Ch. 13 Notes Ch. 12 Journal |
| | 4-12 | F | 13 | Ch. 13: Communicating in Workplace Relationships | |
| 14 | 4-15 | M | | Final Presentation Workday | Ch. 13 Journal |
| | 4-17 | W | | Final Presentation Workday | |
| | 4-19 | F | | Final Presentation Workday | |
| 15 | 4-22 | M | | Final Presentation Workday | |
| | 4-24 | W | | Final Presentations | Final Presentations begin |
| | 4-26 | F | | Final Presentations | |
| 16 | 4-29 | M | | Final Presentations | |
| | 5-1 | W | | Final Exam Review | |
| | 5-3 | F | | Final Exam Review | |
| 17 | FINAL EXAM TIME TBD –EXAM 3 | | | | |

*** This schedule is tentative and subject to change – you will be notified of any/all changes ***

SYLLABUS CONTRACT

I, _____, have carefully read and reviewed this syllabus and understand my instructors course expectations. By signing this document, I am clarifying that I will follow the guidelines and expectations listed above and will be sure to engage and give my all when it comes to participating in this class.

Name: _____ Date: _____

Pronouns: _____

Major: _____

What is one thing you learned about yourself in the past year?

If you were to ride any animal into battle, which animal would it be, and why?

What is your background in communication? What do you know about interpersonal communication? (It's okay if you don't know anything yet!)

Do you have any food allergies? If so what is it and how severe is it?

Is there anything else I should know about you that would be relevant to the course?

Favorites:

TV Show:

Singer/Music Genre:

Food:

Leisure Activity/Hobby:

Song:

Please print, complete, and bring this syllabus contract by the second class time.