**COM 123 - Interpersonal Communication**

**Instructor:** Nhung Vu **Office Hours:** MWF 12:00 pm – 1:00 pm

**Office:** Fell 048 **Phone:** (309) 438-3672

**Email:** nvu@ilstu.edu **Section:** 002

**Classroom:** Fell 180 **Meeting time:** MWF 1:00 pm – 1:50 pm

**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, Class, and Title/Assignment. The header should be singled spaced, but should not be more than four lines.

**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**. You may use laptops or tablets as note-taking devices. Other applications are strictly prohibited. All other electronic devices, especially earphones/earbuds/air pods, must be turned off and put away before class begins. In case of emergency where you need to keep your phone on during class, please let me know in advance and keep it on silent or vibrate.

**Late work**. Late work will NOT be accepted. I will work with you if you have a legitimate reason for your absence AND if arrangements have been made with me 24 hours prior to the deadline.

**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.

**Permission Required to Record.** Students must obtain written permission from the instructor if they wish either to photograph classroom lectures or discussions or to record them using audio or video devices. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes/equations, etc. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class in that semester.  They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that semester.  Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request and be approved for an accommodation.  Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University’s Code of Student Conduct.

**ASSIGNMENTS**

**Attendance & Participation**. You are expected to come to class prepared to discuss and participate in activities associated with the readings. Unexcused absences on presentation days and in-class workshop days will result in a 5% deduction per missed day from the individual’s final presentation grade. Unexcused absences on exam days will result in a 0 for the exam unless you have made prior arrangement with me. Here is how I grade participation:

* 50 pts. = A (100%) = Excellent.
  + Participate in almost every class period with insightful and thought-provoking responses.
  + Demonstrate that you have *thoroughly* read assigned materials
  + Show up to class almost every day.
* 45 pts. = A (90%) = Very, very good.
  + Participate in *some* discussions
  + Demonstrate that you have read assigned materials
  + Have no more than 2 unexcused absences
* 40 pts. = B (80%) = Good.
  + Participate *a few times* in class.
  + Are prepared for class most of the time
  + Have 3 unexcused absences
* 35 pts. = C (70%) = Okay.
  + Participate *a couple times* in class.
  + Need to be more prepared for class.
  + Have 4 unexcused absences
* 30 pts. = D (60%)
  + Have 5 or more unexcused absences

**Application Papers**. Because there are many examples of interpersonal behaviors surrounding us, I want to give you a chance to apply course concepts to “real life” examples that you find noteworthy. Throughout the semester, you will conduct a “scavenger hunt” to find engaging and varied illustrations of issues relevant to interpersonal communication. When you find one that relates to the specific theories or concepts of the chapter, you will write a short paper (2 double-spaced pages minimum) on it to share with the class. In the paper, you will describe the example and connect the reading to it. You may find a popular media article online that relates in some way to one or more of the readings for the week. You may watch a TV show or see a news story that can be tied to a reading. You may have a personal experience that illuminates a theory in a reading. Be very specific in your paper. You would first summarize the story and then tie some of the content of the reading to specific ideas/concepts/theories from the class reading.You are required to complete 10 application papers for 10 out of the 13 chapters of the textbook. In other words, your three lowest grades will be dropped. The papers will be an application of the materials you are required to read for class. These papers will be due at the start of each new chapter at 1 p.m. on ReggieNet Assignments. More information is available on ReggieNet\ Resources\ Assignments.

**Movie Analysis Paper***.* We will spend time watching a movie that illustrates various interpersonal communication processes. Feel free to take notes during the movie and utilize these notes to write a short paper analyzing the communication processes you observed in the movie. In your paper, be sure to refer to specific book chapters, class concepts, and theories. Specific assignment details is available at ReggieNet\ Resources\ Assignments and in class.

**Exams.** There will be three exams throughout the course of the semester. Exams will assess your understanding of concepts and theories.

**Final Project.** Ingroups of three to four people, you will present for a minimum of fifteen minutes based on the prompt described below. How you divide the time among group members is up to you. All group members, however, must present some aspect of the group project, and time allotment should be relatively evenly divided among group members. The presentation will be graded as a group and is worth a total of 100 points. More detailed instructions are available on ReggieNet\Resources\Assignments and will be formally assigned in class later on in the semester.

**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.

Application Paper (10 x 10 pts) 100 pts.

Final Project 100 pts.

Movie Analysis Paper 50 pts

Participation 50 pts.

Point Total 600 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.

**Tentative Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Ch.** | **Material Covered** | **Assignment Due** |
| **1** | Aug-19 |  | Syllabus Review and Introduction |  |
| Aug-21 | 1 | An Orientation to Interpersonal Communication |  |
| Aug-23 | 1 | An Orientation to Interpersonal Communication |  |
| **2** | Aug-26 | 2 | Social Cognition |  |
| Aug-20 | 2 | Social Cognition |  |
| Aug-30 | 3 | Intercultural Communication |  |
| **3** | Sep-02 |  | **NO CLASS - LABOR DAY** |  |
| Sep-04 | 3 | Intercultural Communication |  |
| Sep-06 | 4 | Verbal Messages |  |
| **4** | Sep-9 | 4 | Verbal Messages |  |
| Sep-11 | 5 | Nonverbal Messages |  |
| Sep-13 | 5 | Nonverbal Messages |  |
| **5** | Sep-16 |  | Exam Review |  |
| Sep-18 |  | **EXAM 1** |  |
| Sep-20 | 6 | Communication in the Lifecycle of Relationships |  |
| **6** | Sep-23 | 6 | Communication in the Lifecycle of Relationships |  |
| Sep-25 | 7 | Listening Effectively |  |
| Sep-27 | 7 | Listening Effectively |  |
| **7** | Sep 31 |  | Film |  |
| Oct-02 |  | Film |  |
| Oct-04 |  | Film |  |
| **8** | Oct-07 |  | Research & APA Day |  |
| Oct-9 | 8 | Holding Effective Conversations | Film Analysis Paper |
| Oct-11 | 8 | Holding Effective Conversations |  |
| **9** | Oct-14 | 9 | Supporting Others |  |
| Oct-16 | 9 | Supporting Others |  |
| Oct-18 |  | Exam Review |  |
| **10** | Oct-21 |  | **EXAM 2** |  |
| Oct-23 | 10 | Using Interpersonal Influence |  |
| Oct-25 | 10 | Using Interpersonal Influence |  |
| **11** | Oct-28 | 10 | Using Interpersonal Influence |  |
| Oct-30 | 11 | Managing Conflict |  |
| Nov-01 | 11 | Managing Conflict |  |
| **12** | Nov-04 | 11 | Managing Conflict |  |
| Nov-06 | 12 | Communicating in Intimate Relationships |  |
| Nov-08 | 12 | Communicating in Intimate Relationships |  |
| **13** | Nov-11 | 12 | Communicating in Intimate Relationships |  |
| Nov-13 |  | Final Project In-Class Workshop |  |
| Nov-15 |  | **NO CLASS (NCA Conference)** |  |
| **14** | Nov-18 | 13 | Communication in Workplace Relationships |  |
| Nov-20 | 13 | Communication in Workplace Relationships |  |
| Nov-22 |  | Final Presentations |  |
| **15** | Nov- 26 |  | **NO CLASS**  **FALL BREAK** | |
| Nov-28 |  |
| Nov-30 |  |
| **16** | Dec 2 |  | Final Presentations |  |
| Dec 4 |  | Final Presentations |  |
| Dec 6 |  | **EXAM REVIEW** |  |
| **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 Nhung Vu’s COM 123 class and agree to the terms for required coursework and acceptable classroom behavior.

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

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

What is/are your goal(s) for this class?

What content are you most excited to learn about?

What are your career interests?

What is something you would like your instructor to know?

Do you have a preferred name or nickname you go by?

What is one thing about you that might surprise people who don’t know you?

**FAVORITES!**

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

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