PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: COMS 2386

Texas Common Course Number (TCCN Matrix): SPCH 1318

Course Title: Interpersonal Communication

Course Catalog Description (Copy and paste from online catalog for existing courses):
Theory and research in one-to-one communication in relationships. Topics include perception, listening, conflict management, and the development and maintenance of relationships. Credit 3.

Course Prerequisites: None

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: )
☐ No

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 40

Course Level (freshman, sophomore): Sophomore

Designated Contact Person (for follow-up communication purposes): Shuangyue Zhang or Terry Thibodeaux

E-Mail Address: shaunzhang@shsu.edu or thib@shsu.edu

Phone: 936-294-1835 or 936-294-1356

Approvers

Department Chair: [Signature] [Date: October 19, 2012]

Academic Dean: [Signature] [Date: 10/22/12]

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Select Component Area: VIII. Social and Behavioral Sciences

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: 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.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

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

How will the objective be addressed (including strategies and techniques)?
Students will be introduced to the notion that communication is important for a variety of reasons. We all have to communicate as human beings. Besides satisfying pratical needs, meaningful communication contributes to physical health, plays a major role in defining our identity, and forms the basis for our social relationships. Throughout the whole semester, and all the chapters in the textbook we use, students will be introduced to research studies that reflect the importance of communication in everyday life.

Describe how the objective will be assessed: Class activities, discussion questions, and embedded questions in the exams are used to assess this first objective. For example, students are asked to keep a 2-day journal of their daily activities to answer the following questions: 1) What percentage of their waking time is spent speaking and listening to others? 2) What percentage of their entire communication is qualitative interpersonal? 3) how they would change their everyday communication to make their life more meaningful and more satisfying?
**Objective/SLO 2:** Students will be able to understand and recognize how communication processes work.

How will the objective be addressed (including strategies and techniques)? Students will be introduced to the process model of communication that is used as a framework of the course and as a guide for most interpersonal communication research. A lot of factors work together to make everyday communication possible, including speaker and listener related variables such as personality, attachment styles, channel related variables such as media choices (face to face, phone, online, etc.), environmental variables such as physical noises, cultural barriers, etc. They will be introduced to the concepts and theories such as perception of self, perception of the other, emotions, conflicts, listening skills, dynamics of relationship formation and deterioration, and relationship repair, and so on.

Describe how the objective will be assessed: Similarly, this objective will be assessed through different methods, including class activities, group discussions, embedded exam questions. For example, we ask students to interview their relational partner or best friend on how one might influence each other’s self concepts and identify any ways that could help them communicate with each other more effectively.

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

How will the objective be addressed (including strategies and techniques)? Students will be introduced to the idea that our everyday communication is dependent on the context we are in. Four most important contexts for interpersonal communication are friendships, families, and intimate relationships, and co-worker relationships. We devote two chapters are the topic of context effect of interpersonal communication. Topics will be discussed including, but do not limit to, friendship types, family types, system approaches, influence of gender and culture, etc.

Describe how the objective will be assessed: Different methods will be used to assess this objective including discussions, class activities, short papers, and embedded exam questions.

**Objective/SLO 4:** Students will be asked to improve both verbal and nonverbal communication skills.

How will the objective be addressed (including strategies and techniques)? Two chapters in the textbook we use focus specifically on verbal and nonverbal communication skills. Students will be introduced to theories and theoretical models such as speech accommodation theory, Sapir-Whorf hypothesis, linguistic relativism, types and functions of nonverbal communication, expectancy violation theory, etc.

Describe how the objective will be assessed: We use different methods to assess this goal. For example, one of the activity we use to ask students to observe how people use space in a particular setting and to note reactions to violations of spatial expectations. We ask students to go to a supermarket, department store, bookstore, or school library to observe people to keep journals on public distances between people, touching behaviors, culture and personal space, etc. etc.
Objective/SLO 5: Students will have increased communication competence by recognizing communication options.

How will the objective be addressed (including strategies and techniques)?
One of the major goals of taking an interpersonal communication class is to recognize that people have options when communicating with each other, and a competent communicator is one who picks the best option for the right context. Students will be introduced to concepts such as confirming and disconfirming communication so that they can create positive climate in interpersonal communication and reduce negative defensiveness. Other topics include how to give constructive criticism, how to take another person's perspective (empathy), how to protect each other's face, and so on.

Describe how the objective will be assessed: Similar to assessment of other goals, class activities, papers, embedded exam questions will be used to assess this objective. For example, we ask students to practice their skills at responding nondefensively to critical attacks they are likely to receive by following steps recommended by researchers.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
For each chapter in the textbook(s) we use, there are activities and discussion questions to challenge students to be critical thinkers. For example, when we talk about communication is transactional in nature, we ask students to discuss how face-to-face communication differ from computer social media, such as email? Another example is about Mark Knapp's model of relational stages. Some critics say the model is better suited to describing romantic relationships than it does other types. We ask students to critique the model from their personal experiences and propose their own model of relationship stages. Such activities or discussion questions are common throughout the semester.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
In each of the chapters throughout the semester, we have activities to training students to improve their communication skills. For example, in talking about the importance of offering constructive criticism, we ask students to practice their message skills in different scenarios: 1) when your partner rarely says "thank you" when you do favors for her or him; 2) when your good friend wears unflattering clothing that embarrassing you in public; 3) when your sibling does not show up at important family events; or 4) when your coworker tells offensive jokes in front of
customers. Activities like this are very practical in helping students learn everyday communication skills.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

How will the skill be addressed (including specific strategies, activities, and techniques)? The textbook reviews thousands of research findings from recent empirical studies. To help the students to get a closer look at an empirical or quantitative research study, we ask students to read, analyze, and critique most recent articles in the form of "reaction papers". For each article, students are expected to write a two-to-three-page (double space, font size 12) reaction paper. In the paper, they should include:

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? Interviewing?
4) What are the major findings of the article?
5) Do you have any personal experiences that might be related to what was studied in the article? Were any of the findings from the article surprising to you? If you are a researcher on the same topic, what questions would you ask differently? If other words, are there any questions you want to know, but were not asked in the article?
6) Any thoughts, feedback, or comments on the topic discussed in the article.

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

How will the skill be addressed (including specific strategies, activities, and techniques)? Teamwork is not a primary purpose of the course, but students regularly meet in teams to work on assignments both in class and outside.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)? Underlying all interpersonal relationships is the importance of one's personal responsibility to the other person. This idea is not addressed directly however.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)? Students learn social responsibility from theories and concepts in interpersonal communication. For example, to help students understand that meanings reside in people and not in words, we ask students to interview several people from various groups who perceive themselves to be marginalized because of factors such as religion, ethnicity, sexual orientation, gender, or political philosophy. The students then ask their interviewees what language would be offensive to them. Based on the findings, the students learn and explore ways in which they could adapt speech to get across ideas in a way that is less likely to offend others.

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**PART V – SHSU Core Curriculum Committee Requirements**

1. **Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Interpersonal Process</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Culture and Communication</td>
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<tr>
<td>Week 3</td>
<td>Communication and the Self</td>
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<td>Week 4</td>
<td>Perceiving Others</td>
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<td>Week 5</td>
<td>Language</td>
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<td>Week 6</td>
<td>Nonverbal Communication</td>
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<td>Week 7</td>
<td>Listening</td>
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<td>Week 8</td>
<td>Emotions</td>
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<td>Week 9</td>
<td>Dynamics of Interpersonal Relationships</td>
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<td>Week 10</td>
<td>Communication Climate</td>
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<td>Week 11</td>
<td>Managing Conflict</td>
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<td>Week 12</td>
<td>Communication and Friendships</td>
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<td>Week 13</td>
<td>Communication and Families</td>
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<tr>
<td>Week 14</td>
<td>Communication and Co-worker Relationships</td>
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<tr>
<td>Week 15</td>
<td>Communication Competence</td>
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**2. Attachments (Syllabus Required)**

<table>
<thead>
<tr>
<th>Syllabus Attached?</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Other Attached?</td>
<td></td>
<td>Yes</td>
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</table>

If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
<th>Skill Objectives</th>
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<tbody>
<tr>
<td><strong>Foundational Component Areas</strong></td>
<td><strong>Skill Objectives</strong></td>
</tr>
<tr>
<td>Communication</td>
<td>Critical Thinking</td>
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<tr>
<td>Mathematics</td>
<td>✔️</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✔️</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>✔️</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>✔️</td>
</tr>
<tr>
<td>American History</td>
<td>✔️</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>✔️</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>✔️</td>
</tr>
</tbody>
</table>

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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
COM 286 Interpersonal Communication  
(Online Course)  
Fall 2012

Instructor: Dr. Shuangyue (Shaun) Zhang (shaunzhang@shsu.edu)  
Teaching Assistant: Jeremy Coffman (jco015@shsu.edu)  
Office: 322C Dan Rather Communication Building  
Phone: (936) 294-1835  
Office Hours: By emails

Required Text:  

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 communication in the process.

Objectives:  
1. Develop an awareness of the role communication plays in everyday life.  
2. Understand and recognize how communication process works.  
3. Understand the role context plays in communication.  
4. Increase both verbal and nonverbal communication skills.  
5. Increase communication competence by recognizing communication options.

CLASS POLICIES

1. It is your responsibility to read this syllabus carefully and keep all the due dates in mind. No make-ups are given for any missed assignments/tests. Please find all the due dates on the last page of this syllabus under “Weekly Schedules.”
2. All interactions of this course will be computer-mediated. I will NOT hold any face-to-face or telephone conversations during the course of the semester.
3. All written submissions should be carefully proofread to reflect your high level of care and diligence.
4. All the assignments/tests/discussions will be posted on BLACKBOARDS one week before their due dates. Don’t expect to work ahead. I will not make assignments of Chapter One available until sometime on Sunday before class starts and the other assignments
periodically after that.

ASSIGNMENTS/EVALUATIONS

Short Answer Questions (SAQs, 40% of grade)
For each of the 12 chapters, you will be given six 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 BLACKBOARDS for a whole week period. This assignment is due by Midnight each Friday. Please see the “Weekly Schedules” for specific due dates of each chapter. There is NO make-up for missed assignments.

Although this assignment is called “short” answers, your responses should be comprehensive and accurate. 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.

Group Discussions (20% of grade)
There are four group discussion activities of class materials throughout the semester during Weeks 4, 7, 13, and 15. The topics of each discussion activity will be posted on the BLACKBOARDS 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 5% of grade.

The class will be divided into four groups:
Group One: Last Names A to D
Group Two: Last Names E to H
Group Three: Last Names I to P
Group Four: Last Names R to Z

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, and one later reaction to the group discussion. Please see the “Weekly Schedules” for specific due dates of each discussion. There is NO make-up for missed discussions.

Reaction Papers (10% of grade)
You will be asked to read two research articles in the area of interpersonal communication. Both articles will be posted on our class webpage at BLACKBOARDS. For each article, you are expected to write a two-to-three-page (double space, font size 12) reaction paper. In the paper, you should include:

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? Interviewing?
4) What are the major findings of the article?
5) Do you have any personal experiences that might be related to what was studied in the article? Were any of the findings from the article surprising to you? If you are a researcher on the same topic, what questions would you ask differently? If other words, are there any questions you want to know, but were not asked in the article?
6) Any 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.

Exams (30% of grade):

Three tests are given during Weeks 6, 11, and 16. Each test will consist of 20-30 multiple-choice questions. You may work from notes and your textbook, but you will be limited to 20-25 minutes. You can take each test only once.

GRADE SCALE

[Finals Grades Based on Percentages]

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>59 or lower</td>
<td>E</td>
</tr>
</tbody>
</table>

Always remember that you EARN a grade, and that you are not given a grade.
## Weekly Schedules

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Due Dates (by <strong>Midnight</strong> of the Specific Day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aug 29-31</td>
<td>Syllabus</td>
<td>Carefully read your syllabus, and have your book ready</td>
</tr>
<tr>
<td>2. Sept 3-7</td>
<td>Chapter 1</td>
<td>SAQs due by Sept 7</td>
</tr>
<tr>
<td>3. Sept 10-14</td>
<td>Chapter 2</td>
<td>SAQs by Sept 14</td>
</tr>
<tr>
<td>4. Sept 17-21</td>
<td>Chapter 3</td>
<td>SAQs and <strong>Group Discussion #1</strong> due by Sept 21</td>
</tr>
<tr>
<td>5. Sept 24-28</td>
<td>Chapter 4</td>
<td>SAQs due by Sept 28</td>
</tr>
<tr>
<td>6. Oct 1-5</td>
<td></td>
<td><strong>Test 1</strong> (Chapters 1-4) and <strong>Reaction Paper #1</strong> Due by Oct 5</td>
</tr>
<tr>
<td>7. Oct 8-12</td>
<td>Chapter 5</td>
<td>SAQs due by Oct 12</td>
</tr>
<tr>
<td>8. Oct 15-19</td>
<td>Chapter 6</td>
<td>SAQs and <strong>Group Discussion #2</strong> due by Oct 19</td>
</tr>
<tr>
<td>9. Oct 22-26</td>
<td>Chapter 7</td>
<td>SAQs due by Oct 26</td>
</tr>
<tr>
<td>10. Oct 29-Nov 2</td>
<td>Chapter 8</td>
<td>SAQs due by Nov 2</td>
</tr>
<tr>
<td>11. Nov 5-9</td>
<td></td>
<td><strong>Test 2</strong> (Chapters 5-8) and <strong>Reaction Paper #2</strong> Due by Nov 9</td>
</tr>
<tr>
<td>12. Nov 12-16</td>
<td>Chapter 9</td>
<td>SAQs and <strong>Discussion #3</strong> due by Nov 16</td>
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<tr>
<td>13. Nov 19-23</td>
<td>Chapter 10</td>
<td>SAQs due by Nov 23</td>
</tr>
<tr>
<td>14. Nov 26-29</td>
<td>Chapter 11</td>
<td>SAQs due by Nov 29</td>
</tr>
<tr>
<td>15. Dec 3-7</td>
<td>Chapter 12</td>
<td>SAQs and <strong>Group Discussion #4</strong> due by Dec 7</td>
</tr>
<tr>
<td>16. Dec 10-13</td>
<td></td>
<td><strong>Test 3</strong> (Chapters 9-12) due by Dec 13</td>
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</tbody>
</table>
SCM 286-02 Interpersonal Communication  
(3 Credit Hours)  
Fall 2007

Location of Class Meeting: CB320  
Class Meeting Time: 9:00-9:50am, MWF  
Instructor: Dr. Shuangyue (Shaun) Zhang  
Email: shaunzhang@shsu.edu  
Office: 322C Dan Rather Communication Building  
Phone: (936) 294-1835  
Office Hours: 10:00-11:00am, MWF; or by appointment

Required Textbook:  

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 communication in the process. Lecture, discussion, in-and out-class observations, and “applied” filed research assignments will be used to increase student knowledge and behavioral competence in interpersonal communication.

Objectives:  
1. Develop an awareness of the role communication plays in everyday life.  
2. Understand and recognize how communication process works.  
3. Understand the role context plays in communication.  
4. Increase both verbal and nonverbal communication skills.  
5. Increase communication competence by recognizing communication options.

CLASS POLICIES

Participation/Attendance:  
Since this course is based on theory as well as application, students must be here to apply the theories discussed. Attendance at every class is expected. For every class you miss beyond three, your grade will be dropped by 2% of the total. University approved absences (e.g., forensics, athletics) are not included in this. In addition, your absence will be
excusable if you provide evidence of reason such as serious illness, family death, and natural disaster. Students who miss four or more weeks of classes will automatically fail, regardless of their performance in exams and other class assignments.

Punctuality:
It is really important that class begins on time every day to guarantee that all of the scheduled information and activities are completed. For every two times you are late, it counts as one absence. It is your responsibility to make sure I know you were late and not absent.

Cell Phones:
Make sure you turn the ringers off on your cell phones prior to the start of class. It is best to shut them off completely.

Academic Dishonesty:
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Assignments:
You are responsible for completing four journals, a research paper, two exams, and in-class assignments in this course. It is expected that papers are in the standard format:

- All written assignments must be typed in Times New Roman 12 point with one-inch margins all around.
- Papers are turned in within the first 10 minutes of class; otherwise they will be considered late.
- Papers won't be accepted through emails

Late Work Policy:
Written assignments that are turned in late are automatically lowered by one letter grade and will not be accepted after one week past the assignment's original due date. Computer failure, printer failure, and the like are not acceptable excuses for turning in work late.

Americans with Disability Act:
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful
procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

Instructor Evaluation

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

ASSIGNMENTS/EVALUATIONS

Interpersonal Communication Journals (20% of grade)

Throughout this semester, you are asked to submit four 2-3-page journals on your interactions with ONE specific person. This person may be your romantic partner, your best friend, a family member, a co-worker, your roommate, or someone you interact often and you feel close to.
Journal 1: In this journal, you are asked to describe this specific person. Tell us who this person is; why this person is important in your current life; how often you communicate with this person during an average week; in what channels you communicate with this person (i.e., face-to-face, phone, email, etc.); what are some interesting or important things about this person you want to let us know; what are some major events that make you feel the strong bond with this person, or that make you feel temporarily isolated with this person; what topics you normally talk about with this person, and how often. Basically, in this first journal, give us a general idea about your communication patterns with this person.

Journals 2-4: In each journal, you are asked to demonstrate your interpersonal communication experiences with this person during a two-week period. You must incorporate class terminologies or concepts in your journals to show your understanding of them. The interpersonal communication experiences can be anything that is happening between you and this person. Further details will be reviewed in class and be posted on Blackboards.

Research Project (25% of grade)

You will write a 5-6 page paper (20%) on an interpersonal communication phenomenon by doing extensive academic research, and give a presentation of this paper (5%) during the last week of class. You will be asked to review the research literature on a specific topic regarding people's everyday interactions with others. Your task is to read and summarize what the researchers and scholars say about your topic. For example, if you are interested in the topic of "gossip," you may want to know: 1) what are the definitions of gossip by the researchers, 2) whether the researchers have agreement in their definitions, 3) why do people gossip, 4) any research findings on the effects of gossip, 5) any other things you want to know but the research has not covered yet, or 6) you own thoughts and experiences about this topic.

1. Make sure you find a topic you feel strongly interested in.
2. Make sure your topic is not too broad and not too narrow.
3. Cite at least 8 outside sources from accredited academic journals and books.
4. Write the paper in APA style.
5. Add a list of references at the end of the paper.

More detailed requirements and specific formats of this paper will be discussed in class and be posted on Blackboards.

Exams (45% of grade):

Three exams cover lectures and material from your book. Keep in mind that some lecture material does not come directly from the text, meaning you should keep good lecture notes. I will announce the format of the tests.
Class Attendance and Participation (10% of grade)

Since two of the major purposes of this course are to use what we learn in the textbook to explain our everyday interpersonal communication behaviors and to use our everyday experience to understand theories and concepts in the textbook, class attendance and participation are required. In order to evaluate your attendance and participation, you will be given a few unannounced quizzes to test your knowledge and understanding of class materials. There will NOT be make-up for missed quizzes.

GRADE SCALE

[Finals Grades Based on Percentages]

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 or lower</td>
<td>E</td>
</tr>
</tbody>
</table>

Always remember that you EARN a grade, and that you are not given a grade.
## Weekly Schedules

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aug20-25</td>
<td>Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2. Aug27-31</td>
<td>Introduction</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3. Sept 3-7</td>
<td>Nonverbal Communication</td>
<td>Chapter 3/Journal #1 (Friday)</td>
</tr>
<tr>
<td></td>
<td>No class on Sept 3, Labor Day</td>
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<tr>
<td>4. Sept10-14</td>
<td>Verbal Communication</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>5. Sept 17-21</td>
<td>Relational Communication</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>6. Sept24-28</td>
<td>APA Writing Style Practice</td>
<td>Handouts/ Test 1 (Friday)</td>
</tr>
<tr>
<td>7. Oct1-5</td>
<td>Perceptions</td>
<td>Chapter 6/Journal #2 (Mon)</td>
</tr>
<tr>
<td>8. Oct8-12</td>
<td>Adaptations</td>
<td>Chapter 7/Research project topic due on Friday</td>
</tr>
<tr>
<td>9. Oct15-19</td>
<td>Self Identities</td>
<td>Chapter 8/Journal #3 (Mon)</td>
</tr>
<tr>
<td>10. Oct22-26</td>
<td>Interpersonal Influence</td>
<td>Chapter 9/Research project reference list due on Friday</td>
</tr>
<tr>
<td>11. Oct29-Nov2</td>
<td>Family Relationships</td>
<td>Chapter 10/ Test 2 (Friday)</td>
</tr>
<tr>
<td>12. Nov5-9</td>
<td>Romantic Relationship/Close Friendship</td>
<td>Chapter 11/Journal #4 (Mon)</td>
</tr>
<tr>
<td>13. Nov12-16</td>
<td>Romantic Relationship/Close Friendship</td>
<td>Chapter 11/12</td>
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<td></td>
<td>No class on Nov 16, NCA conference</td>
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<tr>
<td>14. Nov19-23</td>
<td>Work Relationship</td>
<td>Chapter 12/Research project paper due on Monday</td>
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<td></td>
<td>No class on Nov 21-23, Thanksgiving</td>
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<tr>
<td>15. Nov26-30</td>
<td>Relationship and Culture</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>16. Dec3-7</td>
<td>Class Presentations of Research Projects</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>17. Dec11-14</td>
<td>Finals Week</td>
<td>Test 3</td>
</tr>
</tbody>
</table>