

Comm 6316: Interpersonal Communication

Monday 6:00-8:45

Fall 2022

Instructor: Dr. Erica Bailey

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Course Description

The study of human dyadic interaction, including topics such as perception processes, verbal/nonverbal communication, theoretical models of communication, conflict, and interpersonal communication in various relationships.

Required Course Materials

- Blackboard – Readings, assignments, announcements, and grades will be posted on Blackboard.
- Angelo State E-mail - You should have access to your Angelo State E-mail account. You are responsible for reading and, if necessary, responding to e-mails from me. I send e-mails through Blackboard to the class regarding homework, exams, etc.

Learning Objectives

1. Acquire knowledge in and constructively critique interpersonal communication research and theories.
2. Increase awareness of personal communication behaviors and develop improvement strategies.
3. Increase confidence in interpersonal communication skills when applied in both personal and professional areas.
4. Recognize the impact that interpersonal relationships have in shaping personal lifestyle, attitudes, values and behaviors.

Assignments and Grading

Quizzes: 10%

Discussion Leader: 20% (2 at 10% each)

Theory Summary: 10%

Research Paper Building Blocks: 35%

Final Research Paper/Presentation: 25%

Participation: 10%

Quizzes. Open-note quizzes will take place at the beginning of class.

Theory Summary. Your group will be responsible for presenting an interpersonal theory to the class. Specific details can be found on the assignment sheet.

Semester Research Paper Project & Presentation (adapted from Dr. Scarduzio).

The culminating course project is a 15-18 page paper (APA style) on an issue related to interpersonal communication. Students are encouraged to make use of the readings in this class. Format possibilities include original research studies (either qualitative or quantitative

in nature), comprehensive critical literature reviews (e.g., check out examples in the Annals of the International Communication Association), advanced case analyses, theory-based papers, or study proposals. Original research studies require examinations of previously collected data or new studies that will require Institutional Review Board (IRB) approval. If there is another type of project you would like to complete, please feel free to set up a meeting with me. During our last class period, you will be asked to provide a 15-minute oral presentation of your final paper. This is a great opportunity to practice a conference-quality presentation, complete with visual aids if appropriate.

Research Paper Building Blocks. The research paper is segmented into 6 “building block” assignments that lead toward the final paper. Building blocks A, B, C, D, & F are worth 50 points each, with BB E (the first draft) worth 100 points. Please type these assignments, submit them on Blackboard before class on the day they are due, and bring one paper copy to turn in to class and be prepared to share ideas. Details of each assignment appear below.

A. Three potential topics: Humans often go with the first decision we stumble upon, rather than the “best” possible decision. In the effort to determine a “better” semester project, describe three potential project ideas. For each, come up with an overall research question, hypothesis, or research problem, that your project will tackle. For inspiration, consider syllabus readings, interpersonal problems you have faced in your on life, unanswered questions in the literature, hot topics, or issues that confuse and/or make you excited. Briefly discuss the rationale or significance of each topic idea.

B. Abstract: Usually in scholarly writing, we write the abstract after we are finished writing the paper. In this class, you’ll be asked to write one before you begin. Examine models of course reading abstracts, and write something that is 200-350 words. Writing this first provides a road map. Your abstract will change over the course of the semester but this is a good place to start.

C. Conceptual researcher party: Consider your paper’s audience. Who are the handful of scholars you most want to talk with about your project? Choose 3 scholars who you would chose to be reading/responding to/critiquing your research. Collect at least two articles from each scholar, and provide an overview with the citation and a brief explanation as to why you have chosen this person to be part of your conceptual party. Ultimately, in your final paper, you should be citing these scholars in the first few paragraphs.

D. Article format models: Find three published articles that, format-wise, “do” the same thing that you want to do in your own paper. For example, if you are conducting a focus-group study in which you meld two theoretical points of view, find other articles that do the same (the model need not be on the same topic). Cite the source in APA style, and for each of the “models”, create an outline of what is done in the article (e.g., “rationalizes the use of theory abc as a new way of making sense of xyz behavior”) and the amount of space (number of pages or paragraphs) used to do it in. These will assist you in determining the framework of your own paper.

E. First Draft: Write the first full draft of the semester paper.

F. First Draft Peer Feedback: Provide structured feedback and suggestions to one of your colleagues' papers. Students will bring a hard copy of the first draft to class and papers will be exchanged for feedback. This is an opportunity to practice skills in reviewing scholarly papers.

Discussion Leading. Each student will lead discussion of the assigned readings. Doing this provides an opportunity to practice concept-integration skills and presentation abilities. Dates for discussion leading will be chosen on the first day of class. Discussion leaders will be graded on thoughtfulness and timeliness of discussion questions; thoroughness, readability and format of outlines; liveliness and organization of discussion leading; and command of topic.

Discussion leading includes the following activities:

a. Prepare 6-8 discussion questions for us to think about and respond to verbally in class. Please feel free to solicit questions from class members.

b. In class, provide a brief overview of the readings, (to get us warmed up), cover any key terms or theories (turning to the instructor for assistance if desired), present/integrate the main concepts in an interactive, lively manner—making use of the discussion questions, any activities you bring in, and application to course projects.

Attendance and Participation.

This is a discussion class. The primary focus of your participation should be engaged and lively discussion. Students should complete assigned readings and make notes about readings before class so they can participate in an enthusiastic and informed manner. Other components of active, in-class participation include thoughtful and appropriate verbal participation (more does not always = better), concentrating on course material rather than distractions (e.g., laptops, cell phones), and providing support to class members. I will evaluate students' participation by watching the following: 1) informed reflection of required readings consistently throughout the semester, 2) careful and respectful listening to others and dialoguing with alternate views, 3) mindful reflection of "floor-time" and efforts to integrate others' contributions, 4) evident class preparation (finished assignments, course readings), 5) attendance and professionalism (arriving on time, avoiding early departures, paying attention, avoiding side conversations, and cell phone/laptop interference), and 6) bringing value and contribution to our learning community.

I also recognize that there are multiple learning styles and I will take note of supplementary forms of participation such as active listening and taking notes during seminar, providing focused attention for the entire class period, and course-related but non-assignment-related office hour visits.

If you must miss a single class, you can make up the attendance points by creating an outline of an unassigned reading (please propose to me before completing).

Course Policies

Honor Code

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student's own work

and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a paper. Please see full Honor Code Policy at <https://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php>

You do not want to end your graduate career by attempting a shortcut. If you have any questions about academic integrity or plagiarism, please consult Dr. Bailey to discuss it further.

Academic Disability Statement

Angelo State University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Dean of Student Life and Student Services at 942-2191. See this webpage for more information: <http://www.angelo.edu/services/disability-services/> If you need disability accommodations in this class, please see me as soon as possible.

Grade Appeal Process

As stated in Angelo State University Operating Policy and Procedure (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see the Student Handbook, accessed at: <http://www.angelo.edu/student-handbook/>

Religious Holy Days Policy

Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. The instructor will work out a schedule with the student on how required class work can be completed.

Email/Telephone Policy

Your concerns are important to me, but understand that I also have other responsibilities to Angelo State and personal obligations. Although I will try to respond to email requests and telephone messages as quickly as possible, it may take up to 48 hours for me to draft a response during the week (longer in certain cases and on weekends). Please take this into consideration when you contact me, though I will try to respond to emergencies, etc., as quickly as possible.

Title IX at Angelo State University: The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to

report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Miller, J.D.

Director of Title IX Compliance/Title IX Coordinator

Mayer Administration Building, Room 210

325-942-2022 michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.