

Communication 2350: Interpersonal Communication Spring 2024

Instructor: Art A. Aguirre, Ph.D. (aaaguirre@utep.edu)
Office: Kelly Hall, RM 220
In Person & Online Office Hours: Tuesdays 1:30 - 4:30pm
Other days by appointment

Online office hours will be available via a Zoom link you can find on Blackboard. I'm also available on other online platforms like Facetime, Google Hangouts, Skype, etc. Just let me know what works for you.

Course Description:

Analysis of a variety of interpersonal communication concepts, with special emphasis on the application of communication skills in different situations.

In this course we will facilitate both increased knowledge of "self" and understanding of how self affects and is affected by interpersonal communication; apply theories of interpersonal communication to real-life situations; explore the influence of culture in interpersonal encounters; and analyze roles in our interpersonal relationships in family, professional, friendship, interracial/intercultural, and intimate contexts, and reflect on our communication in these relationships. This course will emphasize the use of interpersonal communication for empathy and understanding.

Departmental Learning Objectives:

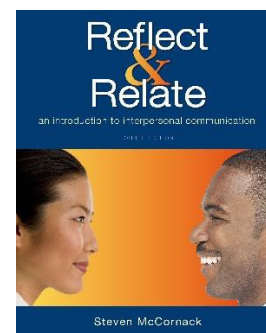
- *Objective 1:* To provide high quality instruction to produce students with excellent oral and written communication skills and excellent critical thinking skills
- *Objective 2:* To provide students with current knowledge of the discipline and its theories in interpersonal, organizational, and mediated contexts
- *Objective 6:* To provide students with awareness, knowledge, and application about ethics in multiple communication contexts

Required Text:

Reflect & Relate, 4th Ed. – Steven McCornack
©2016 Bedford/St. Martin's ISBN-10: 1-4576-9718-1
ISBN-13: 978-1-4576-9718-0

*Additional readings will be posted on Blackboard, so please be sure to check often for new postings and announcements

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary.



****Please note - This syllabus is a guide and may be changed by the instructor, but notice will be provided. Guest presenters for lecture presentations may be added to the schedule and other tentative additions to the syllabus.****

Additional Note: If you recently experienced or are presently experiencing the challenges of a difficult relational break-up, divorce, interpersonal loss, relational abuse situation, negative work environment, or the like, this semester may not be the best time to experience and/or take this class. In this class, we analyze and discuss interpersonal communication skills, concepts, and situations in depth. Thus, you will likely become highly reflective about many facets of your interpersonal lives.

Course Theme

Because of the ubiquitous nature of media, I feel it is a tremendous way of learning and applying the concepts within interpersonal communication. Though I have shown a variety of television shows and movie clips in previous classes, I have decided to implement some continuity within the course. Thus, the entire course will be taught alongside the first season of the NBC television show *Parenthood*. We will watch one episode per week, which we will use to understand and analyze the concepts from the readings. If you miss class on a day when we watch the show, you are responsible for watching it on your own time (It is streaming on Hulu). If this theme is something you have no interest in, please feel free to take a different section of the course.

Course Requirements:

Participation and Attendance: 100 points

Be a present and active member of class. I know life happens, so I give you three free absences to use at your discretion. Absences beyond that will affect your final grade, and depending on the time of the semester, could lead to you getting dropped from the course.

Weekly Journal Reflection: 100 points

(10 points each x 10)

Each week, you will need to turn in a short reflection about that week's readings. These will be due on Monday night. You will answer the following prompts:

- 1) What was your biggest takeaway from the reading?
- 2) What key word, definition, or sentence stuck out to you the most and why?
- 3) What connection did you make between the readings and your own life?

Midterm: 100 points

This will be the only exam of the course. It will consist of multiple choice and essay questions.

Final Paper & Presentation: 200 points

(100 points paper; 50 points for outline; 50 points presentation)

In this 5-7-page essay you will choose some aspect or character(s) from the show *Parenthood* and highlight some aspects/concepts of interpersonal communication we have covered in class. We will be practicing this approach throughout the semester, so you will have some experience with the process. This must be in APA format (12-pt, Times New Roman font, double spaced). You do not need an abstract. You will turn in an outline a few weeks before the final paper is due, and you will present your paper in class.

Assignments

Attendance/Participation
Weekly Reflection (10)
Mid-semester Assignment
Final Paper & Presentation

Points

100 points
100 points (10 points each)
100 points
200 points (100 paper; 50 outline; 50 presentation)

1000 Total Points**Grading Scale**

A= 450-500 points
B= 400-449 points
C= 350-399 points
D= 300-349 points
F= 299 points and below

Instructor Policies**Coursework/Participation/Attendance**

All assignments and major projects are to be presented on the due date. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time.

Academic Dishonesty Policy

Scholastic/academic dishonesty is prohibited and considered a violation of the UTEP Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials produced by another person, taking an examination for another person, and any act designed to give unfair advantage to a student or even the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Plagiarism

Plagiarism is academic dishonesty and will likely ensure failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. **Never use another student's work.** A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting. Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COVID-19 and Other Illness Precautions

Please stay home if you have been diagnosed with COVID-19 or are dealing with any other illness or developing symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

CASS Policy

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu. Or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

Participation Norms and Expectations

You are expected to treat the instructor and classmates with respect. I seek to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating in all my classes. *If I find that you consistently disrespect anyone or any group of people in the class, I will speak with you one-on-one to discuss how to remedy the situation. If the problem persists, I will drop you from the course.*

Student-Teacher Communication

I do not use the Blackboard messaging function. I like to respond as quickly as I can to any student questions I may get, so please be sure to use my email for course messaging. And of course, you have the communication options listed above for my online and in-person office hours. Additionally, my job as your instructor is to help and guide you. However, I won't know you need help or guidance if you do not communicate that to me. I try to make myself available as often as possible, so please make sure you're reaching out when you need help.

Other Policies

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office.

Course Schedule			
Week	Objectives	Readings to be covered this week	Assignments
Week 1 Jan 15 Jan 17	Course overview and syllabus	Syllabus	
Week 2 Jan 22 Jan 24	Introducing interpersonal communication	Chapter 1	<u>Weekly Reflection #1 (1/22)</u>
Week 3 Jan 29 Jan 31	Considering self	Chapter 2	<u>Weekly Reflection #2 (1/29)</u>
Week 4 Feb 5 Feb 7	Perceiving others	Chapter 3	<u>Weekly Reflection #3 (2/5)</u>
Week 5 Feb 11 Feb 14	Experiencing and expressing emotions	Chapter 4 Bazerman & Tenbrunsel article (BB) Beer article (BB)	<u>Weekly Reflection #4 (2/11)</u>
Week 6 Feb 19 Feb 21	Understanding culture	Chapter 5	<u>Weekly Reflection #5 (2/19)</u>
Week 7 Feb 26 Feb 28	Listening actively	Chapter 7	<u>Weekly Reflection #6 (2/26)</u>
Week 8 Mar 4 Mar 6	Understanding gender	Chapter 6	<u>Midterm on Wednesday Mar 6</u>
Week 9 Mar 11 Mar 13	SPRING BREAK	NO CLASS	HAVE FUN & BE SAFE

Week	Objectives	Readings to be covered this week	Assignments
Week 10 Mar 18 Mar 20	Communicating verbally	Chapter 8	<u>Weekly Reflection #7 (3/18)</u>
Week 11 Mar 25 Mar 27	Communicating nonverbally	Chapter 9	<u>Final Paper Essay due on Wednesday, March 27 in class</u>
Week 12 Apr 1 Apr 3	Managing conflict and power	Chapter 10	<u>Weekly Reflection #8 (4/1)</u>
Week 13 Apr 8 Apr 10	Relationships with romantic partners	Chapter 11	<u>Weekly Reflection #9 (4/8)</u>
Week 14 Apr 15 Apr 17	Relationships with family members	Chapter 12	<u>Weekly Reflection #10 (4/15)</u>
Week 15 Apr 22 Apr 24	Relationships with friends	Chapter 13	
Week 16 Apr 29 May 1	Final Presentations		<u>Final Presentations due on Wednesday, May 1</u> <u>Final Paper due on Tuesday, May 7 at 11:59pm</u>

Grading Rubric

Grade	Content	Form	Mechanics
A	Shows outstanding comprehension of material covered; exceptional insight and originality. "This was awesome."	Superbly organized; reflects a logical, coherent flow within paragraphs and major sections. "A joy to read."	Contains no major errors in grammar and form (including spelling, punctuation, word usage, sentence structure, paragraphing).
B	Shows very good coverage of material; "competently done" but not "exceptional." "This was good."	Reflects an overall logical flow, although it could be clearer and more coherent. "A good read."	Contains few major errors in grammar and form
C	Shows adequate coverage of material. "You completed the task."	Suffers from problems in coherence and organization. "I had to work to get through it."	Contains several major errors in grammar and form.
D	Shows some knowledge of material, but coverage is inadequate (incomplete or shallow). "You put forth an effort."	Suffers from major problems in organization and coherence. "I really struggled to follow you."	Contains serious, persistent problems in grammar and form.
F	Coverage of material is unacceptable, indicating little or no comprehension of what is covered.	Problems in organization render the paper virtually incoherent.	Contains numerous major problems in grammar and form.