

# Communication 2350: Interpersonal Communication

Spring 2021

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## 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.

## Required Texts

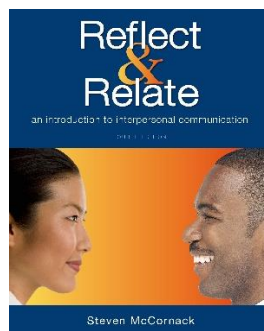
*Reflect & Relate, 4<sup>th</sup> Edition*

Author: Steven McCornack

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## 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

## Course Evaluation

1. **Journal Entries (13 @ 3 points each):** One journal entry for each chapter applying what you read to your own life experiences. Be specific and provide examples showing how you personally relate to concepts from the book. Journals are due on Blackboard by 11:59 p.m. on Fridays, and should be a minimum of 300 words in length.

- 2. Discussion Posts (14 @ 3 points each):** You will be responsible for posting to a weekly Blackboard discussion exploring case studies based on material from the course. Discussion posts of at least 150 words are due at 11:59 p.m. on Fridays. You are also responsible for responding to the posts of at least two of your peers by 11:59 p.m. on Sundays.
- 3. Book Assignment – 20 points:** Review a popular book dealing with a topic of interpersonal communication that affects you personally using scholarly literature. Write a 5-7 page critique.

### **Course Assignments**

Journal Entries	39 points
Blackboard Discussions	42 points
Pop Culture Book Assignment	20 points
<b>Total</b>	<b>101 points</b>

### **Expectations and Policies**

I will log into our course at least once a day, and you can expect responses to e-mails and discussions within 24 hours. Please wait 24 hours to resend e-mails if you have not received a response. I will return graded assignments to you within a week of receiving them.

### **Participation**

Weekly discussions require students to interact with the instructor and classmates on at least two days each week. Timely and regular online participation with your peers is essential to being successful in this course. Participation in an online course can be challenging because it brings together different perspectives and attitudes without a face-to-face connection with one another. We understand that and ask that you work hard to achieve positive interaction with your peers. Students are expected to be respectful and supportive of other students. Many different ideas will be welcomed and encouraged. We will discuss some controversial topics, and students must feel that they are comfortable to express their thoughts. Your participation is vital for discussion and assignments, and it is very difficult to get a satisfactory grade in this course if you do not log into the course at least two times each week. Assignments will be evaluated not only for completion, but also your willingness to engage your classmates in discussion about communication theories and concepts.

### **Respect for others**

Due to the nature of this class, your classmates may be sharing personal information or stories about themselves throughout the semester. I will also be sharing personal stories and information. I expect each of you to respect your classmates and the instructor. Please refrain from using any demeaning, racist, sexist, or otherwise inappropriate language in this classroom toward another student or the instructor. \*\*Please be aware that I can, and will, drop a student from this course who fails to comply with all rules and procedures and/or who fails to correct behavior after being warned by the instructor.

## **Diversity**

The course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identifies. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

## **Effective Electronic Communication**

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. In an online environment, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos can be difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate.

Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, we must be conscious of how we communicate while working at a distance and use good netiquette, i.e., online communication etiquette. For example, your classmates may not know who is posting a comment, so clearly identify yourself when posting to a discussion board. Further, avoid using all capital letters in electronic communication as all caps come across as shouting.

The standard practice ("netiquette") for participation in networked discussion requires that all comments focus on the topic at hand, not become personalized, and be substantive in nature. In other words, you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.

More information on netiquette, the etiquette of Internet communication, can be found at [www.albion.com/netiquette](http://www.albion.com/netiquette).

## **University and Department Policies**

**Academic Misconduct:** Academic misconduct includes cheating, plagiarizing, collusion, and deliberately interfering with the work of others.

- Plagiarizing means representing the work of someone else (such as another student or an author of a book, article, or internet site) as your own. If you use the ideas or words of someone else, you must cite the source of the original information in your paper or presentation. For this class, using your own papers completed for another class also would be considered plagiarism.
- Cheating includes, but is not limited to, copying answers from other students' papers or tests, discussing test questions with students who have not taken the test, and/or using notes when taking a test. Another example of cheating is to use a source from a text book without obtaining the original author's work. If you do not read a work in its entirety, you may misrepresent the original author's work. Another example is to copy answers from another student or to allow another student to copy from your work. Collusion refers to collaboration with another student to commit any academically dishonest act. If you provide answers to someone or knowingly allow someone to copy your work, you will be held responsible.
- Invented or plagiarized work can result in an F grade for the course and may result in possible disciplinary action at the university level. Students may be suspended or expelled for engaging in academic dishonesty.

**Withdrawal:** Please consult your course catalog for withdrawal and refund deadlines.

- It is the student’s responsibility to withdraw from the course and is a formal procedure which the student must initiate.
- Often, students drop courses when help is available to enable them to continue. If you are considering dropping the course, please discuss your decision with me prior to taking formal action to withdraw.

**Accessibility:** Qualified students needing accommodations should contact me as soon as possible to ensure your needs are met in a timely manner. If you need assistance with accessibility, please make arrangements with the Center for Accommodations and Support Services. Additionally, the Assistive Technology Lab in the library offers multiple programs to adapt technology and make it more accessible. I want each student to be able to succeed in this course; therefore, please let me know if you are struggling and need extra help or are dealing with an unforeseen circumstance. For those students who have worked with accessibility services and determined they have particular classroom needs, please come see me as soon as possible so we can discuss proper arrangements. All disclosures will be kept confidential.

Week	Topic	Reading	Assignments
<b>Unit 1: Course Introduction</b>			
1	Course Overview and Syllabus	Syllabus	Friday, January 22: <ul style="list-style-type: none"> <li>• Initial Post Due</li> </ul> Sunday, January 24: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
2	Introducing Interpersonal Communication	Chapter 1	Friday, January 29: <ul style="list-style-type: none"> <li>• Journal 1 Due</li> <li>• Discussion 1 Due</li> </ul> Sunday, January 31: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
<b>Unit 2: Interpersonal Essentials</b>			
3	Considering Self	Chapter 2	Friday, February 5: <ul style="list-style-type: none"> <li>• Journal 2 Due</li> <li>• Discussion 2 Due</li> </ul> Sunday, February 7: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
4	Perceiving Others	Chapter 3	Friday, February 12: <ul style="list-style-type: none"> <li>• Journal 3 Due</li> <li>• Discussion 3 Due</li> </ul> Sunday, February 14: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
5	Experiencing and Expressing Emotions	Chapter 4	Friday, February 19: <ul style="list-style-type: none"> <li>• Journal 4 Due</li> <li>• Discussion 4 Due</li> </ul> Sunday, February 21: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>

<b>Unit 3: Interpersonal Skills</b>			
6	Understanding Culture	Chapter 5	Friday, February 26: <ul style="list-style-type: none"> <li>• Journal 5 Due</li> <li>• Discussion 5 Due</li> </ul> Sunday, February 28: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
7	Listening Actively	Chapter 6	Friday, March 5: <ul style="list-style-type: none"> <li>• Journal 6 Due</li> <li>• Discussion 6 Due</li> </ul> Sunday, March 7: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
8	Communicating Verbally	Chapter 7	Friday, March 12: <ul style="list-style-type: none"> <li>• Journal 7 Due</li> <li>• Discussion 7 Due</li> </ul> Sunday, March 14: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
<b>No Class: Spring Break</b>			March 15-19
9	Communicating Nonverbally	Chapter 8	Friday, March 26: <ul style="list-style-type: none"> <li>• Journal 8 Due</li> <li>• Discussion 8 Due</li> </ul> Sunday, March 28: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
10	Managing Conflict and Power	Chapter 9	Friday, April 2: <ul style="list-style-type: none"> <li>• Journal 9 Due</li> <li>• Discussion 9 Due</li> </ul> Sunday, April 4: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
<b>Unit 4: Interpersonal Relationships</b>			
11	Relationships with Romantic Partners	Chapter 10	Friday, April 9: <ul style="list-style-type: none"> <li>• Journal 10 Due</li> <li>• Discussion 10 Due</li> </ul> Sunday, April 11: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
12	Relationships with Family Members	Chapter 11	Friday, April 16: <ul style="list-style-type: none"> <li>• Journal 11 Due</li> <li>• Discussion 11 Due</li> </ul> Sunday, April 18: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>
13	Relationships with Friends	Chapter 12	Friday, April 23: <ul style="list-style-type: none"> <li>• Journal 12 Due</li> <li>• Discussion 12 Due</li> </ul> Sunday, April 25: <ul style="list-style-type: none"> <li>• Peer Responses Due</li> </ul>

14	Relationships in the Workplace	Appendix	Friday, April 30: <ul style="list-style-type: none"><li>• Journal 13 Due</li><li>• Discussion 13 Due</li></ul> Sunday, May 2: <ul style="list-style-type: none"><li>• Peer Responses Due</li></ul>
15			Friday, May 6: <ul style="list-style-type: none"><li>• Final Paper Due</li></ul>