

TEXAS A & M UNIVERSITY-COMMERCE

COMMERCE CAMPUS

Department of Mass Media, Communication, & Theatre

Fall, 2013

Course Instructor: Stephen A. Furlich, Ph.D.

Course Title: Interpersonal Communication (On-Line)

Speech 317-01W

Class Time: On-Line

E-Mail: Stephen.furlich@tamuc.edu

Office Hours: (Virtual through e-mail, ECollege).

Office: PAC 120

Prerequisites: None

IMPORTANT, PLEASE READ

*Please take the **Student Orientation Tutorial** before beginning the course. To do so please log into ECollege, then click in the upper left corner 'My Courses' then in the middle of the page under the heading 'my course list' and under 'special courses' click on the link under it labeled 'Student Orientation Tutorial.'

* After signing into ECollege please click on the Help button on the top right side of the page to learn some navigation through the course with the links that to the side.

Course description: Theories and related skills for engaging in and evaluating a variety of types of interpersonal communication. A survey of interpersonal communication over general areas of emphasis will be covered both verbally and nonverbally. Students will also learn how to apply the concepts and theories in class regarding interpersonal communication. Critical thinking skills will also be of importance for students to write a paper over their involvement in interpersonal communication and identifying class material in their experience. Lastly, the role of technology in interpersonal communication will be addressed. Recommended for students pursuing any career in which human communication is involved.

Required:

Adler, R., & Proctor, R. (2014). (14th ed.) Looking Out Looking In. Boston: Wadsworth.
ISBN-13:978-0-8400-2817-4 ISBN-10:0-8400-2817-2

(Electronic copy information might be available for purchase at bookstore)

Students **MUST** have access to the **INTERNET**.

Label your Name, Class, and Section number, Examples: Smith, 317-01W, in e-mails such as in subject lines.

Course outcome competencies:

Learning Outcomes: This course explores theories and principles of effective interpersonal communication while providing an emphasis on skills development. Specific attention is given to the knowledge and application of interpersonal communication. General student learning outcomes include the following:

1. Students will understand how interpersonal communication is unique from other forms of communication.
2. Students will learn and develop various fundamentals and tools of effective interpersonal communication.
3. Students will be able to critically analyze interpersonal communication from their own involvement and analyzing interpersonal communication of others.
4. Students will synergize theories and principles of interpersonal communication
5. Students will explore interpersonal communication in various contexts.
6. Students will understand effective interpersonal communication both verbally and nonverbally.
7. Students will understand the role of culture in interpersonal communication.

Attendance - Punctual attendance is expected such as participation in discussions and completing assignments by the established deadlines.

Assignments will be submitted electronically through ECollege and must be received by 5:00 P.M. Central Friday the week it is assigned. This includes discussion postings. Please note the last week of class for Test 3. **Please do not send an e-mail asking if your paper was received until at least 1 week after it is due.** Answering e-mails about receiving the papers slows down the process of grading speeches. **An e-mail from the Instructor to ALL students will be sent AFTER ALL papers have been graded to notify the class that paper assignment grades have been posted.**

Course Assignments/Assessments: The department of Mass Media, Communication, & Theatre supports university policies of academic excellence as noted in the student handbook. Interpretation of grades should be considered within the university framework: A=excellent, B=good; C=average; D=inferior; and F=failure. Final grades in this course will be based on:

* **Tests** - (70%)

20% Test 1

25% Test 2

25% Test 3

Test questions will come from the assigned chapters as well as any notes sent out. Students must take the tests without any assistance from other people. They may use their textbooks but the tests will be timed. Academic integrity is described in the student handbook for Texas A&M University-Commerce. Failure to abide by the rules outline may result in failing the class. If a week has both a test and discussion in that week, the discussion will not be part of that test but will be covered on the next test. Due to multiple a timeframe during a week to take tests, **test answers will not be given after the test as to correct and incorrect answers.** The students' scores will be the feedback that they receive concerning their test performance. **Students preparing for tests should study how concepts are related to each other, how they differ, and come up with personal examples of the concepts. The test questions are usually not straight forward definitions but often give an example and ask the student which concept the example best represents.**

Discussion- (10%)

All discussions are finished by the Friday of the week they are assigned at 5:00 PM Central. A list of questions is given at the end of the syllabus for each section. The first student to post a comment or question for a section should consider addressing one of these questions. Students are required to **post 2 questions and respond to 2 other questions** that are posted each week. **Students need to come up with their own original questions to post and not re-post previous questions from other students or the syllabus. Likewise, students need to refrain from answering the same questions that other students previously fully answered.** Some repetition is acceptable if it helps to develop the ideas and concepts. The objective is to expand and apply the course material. Students can not post questions or comments for any section except the present one. Hence, you need to stay on top of your participation for each section. **It is helpful for viewing in ECollege if students begin a new post with each of their original questions that they post rather than connected to a previous comment or posting more than one question together.**

*** Papers - (20%) Note: Encyclopedias, the course textbook, and dictionaries do not count as sources. Papers will be submitted in ECollege for this class in the Doc Sharing Section.**

10% Paper 1:

10% Paper 2:

Paper 1: 1-2 pages (Interpersonal Communication Paper)

Each student will communicate with another student in class about the other person's use of interpersonal communication. The goal of this assignment is to better understand how interpersonal communication differs from your own and to identify as much class material as possible. The areas of interpersonal communication can be verbal and/or nonverbal communication. Some topics you may cover are family communication, conflict, proximity use, gender comm., relationship, business etc. These are just a few ideas but you are not required to address all of them or any of them. Be creative and stay focused on interpersonal communication in each particular context. **The purpose of this assignment is to indicate what you learned about the other person's interpersonal communication, identify and apply course material, and how you**

can communicate better in the future from this knowledge. Each student must identify at least 5 examples of class material about the other person's use of interpersonal communication. Each student will submit their paper through ECollege for this class in Doc Sharing. At the end of each paper, each person will write the name of the classmate they communicated with and the date that the communication took place.

Paper 2: 1-2 pages (Technology Communication Paper)

Each student will write a paper that addresses the role of technology in interpersonal communication. The general goal is to address the **benefits and disadvantages of technology use during interpersonal communication.** Each student should narrow it down more specifically to something of interest to them. It can be regarded to a particular context, such as at work, church, home etc. Another option is to focus on a particular form of technology used in interpersonal communication, such as cell phone, e-mail, skype etc. Each student will cite 3 sources in their paper and have these references on their reference page. The sources need to be credible, such as books or journals. Sources not given credit are Wikipedia, our textbook, dictionary, interview of someone not considered an expert. Students will turn in a reference page with their sources when submitting their paper.

* Course Behaviors

Students may lose 10% of their final grade or be dropped from the class for acting disrespectful the first time. This includes but is not limited to offensive comments to another student, etc. Students can receive an 'F' in the class for academic dishonesty. This includes but is not limited to cheating on tests, using previous work from another class for assignments, copying another's work from anywhere, etc.

Course Procedures

Assignments - Assignments must be completed on time. Late work will result in loss of points. Academic integrity is expected on all course assignments and activities. Violations of academic integrity (e.g., plagiarism, cheating, etc.) are serious offenses and will be dealt with according to university policy.

Make-Up Assignments and Examinations - If you miss a deadline, it must be for one of the following types of documentable reasons: death in the family, severe personal illness, university sponsored activities, etc. If you have an unexcused absence, you cannot make up that assignment or test. Additionally, because of time constraints, the instructor may elect not to grant make-up work for any reason. In order to take a make-up examination you must submit verifiable and official documentation to your instructor (e.g., a doctor's note for the specific day missed). If your request is approved, you may take a make-up test on the appointed day. All make-up exams must be given for qualified persons within 1 week of the missed test.

Observance of a Religious Holy Day – Texas House Bill 256 requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel. An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused. No prior notification of the instructor is required.

Course Schedule

Please note that this is a tentative schedule for topics that will be explored this semester.

Slight changes may be made as the semester progresses.

An important reminder:

All **Papers** and **Exams** are in bold. Notice how these are close to each other.

Therefore, it is imperative for you to plan ahead and prepare in advance so you don't fall behind.

Keeping up with the readings and staying active in class are the best ways to stay afloat in this class.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Interpersonal Communication Course Schedule – Fall, 2013

<u>Dates are Monday of each week</u>
Assignments due by Friday each week 5PM Central
Aug. 26: DISCUSSION: Ch. 1 Interpersonal Comm; Ch. 2 Communication & Identity
Sept. 2: DISCUSSION: Ch. 3 Perception,(Notes: Classroom Communication)
Sept. 9: DISCUSSION: Ch. 4 Emotions, (Notes: Maslow's Hierarchy of Needs)
Sept. 16: Paper 1 Due

Sept. 23: Test 1	
Sept. 30	DISCUSSION: Ch. 5 Language (Notes: Monroe's Motivated Sequence)
Oct. 7	DISCUSSION: Ch. 6 Nonverbal Comm. (Notes: Deception)
Oct. 14	DISCUSSION: Ch. 7 Listening (Notes: Personal & Social Media)
Oct. 21	Test 2
Oct. 28	DISCUSSION: Ch. 8 Communication & Relational Dynamics (Notes: Perception)
Nov. 4	DISCUSSION: Ch. 9 Interpersonal Communication in Close Relationships
Nov. 11	DISCUSSION: Ch. 10 Improving Communication Climates
Nov. 18	Paper 2 Due
Nov. 25	DISCUSSION: Ch. 11 Managing Interpersonal Conflicts (Notes: Culture)
Dec. 2	Test 3

I'm looking forward to getting to know each one of you!

Have a great semester!

Discussion Questions

Week 1: Are there any jobs that interpersonal communication is not present or required? What are some similarities and differences between communication in general and interpersonal communication? How does our identity influence our interpersonal communication?

Week 2: What impact does technology such as the internet play in people's perceptions and expectations off-line? How does popular media influence our perceptions/ expectations in life (such as dating, careers, popular behaviors etc.)? What role does interpersonal communication play, if any, within the classroom?

Week 3: What are some differences and/ or similarities with communicating emotions nonverbally and verbally? What are some cultural influences regarding emotions and communication (organizational, family, society etc.)? What are some ways to overcome debilitating emotions? What role does interpersonal communication play in meeting human needs, such as Maslow's Hierarchy of Needs?

Week 4: PAPER 1 DUE

Week 5: TEST 1

Week 6: What influence does the words we assign to people influence the way we communicate interpersonally with them? (friend, co-worker, family member, etc.). How do men and women communicate differently and what are some possible reasons? (biology, society, parental). Can large audiences be motivated through Monroe's Motivated Sequence? (Personally connecting to audience).

Week 7: What role does nonverbal communication play with interpersonal communication at work, home, school etc.? What are some major points to keep in mind about nonverbal communication in interpersonal communication? How prevalent is deception in our society during interpersonal communication and how well are people at identifying it?

Week 8: What impact does information overload have on society and what are some ways to deal with it? What role can technology play with either helping or hindering listening?

Week 9: TEST 2

Week 10: What role does self-disclosure play with interpersonal communication and relationship development? How can identification influence interpersonal relationships? How does perception influence understanding interpersonal communication?

Week 11: How can the internet influence interpersonal communication? (communicating interpersonally through the internet versus face to face). How are close relationships created only on-line differ through interpersonal communication differ from face to face personal relationships? (Is more or less information shared knowing that you may never meet the other person). Can a close relationship be created without interpersonal communication?

Week 12: What influence does communication climate have with confirmation messages? What is saving face? What is face threatening?

Week 13: PAPER 2 DUE

Week 14: How do conflict management styles differ in interpersonal communication between face to face communication and on-line? How can conflict influence negatively and/ or positively interpersonal relationships? What role does culture play with the conflict management style one chooses most often to use?

Week 15: TEST 3