

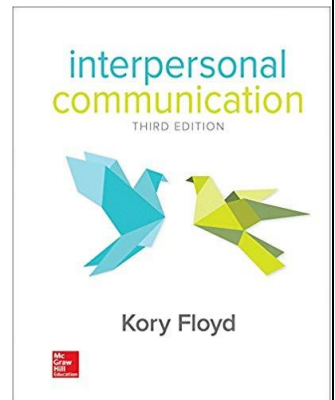
**COMM 1318.001 – Interpersonal Communication**  
**Fall 2019**  
**Course Syllabus**

---

**Professor:** Joseph Velasco, Ph.D.  
**Office Hours:** Monday through Thursday, 2-2:50pm, or *by appointment*  
**Office Location:** FAB 206B  
**Telephone:** 837-8370  
**Email Address:** [jvelasco@sulross.edu](mailto:jvelasco@sulross.edu)  
**Class Schedule:** 12:30 p.m. - 1:45 p.m. Monday & Wednesday  
**Classroom Location:** **MAB 301**  
**Required Text:** Floyd, K. (2017). *Interpersonal communication* (3<sup>rd</sup> ed.). Boston: McGraw-Hill.

*Always bring applicable reading material to class with you.*

---



### **Introduction**

*How do people maintain their romantic relationships?*

*Why do we form friendships and why am I more close to some friends and not others? In what ways do people develop closeness with friends, siblings, parents, etc.?*

*How can I communicate more effectively when in conflict with others?*

A field within the diverse discipline of Communication Studies, interpersonal communication is a well-established intellectual area, complete with a base of knowledge, theories, and research developed by communication scholars. In recent years, interest in interpersonal communication has mushroomed, making it one of the largest and most vibrant areas in the discipline. Reflecting the intellectual maturity of the field, communication theory and research offer rich insight into the impact of interpersonal communication on individual identity and personal, social, and professional relationships.

The introductory course in interpersonal communication offers unparalleled opportunities for teaching and learning. Healthy interpersonal relationships are central to our happiness and well-being, and effective communication is critical to good relationships. Thus, this course, unlike many others you may take in your lifetime, pertains directly and immediately to your lives. In my experience, most students who enroll in the introductory course in interpersonal communication enter with a high level of motivation to learn how to communicate more effectively in their personal and professional relationships. This course is designed to address such motivation and interests, taking an approach to teaching which combines a *skills approach* and a *conceptual approach*.

Finally, this course also provides an option for service-learning, which is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

### Section I. Course Objectives

The general objective for this course is to *enhance your competence and knowledge of human communication in interpersonal contexts*. As a student, your learning objectives are to:

1. Identify and explain various theories in the field of interpersonal communication.
2. Develop skills in reflective writing.
3. Demonstrate, through class discussion, a critical approach to learning.
4. Analyze your communication and the communication of others.
5. Demonstrate proficiency with synthesizing concepts from multiple readings in conversation with other students.
6. Effectively write a summary of a relevant academic journal article.
7. Effectively present, through an oral presentation, your summary of a relevant academic journal article.
8. Understand the concept of service-learning.

### Section II. Program Learning Outcomes

This course is designed to meet one or more of the program learning outcomes applied to all Communication majors:

The graduating student will demonstrate the ability to:

1. Competently deliver public presentations, including the use of presentation technology such as presentation software, video, and audio.
2. Analyze communication content for argument, including identification of major elements, such as claims, warrants, data, etc.
3. Complete appropriate discipline specific writing assignments.
4. Apply communication theory to the analysis of communication situations appropriate to each degree specialization.
5. Demonstrate competent use of media technology including video, audio, and internet-based technology.

### Section III. Course Requirements, Assignments, and Grading

Assignment	Points Possible
Midterm Exam	100
Article Summaries	300
Final Exam	100
Total	500

#### Grade Description (Points)

A = 450-500  
 B = 400-449  
 C = 350-399  
 D = 300-349  
 F = < 300

**Readings and Contributions.** In this course **reading is critical**. It may be helpful to think of our class as a reading group. In addition to reading for key terms, you may find it helpful to read for the following information:

- Key ideas and concepts
- Points that you dis/agree with based on other readings (from this course and other courses), scholarly evidence, current events and personal experience
- How the writer's conception of, and/or assumptions about communication may be applied to the analysis of a text or artifact; or how they may relate to a current research project you are working on

**Article Summaries.** You are required to search the online database (provided by the library) and find **three scholarly journal articles** that both interest you AND relate to the field of interpersonal communication and come from a peer-reviewed Communication journal. You will then write a one-page summary of each article and **submit one on the designated days in your course calendar**. Please bring a one-page copy of your summary for each of your class colleagues. Basically, you will have to teach the class about the content of the article, informing us of any key concepts, the methods employed, the findings, and discuss the implications of the study. In addition, you will need to prepare two discussion questions to pose to the class concerning your topic. All of this should be included in your handout.

**Midterm Exam.** The midterm exam will cover all course reading materials and lectures up to that point.

**Final Exam.** The final exam will be a comprehensive exam that may include a combination of multiple-choice, short answer, and essay questions.

#### **Section IV. Policies**

**Attendance.** I expect you to be in class. You are responsible for everything that goes on, including announcements, lecture material, assignments, and modifications to the course schedule – *this includes required reading in subsequent class meetings*. Arrange with someone in the class wherein you will notify each other of relevant items in the event that one of you must be absent. Unexcused absences may result in a lower grade. In keeping with university policy, **I may drop you from the course if you meet or exceed nine unexcused absences in a MWF course or if you have at least six unexcused absences in a class that meets twice a week.** According to the university, an absence is defined as non-attendance in fifty minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences. An absence because of participation in an official University activity is considered to be an authorized absence.

**Classroom Demeanor.** I expect the environment during class meetings to be conducive to learning. I have little tolerance for students talking among themselves when they should be listening to someone else speak. It is particularly disturbing when students talk among themselves when one of their classmates is presenting a speech, giving a report, making a

comment, or observing or asking a question. I understand that some comments pertain to class material; I encourage you to share these comments with the class as a whole. Also, I would rather that cell phones, pagers, etc. **not** disrupt class – make sure your communications technology is **shut down** when class begins.

**Academic Integrity.** I expect and assume that as students you conduct yourselves in accordance with the highest standards of academic honesty. Sul Ross State University reserves the right, through due process, to place on probation, suspend or expel any student who violates academic integrity and regulations by *plagiarism, classroom misdemeanor, or academic dishonesty*. Plagiarism includes doing and/or taking credit for someone else’s work, presenting the ideas and work of others as your own, and not citing your sources if you utilize the ideas of others. Classroom misdemeanor includes cheating, allowing others to cheat, and interfering with others’ ability to succeed in the course. Academic dishonesty includes procuring examination materials illegally, doing unauthorized group work, and handing in your own work for which you have already received academic credit (see Student Handbook, p. 66).

**Late Work.** *You are responsible for handing in assignments when they are due.* While I am willing to “hear you out” when unforeseen and/or difficult circumstances impede with your course work, I do not generally accept late work, *and especially* if you have not notified me that you’re having problems before the due date arrives. If you miss a due date, you will be given full credit *only* if the assignment was missed because of a University-excused absence – which includes hospitalization or a *serious* medical condition, a family or personal *emergency*, or a University-sponsored activity. In order to be able to make up the assignment, you must notify me beforehand *and* have supporting documentation from a relevant authority that the situation or event occurred. *NOTE: There is nothing in this syllabus that requires me to accept late work; if you submit work late, then receiving credit depends on my allowing you to turn it in. If I do accept late work, it will likely be at half-credit.*

## **Section V. Notes on University Programs and Policies**

**ADA.** It is Sul Ross State University policy to provide reasonable accommodations to students with disabilities. If you would like to request such accommodations because of a physical, mental, or learning challenge, please contact the ADA Coordinator in the Counseling office in Ferguson Hall, Room 112. The mailing address is PO Box C-122, Alpine, TX 79832. E-mail: [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu)

### Course Calendar

(This calendar is subject to change)

Week	Date	Topic	Reading	Due or To Do:
One	Aug 26 Aug 28	Course Introduction Why we communicate	Chapter 1	
Two	Sept 2 Sept 4	<i>Labor Day – No Class!</i> Interpersonal defined	Chapter 1	
Three	Sept 9 Sept 11	Culture Gender	Chapter 2 Chapter 2	
Four	Sept 16 Sept 18	The Self Communicating the Self	Chapter 3 Chapter 3	
Five	Sept 23 Sept 25	Perception Attributions	Chapter 4 Chapter 4	
Six	Sept 30 Oct 2	<i>Library Workshop</i> <i>Article Summary 1</i>		Meet in the Library Article Summary 1
Seven	Oct 7 Oct 9	<i>Article Summary 1</i> The nature of language	Chapter 5	
Eight	Oct 14 Oct 16	Developing Verbal Clarity The Nonverbal Code	Chapter 5 Chapter 6	
Nine	Oct 21 Oct 23	Cultural Influences <b>Midterm Exam</b>	Chapter 6	Midterm Exam
Ten	Oct 28 Oct 30	The Listening Process Obstacles to effective listening	Chapter 7 Chapter 7	
Eleven	Nov 4 Nov 6	<i>Article Summary 2</i> <i>Article Summary 2</i>		Article Summary 2
Twelve	Nov 11 Nov 13	Communication & Emotion Social & Personal Relationships	Chapter 8 Chapter 9	
Thirteen	Nov 18 Nov 20	Romantic & Family Relationships Conflict	Chapter 10 Chapter 11	
Fourteen	Nov 25 Nov 27	Deception Thanksgiving Holiday – No Class!	Chapter 12	
Fifteen	Dec 2 Dec 4	<i>Article Summary 3</i> <i>Article Summary 3</i>		Article Summary 3
Sixteen	TBA	<b>Final Exam - TBA</b>		<b>Final Exam</b>