

SPCM 1500: Interpersonal Communication Syllabus
11:45 a.m. – 2 p.m., MTWHF, 100 Old College

Instructor: Betsy Bigby
Office Address: 107 Paul D. Coverdell Center
Office Phone: 583-0952*
Office Hours: MT: 9 a.m. – 11 a.m., and by appointment
E-Mail Address: ebigsby@uga.edu. If you email me on eLearningCommons, I cannot guarantee a timely response.

**Note: E-mail is my preferred method of communication for all course questions and concerns. I share an office phone and it is possible I will not receive phone messages. Please allow 48 hours for me to respond to your emails.*

Required Textbook:

West, R., & Turner, L. H. (2009). *Understanding interpersonal communication: Making choices in changing times*. (2nd Edition). Belmont, CA: Thomson Wadsworth.

Course Goal:

The goal of this course is to help students become better communicators. We seek to introduce students to a wide array of perspectives on interpersonal communication and encourage students to enlarge their understandings of the theory and practice of interpersonal communication.

Course Objectives:

1. The student will understand the need to reflect upon interpersonal communication practices.
2. The student will gain knowledge of concepts, theories, and research findings in interpersonal communication.
3. The student will develop and practice communication skills in a supportive environment.
4. The student will learn the vocabulary of interpersonal communication theory and practice.
5. The student will understand various contexts (friendship, family, etc.) in which interpersonal communication occurs.

Course Policies:

1. Registration: If you are not officially registered in this course, you must leave. If you wish to add the course, please see Dr. Tina Harris.
2. Attendance: Attendance will be taken for this course based on participation in activities and quizzes. Absences due to university activities (e. g., debate, sports, etc.) must be

discussed with the instructor **before** the relevant class period(s). Arrangements concerning absences are entirely at the instructor's discretion.

Your regular attendance is necessary as examinations not only cover material from the book, but also material that is covered only in lectures. Additionally, class activities and pop quizzes will be scattered throughout the semester. Such activities will go toward your final course grade and cannot be made up irregardless of the reason for the absence. Please note that if you should miss class, it is your responsibility to obtain missed materials from a classmate, not the instructor.

Tardiness is not appropriate and will not be tolerated. Ensure that you allow yourself enough time to be in class before it begins. Additionally, leaving class early is strongly discouraged.

3. Classroom Ethics: Throughout the semester we will discuss a number of issues concerning relationships on which students will hold strong and differing opinions. I do not expect everyone will have the same opinion, nor will I attempt to convince you of one viewpoint over another. Strong reactions and disagreements will be natural. However, in order to be a successful learning community all students must feel comfortable expressing themselves. Therefore, all discussions will be conducted civilly and respectfully. We will always be respectful of one another and our differing opinions no matter how vehemently we disagree. We will never attack each other. We will think before we speak and consider the impact that our words have on others around us. As Speech Communication students and as members of the University of Georgia community, these ethical guidelines are paramount. Any student who does not comply with these ethical guidelines will be asked to leave the classroom and may be subject to further disciplinary action as per the University Code of Conduct.
4. Electronic Devices: Cell phones, PDAs, MP3 players, and other electronic devices are *not* allowed to be used during class. Please turn off or silence all devices. Laptops are the *only exception* to this policy. Students may use laptops to take notes, not for any other purpose including checking e-mail, as long as this practice does not disrupt the classroom experience for others. If the use of laptops becomes too disruptive to the learning environment they will no longer be allowed.
5. Learning Accommodations: Any students who need special accommodations for learning or who have particular needs are invited to share these concerns or requests with me as soon as possible. The Office of Disability Services (542-8719, Clark Howell Hall) provides written documentation that specifies the needed modifications (i.e., note taker, extra time for tests) to the instructor. If you have not contacted The Office of Disability Services to request a letter be sent to your instructor, please do so.
6. Emergencies: If an emergency arises and you know that you will not be able to get to class on an exam day please let me know ahead of time by sending me an email or leaving a message with the department secretary.

7. Exams: Three exams are scheduled on the syllabus. Students are expected to take the exams on the dates assigned. (See also the *Final Exam Policy*).
 - (a) **Make up exams are allowed** (expect for the final exam, see *Final Exam Policy*) for full credit for excused absences with proper documentation. Students may make up their exam when they are absent due to a university sanctioned activity where prior notice has been provided, an emergency which has been documented through their advisor or Student Affairs, or an illness which has been verified in writing from your private physician or the Student Health Center. In the case of illness, you must get a note from either your private physician or from the Student Health Center signed by a clinician (Not a Health Center Nurse) that says something to the effect: “In my opinion, this student should not be in classes today and/or tomorrow (specify the particular date[s] involved).” Typically, a private physician or clinician will write a note for an illness for one or two days. However, if your illness lingers, you will need to recheck with the private physician or clinician and request an additional note to document your absence. The note does not have to indicate the specifics of your illness, but that the physician or clinician does not think you are well enough to attend class.
 - (b) **Make up exams are not allowed** without proper documentation. Make-up exams are not allowed for any type of unexcused absences, including missing class to study for a test, oversleeping, not being ready to take the exam, or having to work at an outside job. You will receive a ZERO for that exam.
8. Late Work: If you are sick the day an assignment is due, please have a friend or roommate drop the paper off in my mail box at the Speech Communication Main Office (110 Terrell Hall). Each day an assignment is overdue, 10% of the grade is deducted (this includes each day of a weekend). Overdue starts at the end of the class period the assignment is due. If you do not come to class on the due date, please make sure the secretary in the Speech Communication Main Office puts the time and date the assignment was received on the assignment before she puts it in my mailbox.
9. Research Requirement: As part of your participation in this class, you must satisfy a departmental research requirement. This requirement may be satisfied in one of three ways: (a) participation in a research project conducted by the Department of Speech Communication, (b) a summary and analysis of a communication research article, or (c) attendance at and a written analysis of a colloquium presentation at the Department of Speech Communication. For information about all three options, see the attached document titled: *The UGA Speech Communication Research Participation: Information for Students*. Failure to fulfill the research requirement will result in a grade of Incomplete (I) for this class. Note: You will need to complete a separate research project or paper for each Speech Communication class that requires or offers research participation.
10. Electronic submissions: No electronic submission of assignments or drafts will be accepted unless specifically required by the assignment sheet or previously discussed

with the instructor. There will be no exceptions to this rule. Including printer issues the day the assignment is due.

11. Receiving a Final Grade: Students must complete all exams, papers, and the research requirement to receive a passing grade.
12. Academic Honesty: “Academic honesty is – defined broadly and simply – the performance of all academic work without cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed” (From the Preamble to “A Culture of Honesty”). The University, the Department of Speech Communication, and I personally take academic honesty very seriously. Every student at the University of Georgia should be familiar with the booklet, “A Culture of Honesty: Policies and Procedures on Academic Dishonesty.” If you are not, please obtain one of these booklets and read it carefully. This document has a thorough presentation of four types of academic dishonesty including plagiarism, unauthorized assistance, lying/tampering, and theft, as well as the procedures that are in place to adjudicate alleged incidents of academic dishonesty. The policies and procedures described in “A Culture of Honesty” will be strictly followed. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.
13. Final Exam Policy: The final exam will be given at the assigned time per the official university schedule. The final exam will NOT be given early or at a different time unless changed by the university. There are no exceptions to this policy. Please mark your calendars and make your travel plans based on the final exam time noted below:

Thursday, July 2nd - 11:45 a.m. (same room)

14. Grievance Procedure: Occasionally, students are unsatisfied with some dimension of the course. If you have a concern at any time during the course, please come speak with me directly either during office hours, by appointment, or via email.

If you want to appeal a grade, the department policy is that you *must* make the grade appeal in writing to me. Prepare and submit a typed argument indicating what your specific appeal is and what grade you believe you deserved. You must have a legitimate argument for the grade change. **If the appeal is on a paper I reserve the right to take more points off the paper if the argument is not legitimate and more problems are detected.** Turn in the appeal before or after class, during office hours, or at a scheduled appointment within **one week** of the grade being returned. If you have employed these measures and are still dissatisfied, or feel that an appropriate resolution may not be reached by working with me, then I encourage you to contact the Basic Course Director Dr. Tina Harris at tmharris@uga.edu. She will also need a written grade appeal in order to help you.

Course Assignments:

Assignments:

Each student will complete the following assignments for a total of 600 points:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Paper 1	100 points
Paper 2	100 points
Class Activities/Pop Quizzes	100 points
Research Requirement	Required to Pass the Class

Exams:

Three examinations will be given throughout the semester with each counting for 100 points. Each examination may consist of a combination of true-false, multiple choice, and some essay format items. Exams cover material from lectures, the textbook, and additional readings posted on eLearningCommons. I do not lecture on all of the material in your text so make sure you have done the readings before exams.

Papers:

Two writing assignments will be required, each worth 100 points. Each will be based on a key communication concept or theory and will require you to build on that topic based on personal experience or examples of interpersonal interactions (i.e., movies, TV shows, witnessed events, ect.). Details will be provided later in the semester and both assignments can be found at the end of this document. The papers must be double spaced, typed and stapled. Each paper should have a title page and page numbers on each page.

Class Activities:

Throughout the semester, you will complete various class activities (including pop quizzes) that are worth a total of 100 points. These activities may involve individual or group assignments, may occur in or outside of class, and will vary in total point value. You will be informed if a class activity is being graded and the total points available for each assignment. Such activities will go toward your final course grade, and **cannot** be made up regardless of the reason for the absence.

Research Requirement:

As part of your participation in this class, you must satisfy a departmental research requirement. For information about the three options for completing the research requirement, see the attached document titled: *The UGA Speech Communication Research Participation: Information for Students*.

Please read and be aware of the choices you make. Failure to fulfill the research requirement will result in a grade of Incomplete (I) for this class. Note: You will need to complete a separate research project or paper for each Speech Communication class that requires or offers research participation.

Course Evaluation:

<u>Percentage</u>	<u>Grade</u>	<u>Points</u>
93-100 %	A	558-600
90-92%	A-	540-557
88-89 %	B+	528-539
83-87%	B	498-527
80-82%	B-	480-497
78-79 %	C+	468-479
73-77%	C	438-467
70-72%	C-	420-437
60-69%	D	360-419
59% and below	F	359 and below

A Note About Grades:

A = Work that is outstanding and exceeds all assignment requirements.

B = Work that is good in most areas and exceeds some assignment requirements.

C = Work that is average and that generally meets the minimum expectations of the assignment.

D = Work that does not sufficiently meet all of the minimum expectations of the assignment.

F = Work that fails to meet any of the assignment requirements.

Additional Information:

The Basic Course Director's Policy in Speech Communication is that no extra credit is allowed. Therefore, I cannot give extra credit to anyone.

Also note, according to the +/- system a C- is not considered passing.

Finally, it is your responsibility to keep all tests, papers, quizzes and activities until final grades are posted. This is necessary for any grade disputes.

Tentative Course Schedule

NOTE: Students are responsible for the assigned readings on the assigned day. Pop quizzes on assigned readings will occur over the duration of the course. The course syllabus is a general plan; deviations announced to the class by the instructor may be necessary.

<u>Days</u>	<u>Lecture</u>	<u>Topics</u>	<u>Readings & Assignments Due</u>
June 5		Introduction to Course, Syllabus, and Interpersonal Communication	
June 8		Interpersonal Communication & Technology	Ch. 1 & Ch. 11
June 9		Perception Drop Period Ends	Ch. 2
June 10		Self-Disclosure	Ch. 8
June 11		Culture & Identity	Ch. 3
June 12		Exam 1 Writing Techniques/APA Citation	
June 15		Privilege	eLearningCommons Readings
June 16		Nonverbal Communication	Ch. 5
June 17		Verbal Communication	Ch. 4
June 18		Listening	Ch. 6
June 19		Exam 2 In-Class Writing Time	
June 22		Paper 1 Due Close Relationships Withdrawal Deadline	Ch. 10
June 23		Close Relationships	Ch. 10
June 24		Emotion	Ch. 7 & eLearningCommons Readings
June 25		Conflict	Ch. 9
June 26		Film	
June 29		Paper 2 Due Film Discussion – IP concept & theory application	
June 30		Teams & Leadership in Groups	eLearningCommons Readings
July 1		Evaluations & Review Last Day of Class	
July 2		Final Exam 11:45 a.m., 100 Old College	

Speech Communication 1500
Bigby, Summer 2009

Essay Assignment #1: Self-Concept

DUE: Monday, June 22nd (by the beginning of class)

Length: 3-5 pages

Purpose: Students will have the opportunity to ponder and explore important aspects of their 'self'. Considering the roles, values, ect. that are most important to you will help you not only understand your communication, but improve it. This assignment also provides students an opportunity to demonstrate understanding of course concepts and apply a communication theory to a personal situation.

Assignment

Description: In this paper, you will explore the nature and development of your self-concept. Start by defining the unique elements/components of your self-concept (i.e., what components or characteristics of your 'self' is most important to you). Why do you believe these elements/components are so unique? How did you learn or come to incorporate these into your self-concept? Which one(s) are most important to your definition of self?

Analysis: Explain (in detail) a time when interpersonal communication failed/did not go well. Why do think it did not go well? How could your self-concept (at the time of the interaction) have made the interaction difficult? Apply one of the perceptual theories (*identity management theory, implicit personality theory, or attribution theory*) to the situation to explain what may have happened. At the very minimum, you must discuss all components of the theory covered in lecture and the textbook. Be sure to make a solid argument for the theory you choose and explain how it is applied.

Paper Structure:

- I. Introduction: Give a preview of your paper and provide a thesis statement. What are you going to discuss in this paper?
- II. Body: First, answer all the questions in the Description section of the assignment. Next, address all the questions in the Analysis section of the assignment. Be sure to include transitions between thoughts/ideas and paragraphs.
- III. Conclusion: Review your thesis statement and the main points you made in the body of the paper.

Grading Criteria:

This paper is worth 100 points of your final grade. The points are distributed as follows:

Completeness: Do you address both parts posed? Did you follow all directions? (10 points)

Organization: Is your paper structured (i.e., paragraphs) in a way that makes sense and is easy to follow? Do you have an introduction and conclusion? Do you transition? (10 points)

Evidence: Do you give a **specific personal example** to illustrate the argument of your paper? (10 points)

Summary of Theory: Do you provide an explanation of all of the theories components? (20 points)

Application of Theory: Do you correctly apply the theory? Do you apply all appropriate components of the theory to your situation? (20 points)

Logic: Are your conclusions supported by the evidence you provide? (10 points)

References: Are references cited and in correct APA format? See <http://www.libs.uga.edu/ref/apastyle.html> and the document posted on eLearningCommons for an explanation of APA citation and examples. (20 points)

**Proper Grammatical Structure/Spelling:* One point, up to a total of 10% of the paper, will be deducted for each typographical, grammatical, or spelling error found. If you need help with grammar and style, you should visit one of the writing centers on campus.

Papers should have 1” margins and follow all guidelines in the syllabus (under Papers). Papers that do not conform to the guidelines specified in the course syllabus will not be graded. Additionally, papers that do not meet the minimum page limit or exceed the maximum page limit will receive a 10 point deduction.

For this assignment, you will have an opportunity to work on your draft during class. I strongly recommend you make good use of this time by not only coming prepared to write, but also by asking me questions and showing me a section(s) of your paper. Please note: Merely addressing comments made about a draft does not ensure an ‘A’ paper.

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Biggsby, Summer 2009

Essay Assignment #2: Film

DUE: Monday, June 29th (by the beginning of class)

Length: 4-6 pages

Purpose: This paper affords students the opportunity to analyze a film using the information covered in this course. Students will view the film *You've Got Mail* in class and analyze the communicative behaviors of the characters in the film using concepts learned this semester. The purpose of the paper is to allow students to demonstrate comprehensive understanding of course concepts. Although the entire class will watch the movie together, this assignment is an individual activity.

Assignment

Each paper will consist of three components. Each component will require you to focus on one specific concept in this course. The options for each component are below:

Component One

- Analyze the perception one character has of another using the Johari Window
- Discuss the stereotypes one character has of another
- Discuss the co-cultures presented in the film

Component Two

- Examine one type of nonverbal behavior (i.e., kinesics) of one character
- Examine one verbal behavior of one character
- Analyze the listening habits of one character

Component Three

- Analyze any romantic relationship using a relational theory (Ch. 10)
- Discuss the role of technology in the main dyad
- Examine the role of emotion in the life of one character

Guidelines:

Select one concept from each of these three components and narrow your focus. For example, if you choose to analyze a romantic relationship using a relational theory, select the relational theory (i.e., attachment theory) and the dyad. Each concept listed on this handout is too broad for your paper and I expect that you will narrow your topic considerably.

Your paper should demonstrate that you have a clear understanding of each of the three concepts you choose. Further, your paper should demonstrate that you understand how to apply these concepts to "real" relationships and the significance of these concepts in human interaction. That is to say, you need to show me that you (a) understand course material and (b) can use this material to analyze human interaction. Please keep in mind that this is a course in interpersonal communication, and as such, I am interested in your understanding of *communication* behaviors.

Your paper should be well written, with an introduction and conclusion that tie all three components together. You need a clear thesis statement, preview, and transitions. In-text citation of reference material is required. However, as you may NOT reference any material other than the course readings and your notes, a reference page is not necessary for this assignment. All other syllabus standards apply.

Drafts:

Because this essay asks you to select and focus on several course concepts and their application, I will not be able to read drafts. If you would like to discuss your essay with me, you must set-up a meeting with me so we can discuss it face-to-face. Please come to this meeting prepared to ask specific questions (i.e., do not just hand me your draft to read). If you need help with grammar and style, you should visit one of the writing centers on campus.

Grading Criteria:

This essay is worth 100 points of your final grade, distributed as follows:

Clarity (10 points): Does your paper make sense? Is it organized/structured in a way that is easy to understand and follow? Do you have an introduction and conclusion?

Completeness (10 points): Do you address all parts of the assignment? Did you follow all directions?

Explanation of Concepts (30 points): Do you provide an explanation of each concept discussed?

Application of Theory (30 points): Do you correctly apply the concept? Do you apply all appropriate parts of the concept to your situation?

Argument (10 points): Do you make an argument(s)? Do you include support/evidence for your argument(s)?

References (10 points): Are references cited and in correct APA format? See eLearningCommons and <http://libs.uga.edu/ref/apastyle.html> for citation examples.

**Proper Grammatical Structure/Spelling:* One point, up to a total of 10% of the total points, will be deducted for each typographical, grammatical, or spelling error.

Papers should have 1” margins and follow all guidelines in the syllabus (under Papers). Papers that do not conform to the guidelines specified in the course syllabus will not be graded. Additionally, papers that do not meet the minimum page limit or exceed the maximum page limit will receive a 10 point deduction.