

COMM 2110

Summer 2018

When & Where

T/H 10:15-11:45am
LNCO 2120

Instructor

Jeremy Freed
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Office Hours

If you would like to meet outside of class, please send me an email to schedule a time.

I also will be available for approximately 15 minutes before and after each class.

Prerequisites

This course has no pre-requisites.

This course fulfills one Social/Behavioral Science Exploration (BF) requirement



Introduction to Interpersonal Communication

Course Materials

Required:

Wood, J. T. (2016). *Interpersonal communication: Everyday encounters (8th ed.)*. Boston, MA: Cengage Learning.

This book is on reserve at the Marriott Library and can be checked out for 2 hours at a time.

Copies are also available at the University Bookstore.

Other materials will be available from the course website in weekly modules.

Course Website

We will augment our course using Canvas (<https://utah.instructure.com/courses/497531>) for a variety of purposes including readings and turning in assessments. When you get to the Canvas home page, begin with "Start Here."

Time Commitment

This is a 3-credit course. Per [U of U policy 6-100-III-B](#), you should expect to allocate approximately 9 hours of your time per week on this course (3 in class/6 out of class).

Course Overview

Welcome to Introduction to Interpersonal Communication. We will learn the vocabulary of the cognitive, relational, and cultural processes that are interconnected with interpersonal communication practices. Specifically, we will learn to identify, analyze, and apply a breadth of theories, concepts, and skills of interpersonal communication to personal relationships.

Learning Objectives

By the end of this course you will be able to

- ...explain interpersonal communication theories, perspectives, principles, and concepts
- ...discuss how perceptions, identities, and relationships are created through communication and how contexts, situations, and barriers impede communication self-efficacy
- ...use theories of interpersonal communication to articulate your own cultural standpoint and how it affects communication and world view
- ...synthesize communication theories, perspectives, principles, and concepts. Specifically, you will choose three theoretical concepts and design a project that reflects how those concepts interrelate in explaining why characters from a popular media artifact interact in their personal relationships

Learning Connections

A key component of this course is making connections between various aspects and problems found in interpersonal communication. We will use various tools including, readings, scholarly research and writing, media examples, lectures, activities, and class discussion in both small and large groups to help recognize these connections.

Content Accommodation

We will use many different media examples to analyze interpersonal communication concepts. Each of you will individually select specific media to analyze as part of your final projects. Since popular media may, and often does, contain offensive material beyond my control, I abide by the University policy for content accommodation. Specifically, I will only grant a content accommodation through the University accommodation policy process after a student has adequately articulated how exposure to course content places a burden on sincerely-held core belief. Per University policy, I recommend you consider dropping a course rather than seeking an accommodation. Please review the content accommodations policy at

<http://regulations.utah.edu/academics/6-100.php>.

NOTE: This syllabus is an outline and guide, not an EULA for the course. Please note that I may modify it with reasonable notice to you. I may also modify the schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Your Job

I expect you to...

- Complete all readings before class begins and come prepared to engage in discussions of the material
- Use respectful verbal and non-verbal responses to other students (i.e., avoid eye-rolling)
- Use “I” language rather than “you” language (i.e., “I feel” not “You made me feel”)
- Avoid sexist, racist, etc. types of language and keep swearing to a minimum
- Avoid bullying tactics such as repeating specific students’ comments in order to mock them

Grading

Your final grade will depend on the amount and quality of work you complete during the semester.

We have a number of graded assessments:

Assignment	Possible Points	Percent of Grade
Attendance	10	10
Participation	15	15
Leading Discussion	10	10
Reflective Writing	10	10
Final Project Phase I (proposal)	10	10
Final Project Phase II (presentation)	15	15
Final Project Phase III (complete project)	30	30
Total	100	100

Grading Scale

A	93-100	C	73-75
A-	90-92	C-	70-72
B+	87-89	D+	66-69
B	83-86	D	63-65
B-	80-82	D-	60-62
C+	76-79	E	Below 60

24/7 Dispute Policy

I am open to discussing your grades, but keep in mind that grading is based on specific criteria included in assignment descriptions. If criteria was not met, then disputing a grade will not likely result in a change.

If you want to discuss your grade, you should:

- Wait 24 hours (time to cool off).
- E-mail me with a detailed explanation of the issue. This means writing a persuasive argument backed by evidence that the grade was in error.
- Schedule a meeting with me to discuss.

You must send the e-mail within 7 calendar days of receiving the grade. No dispute requests will be reviewed if I receive the request more than 7 calendar days after grade distribution.

My Job

You should expect me to...

- Be available before and after class to answer questions, as well as via email, Canvas, and appointment.
- Arrive prepared to facilitate discussion of the readings and guide you to learning outcomes
- Reply to email promptly
- Ensure the class is a respectful place for critical discussion
- Be respectful and model positive interpersonal and intergroup communication

Late Work

I will not accept late work or allow missed assignments to be made up except in the case of documented illnesses, emergencies, or university-sanctioned events, be sure to turn in any assignments before their due date via Canvas. It is better to turn in an incomplete assignment and earn partial credit than to miss an assignment and earn no credit.

Successful Reading

Some of the readings will be challenging in terms of vocabulary and argument. Do your best to complete the readings prior to class. Read carefully, take notes, and write down questions you have about the readings so that we can discuss those questions in class.

Research in learning has demonstrated that taking notes on a separate piece of paper, in addition to highlighting the text, improves your retention of information in the long-term.

- Underline, highlight, and/or star important points on the reading itself (not recommended for rentals or borrowed texts)
- Mark unfamiliar words, look up the definition, and write the definitions in the text and/or in your notes
- As you read, try and paraphrase, or restate in your own words, key concepts from the reading in your notes
- You do not need to read every single word on a page. Focus on looking for key concepts and then try and make connections between the concepts, between the concepts and a media example, or between the concepts and your own experiences (we will practice making these connections in class)

Course Calendar

May 15: Course introduction
May 17: Wood Intro/Chapter 1
May 22: Wood Chapter 2
May 24: Wood Chapter 3
May 29: Wood Chapter 4
May 31: Wood Chapter 5
June 5: Wood Chapter 6
June 7: Wood Chapter 7
June 12: Wood Chapter 8
June 14: Wood Chapter 9
June 19: Wood Chapter 10
June 21: Wood Chapter 11
June 26: Wood Chapter 12
June 28: Allen
July 3: No class – Independence Day holiday
July 5: No class – Independence Day holiday
July 10: Guthrie & Kunkel; Spitzberg & Cupach
July 12: Kaye, Wall, & Malone; Konnikova
July 17: Phase II presentations
July 19: Phase II presentations
July 24: No class – Pioneer Day holiday

Assignment Descriptions

➤ Attendance

I structure this course to include many active learning components. Active learning requires you to be present. Attendance is mandatory and will be recorded at the beginning of the class.

However, sometimes life happens. I do not count 3 “free” unexcused absences during the semester against your grade. Per University policy 6-100(III), section O., “students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics), or government obligations (e.g., military or jury duty), or religious obligations...shall be permitted to make up both assignments and examinations.” Therefore, absences due to documented university activities, government obligations, or religious obligations will not count against the 3 “free” unexcused absences. However, ***you are responsible for communicating such absences in writing to me prior to the absence and will require make-up work.***

Absences beyond the 3 “free” will result in 1 point deducted from your attendance grade per absence.

The best way to succeed in this course is to attend every class meeting during the semester.

➤ Participation

Having your body in a desk does not necessarily mean you are engaged with the class. As this class deals with interpersonal communication skills, I want each of you to come ready to participate and engage other students.

Participation will be assessed through the following components:

- Quality participation in small group activities
- Quality participation in full-class activities
- Mindful, active listening

My Job

You should expect me to...

- Be available before and after class to answer questions, as well as via email, Canvas, and appointment.
- Arrive prepared to facilitate discussion of the weekly readings and guide you to learning outcomes
- Reply to email promptly
- Ensure the class is a respectful place for critical discussion
- Be respectful and model positive interpersonal and intergroup communication

Assignment Descriptions, cont.

- Respectful behavior towards classmates
- Minimizing distractions (i.e., do not surf the web/check social media during class)
- Keeping a journal of in-class reflective writings (I will ask to read your journals periodically)

➤ Leading Discussion

One of the best ways to learn is to explain a concept to others. In that spirit, everyone will sign up to lead one discussion of a particular topic from our readings. As a discussion leader, you are not responsible for being an all-knowing expert. Rather, you will be responsible for:

- Giving a very brief (~5 minutes or less) explanation of the topic (i.e., “Mindful listening means to...”)
- Develop 3-5 discussion questions about that topic
- Facilitate discussion of the topic (i.e., encouraging others to speak, acknowledging good points, raising additional questions, etc.).

Student-lead discussions should last approximately 15-30 minutes.

Discussion leading will begin with Week 2 in the course (starting with Wood Chapter 2). I will post a Doodle Poll link on Canvas during the first week of class where you can sign up to lead discussions.

If we have more students enrolled than discussions, we may end up with multiple discussion leaders for a topic.

➤ Reflective Writing

Four times this semester, you will complete a short reflective writing assignment (250-350 words) and submit via Canvas.

Assignment Descriptions, cont.

When writing these reflective writings, you will briefly synthesize 2 concepts from the readings and write about how this conceptual synthesis helps explain a situation from your life.

You may choose any 2 concepts or theories from the readings.

Synthesis means putting together: you will consider how these concepts work together in helping us better understand one facet of interpersonal communication. For example, you might take Buber's I-it, I-you, I-thou concept and fundamental attribution error and consider how these work together to explain a situation that you have experienced.

➤ Final Project

You will put together a final project for the course where you use a variety of skills we will practice over the semester to analyze a particular relationship in popular media.

Your final project will demonstrate that you can synthesize theoretical concepts successfully, apply critical analysis to media representations of relationships, and design a project that reflects how those concepts interrelate in explaining why the characters from a specific popular media artefact interact in their interpersonal relationships.

There are three distinct phases to this final project:

➤ Final Project – Phase I

You will select a popular media artefact that represents friendships, romantic relationships, or family relationships. There are many possibilities for each type of interpersonal relationship and some artefacts will represent more than one relationship type (i.e., Friends).

Assignment Descriptions, cont.

You will also select at least three interpersonal relationship concepts or theories from our readings that you will use to analyze your artefact.

You will submit a short (300-500 word) justification for why these concepts of theories are well-suited for analyzing your artefact.

➤ Final Project – Phase II

You will put together an in-class presentation where you will explain how your concepts/theories relate to each other and combine to provide a useful framework for analyzing your chosen artefact's relationship(s).

- You can choose whatever presentation style or format you prefer. **Please discuss your format with me prior to starting phase II.**
- You will draw from our course readings **AND** locate at least four additional scholarly sources that expand, refine, or develop the concepts/theories you are using to support your analysis.
- Your presentation should last at least 10 minutes, and not more than 15 minutes.
- I will provide verbal feedback after your presentation to help you refine your synthesis and analysis in order to improve your project for Phase III.

➤ Final Project – Phase III

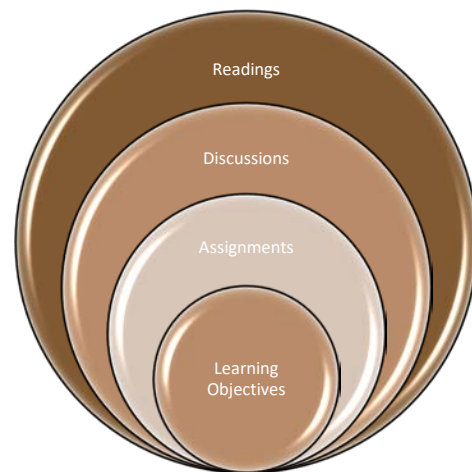
You will take feedback into account and produce a final analytical project.

- This can be an analytical paper (6-8 pages) or creative analytical media project (~15 minutes long).
- If you choose the creative option, you must discuss your project idea with me at least 2 weeks prior to the in-class presentation for Phase II.
- Some possibilities might include a podcast, or a mixed-media product (intermixing film, photographs, and text).

Assignment Descriptions, cont.

- For any creative option format, the standard of academic rigor will be the same as for an analytical paper (i.e., must be grounded in interpersonal relationship theories or concepts, must include references to scholarship beyond the assigned course readings, and must demonstrate synthesis of theories/concepts as they relate to analyzing the relationship in your chosen media artefact.

Course Concept Map



University Policies

The following University policies apply to this course:

➤ **The Americans with Disabilities Act**

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

➤ **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police,

contact the Department of Public Safety, 801-585-2677(COPS).

➤ **Drop/Withdrawal**

The last day to drop is Friday, January 19th. Students may add or drop any course in a regular 15-week University semester without penalty through this date. After January 19th, 2018, you may withdraw from the course before Friday, March 2nd without permission, but a "W" will be recorded on your academic record and applicable tuition and fees will be assessed.

University Policies – cont.

➤ Academic Code of Conduct

<http://regulations.utah.edu/academics/6-400.php>. You are responsible for reading, understanding, and following the Academic Code of Conduct. A major component of the

Academic Code of Conduct is plagiarism. **All work submitted for this course must be original work, must**

incorporate appropriate citations of others' work, and must not have been previously submitted for credit in another course. Submitting work that was used for previous courses, representing material prepared as another as one's own,

unacknowledged use or incorporation of any other person's work in, or as a basis for, one's work,

and falsifying data are all forms of academic

misconduct. Also, you may not submit work for this course simultaneously for a different course without prior approval from both instructors. I

have elected to use a plagiarism detection service (Turn It In) in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

➤ Accommodation Policy

<http://regulations.utah.edu/academics/6-100.php>

(Section III.Q). I want you to consider this course intellectually and personally challenging. We will be reading and engaging with material that may contain expletives, difficult cultural and social conversations, as well as a wide variety of ethical and moral stances. Some of this is a byproduct of the subculture we will be engaging with. The university does not grant content accommodations for personal disagreement with ideas, theories, or their implications. If your sincerely-held core beliefs are in such conflict with course material that you feel that you require a content

University Policies – cont.

accommodation, I strongly suggest that you drop the course before the last day to drop courses.

I will not grant content accommodations. This is not a capricious decision. I selected materials based on specific pedagogical goals. Also, the gaming community, including scholars, has a history of rough edges and controversy.

➤ Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural, etc., can interfere with a students' ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or (801) 581-7776.

➤ Student Names & Personal Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

also let me know if you need any additional support in this class for any reason.

University Policies – cont.

➤ LGBT Resource Center

The University of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Olpin Union Building. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

➤ Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include the Writing Center (<http://writingcenter.utah.edu/>), the Writing Program (<http://writing-program.utah.edu/>), and the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

➤ Veterans Center

If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. The Veterans Support Center hours are M-F 8am-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please