

Fall 2019

COMM 2110 – 070: Introduction to Interpersonal Communication

Syllabus

Learning Objectives

By the end of this course, you can expect to:

Identify interpersonal communication theories, perspectives, principles, and concepts.



Describe how interpersonal communication impacts your cultural standpoint, communication, and world view.



Discover how perceptions, identities, and relationships are created through communication, and how contexts and situations can be barriers to communicating.



Select an existing interpersonal communication theory and **criticize** that theory by identifying strengths, weaknesses, and areas for improvement.



Explain how interpersonal communication theory is demonstrated by popular media relationships and **decide** how the relationship could be improved.



Jeremy Freed

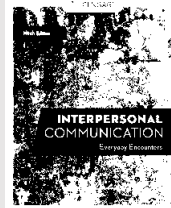
Office Hours:

By appointment

Email:

Jeremy.freed@utah.edu

REQUIRED MATERIALS

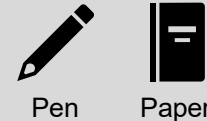


Wood, Julia. (2020). *Interpersonal communication: Everyday Encounters* (9th edition; digital version). Boston, MA: Cengage Learning.



Access to campus information system (CIS) + canvas

Other readings on Canvas



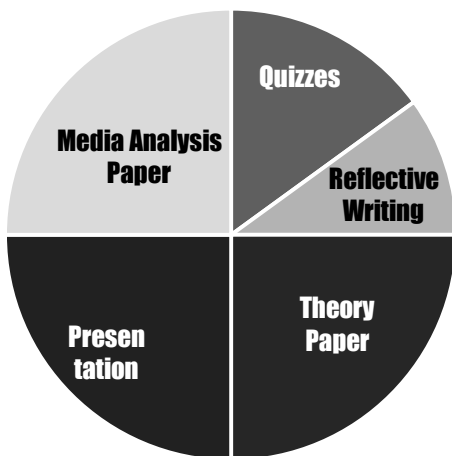
Pen

Paper

Course Info

Prerequisites:	None
GE Fulfillment:	Social/Behavioral Science (BF)
Credit Hours:	3
Time/Place:	Monday 6:00-8:45pm SANDY 110
Course Description:	Communication processes underlying formation, maintenance, and termination of interpersonal relationships.

Assignments



Grading

Grade	Percent	Explanation
A	93+	Excellent performance, superior achievement
A-	90-92	
B+	87-89	
B	83-86	Good performance, substantial achievement
B-	80-82	
C+	77-79	
C	73-76	Standard performance and achievement
C-	70-72	
D+	67-69	
D	65-66	Substandard performance, marginal achievement
D-	61-64	
E	< 60	Unsatisfactory performance and achievement

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Expectations



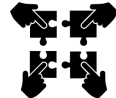
I do not provide content accommodations. Popular media may, and often does, contain material that may be offensive. If you believe this course will place an undue burden on your sincerely-held core beliefs, I recommend dropping the course.



Respect your peers. Use “I” language not “you” language. Avoid denigrating language. Avoid bullying tactics.



Read course material **before** coming to class. Come prepared to discuss the material.



I will facilitate discussions of materials and guide you toward completing course objectives.



Turn in assignments on time. **Late assignments will not be accepted.**



I will reply to emails promptly. I will return assignments promptly.

Assignments



Quizzes

Due: **Before class starts.** See schedule.
Value: 15 points (1.5 points each)
Quizzes are located on the course Canvas site. Each quiz will briefly review the assigned readings for that class.



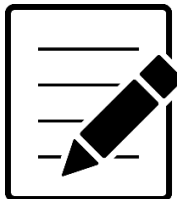
Reflective Writings

Due: As assigned in class.
Value: 10 points (1 point each)
Reflective writing assignments are unannounced, in-class writings, where you will reflect on how a particular interpersonal communication concept has impacted your life. Reflective writings **cannot be made up if missed.**



Theory Paper

Due: September 30
Value: 25 points
You will select a theory or concept related to interpersonal communication. You will analyze that theory in-depth, research the conversation scholars are having about that theory, and determine how you would improve or build the theory to make it more useful. For a detailed description and rubric, see the course Canvas site. You **may revise and resubmit this paper once.**



Media Analysis Paper

Due: November 4
Value: 25 points
You will select a representation of an interpersonal relationship(s) from popular media (i.e., television, movies) and analyze that relationship through one of the theoretical frameworks from the course materials. You will then write an argumentative paper where you articulate how the relationship could be improved. For a detailed description and rubric, see the course Canvas site. **You may revise and resubmit this paper once.**



Presentation

Due: November 25/December 2
Value: 25 points
You will create a project to present your research from the media analysis paper in class. See course Canvas site for detailed description and rubric. Your project **will be presented in class.**

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Syllabus

Schedule

August 19	Classes Begin	October 14	Read Wood Chapter 7 <u>Quiz due</u>
August 26	Read Wood Chapters 1-2 <u>Quiz due</u>	October 21	Read Wood Chapter 8 and Bugeja (2018) <u>Quiz due</u>
September 2	NO CLASS – LABOR DAY	October 28	Read Wood Chapter 9 and Spitzberg & Cupach (2007) <u>Quiz due</u>
September 9	Read Wood Chapter 3 and Allen (2011) <u>Quiz due</u>	November 4	Read Wood Chapter 10 and Konnikova (2016) <u>Quiz due</u> Media Analysis Paper due
September 16	Read Wood Chapter 4 and Barthes (1972) <u>Quiz due</u>	November 11	Read Wood Chapter 11 and Guthrie & Kunkel (2013) <u>Quiz due</u>
September 23	Read Wood Chapter 5 and Kaye et al (2016) <u>Quiz due</u>	November 18	Read Wood Chapter 12 <u>Quiz due</u>
September 30	Read Wood Chapter 6 and Cline (2013) Theory Paper due	November 25	Research presentations
October 7	NO CLASS – FALL BREAK	December 2	Research presentations

Revised/Resubmitted Media Analysis Papers Due: December 9th

Course Policies

Teaching and learning methods:

We will use a mixture of lecture to reinforce and clarify course concepts, discussion to elaborate and explore concepts, and case-study to practice analyzing visual media.

Attendance:

The University expects regular attendance at all class meetings. If you must miss class due to participation in a university sanctioned activity, you must inform me prior to missing class. If you must miss class due to an emergency or serious illness, you must inform me as soon as possible.

Check our course Canvas site at least Weekly. <https://utah.instructure.com/courses/575782>



University Policies

Academic Misconduct



A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another commit an act of academic misconduct.
For more information on academic misconduct, see the Code of Student Rights and Responsibilities (regulations.utah.edu/academics/6-400.php)

Plagiarism Software

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

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 Services, 162 Olpin Union Building, (801) 581-5020. CDS 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 Services.



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).

Diversity/Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Student Names and 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, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's 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.



Veteran's Center

If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. 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 also let me know if you need any additional support in this class for any reason.



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/>); 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.

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.



Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements