

COMM 2110-001: Intro to Interpersonal Communication (3 Credits, Fulfills “BF” GE Requirement)

Instructor: Dominic Walker-Pecoraro, MA
Classroom: Gardner Commons (GC) 1770
Modality: Hybrid
Class Time: Tu 9:10-10:30 a.m.

Office Location: Kahlert Village 1325
Office Hours: MoWe 10:30-11:30 a.m. or by appt*
Email: D.Walker-Pecoraro@Honors.Utah.Edu
 *Please contact me if you'd like to meet via MS Teams

CANVAS:

This course utilizes Canvas online services. You may communicate with me via Canvas or Umail. You must have reliable internet connection and log in to our Canvas course regularly to do well in this course.

Course Description

The purpose of this course is to *learn the vocabulary* of the cognitive, relational, and cultural processes that are interconnected with interpersonal communication practices. Specifically, this course is designed to develop students' ability to identify, analyze, and apply a breadth of theories, concepts, and skills of interpersonal communication to personal relationships. The course examines and problematizes interpersonal communication in our everyday lives by utilizing various tools including readings, scholarly research and writing, media examples, lectures, activities, and class discussion in both small and large groups.

Course Outcomes

Articulate a breadth of theories, concepts, and content areas relevant to the study of interpersonal communication. Apply theories and concepts of interpersonal communication to everyday life. Understand how perceptions, identities, and relationships are constituted (or created) in communication. Explore the way culture, group membership, gender, identity, difference, and media shape and are shaped by interpersonal communication. Develop skills related to language, nonverbal communication, listening, emotion, and conflict in interpersonal communication contexts. Compare and contrast interpersonal communication across the contexts of friendships, professional relationships, romantic relationships, and family relationships.

APPROACH:

To the extent that I am able, I will create a learning environment in which students get to know one another and interact with classmates and the material. This is a hybrid course, so a component of course material and content will be delivered and assessed in person. Please note, that this course is not “at your own pace.” If you find that you are falling behind in the course, please contact me as soon as possible so we can discuss whether continuing the course is the best choice for you.

TEXTBOOK/REQUIRED READINGS/AUDIO/VISUAL:

Wood, J. T. (2018). *Interpersonal communication: Everyday encounters* (9th ed.). Boston, MA: Cengage Learning.

Additional research articles posted and made available on Canvas

Course Policies

Class attendance & Make-Up Work:

Because class attendance and course grade are demonstrably and positively related, the University expects students to actively contribute and participate in courses in which they are enrolled. Your in-person attendance and participation are important to advancing the growth of the culture of the class as well as your own personal communication skills. This course is based on an understanding that your knowledge and ability in communicating with others will naturally grow by actively engaging in communicative activities, discussions, and exercises. Consequently, course attendance, engagement, and participation affect one's course grade. Grades are structured to give you points for attending and participating in various types of classroom activities. Engagement is a part of your final grade for this course. Please see the point-scheme for the course below, as well as the course's policy on schedule accommodations.

If you miss assignments due to an extraordinary circumstance or emergency, please contact me ASAP to arrange making up assignments. I will only consider allowing make-up assignments in a documented circumstance, and you must furnish this documentation within 7 days of your missed assignments.

Work Submitted to Canvas:

Please note that work should be submitted to Canvas by the deadline announced on Canvas and/or listed in the syllabus. Work submitted to Canvas must be submitted before the deadline in a Word doc(x) or pdf format unless otherwise announced or noted. Do not submit Google doc links, notes, or pages documents. If an assignment is not submitted by the deadline in the appropriate format, it is subject to late work penalties up to you forfeiting any and all credit for the assignment. All work submitted via Canvas **should** be formatted in APA style. **Once an assignment is graded in Canvas, you may not resubmit the assignment. The originally assigned grade will stand.**

Late Work & Extensions:

I do **not** accept late work (but please see the next paragraph for caveats). Adhering to deadlines through proper time management is an important skill that is positively correlated with professional and academic success. Assignments are to be submitted via Canvas by 11:59pm (unless otherwise specified) on the assigned due date. Assignments submitted after the due date and time will not be accepted or graded.

I understand that life events occur throughout the semester, so I will allow **three** penalty-free 24-hour extensions on a written assignment. You do not need to let me know *why* you are using the extension, but you need to tell me (via email) **before** the deadline for the assignment that you are using the extension. Otherwise, your assignment will still be marked late. This extension does not apply to any exams. Use these extensions for more casual circumstances (i.e. you wanted to go camping or you had a lot of other assignments you wanted to finish first).

Extra Credit:

I will provide the equivalent of 3% of extra credit toward your final grade during the course. You should take advantage of any and all extra credit opportunities made available. I do not and will not make individual forms of extra credit available.

Grade Question and Concerns:

If you have any questions about posted grades, you are able to discuss them with me between 24 hours and 10 days of the time that the grade post-date in Canvas. I will discuss grades with you during office hours or by appointment, so I will not answer questions via email or in the classroom. Grades will not be changed after 10 days unless there is a system or clerical error.

Course Policy on Academic Integrity/(Dis)Honesty:

Given the nature of a media writing course, it's particularly important for students to understand what constitutes **plagiarism**. Plagiarism is the intentional or unintentional representation of another person's ideas or words as your own. It is plagiarism to:

- Turn in any portion of someone else's work as your own
- Use any portion of a "file" from a previous assignment and submit it as your original work
- Take passages from someone's work (published or unpublished) and include it in an assignment without citing the original author and using quotation marks
- Copy (word-for-word, or with some words changed or rearranged) another person's work without using quotation marks and appropriate citation
- Knowingly allow another student to use your work as their own
- Work with another student at the University of Utah or elsewhere to essentially create one assignment, with each student submitting a version of it in their own class.
- Use **your own work** (**self-plagiarism**) from a different class (i.e. a paper you wrote for an English course), a different section, or different assignment and submit it as original work for this section of this course.

- Use all or part of other work you have previously written. Consult your instructor if you have questions about how to properly approach a topic/assignment for this course that you've done before.

This list is not an exhaustive, but it hopefully gives you some concrete examples of what plagiarism means. All students are required to upload their major written assignments (including outlines and papers) electronically to Canvas, where it will be run through text matching software. Failure to do so may result in a substantially reduced grade on the assignment or failure for the course. All material submitted for evaluation must be the original work of the student and be produced in the current semester. It is a form of academic misconduct to submit all or part of any assignment written for another course, a previous semester of COMM 2110, or competition for a grade in COMM 2110 without your instructor's knowledge and permission, which includes all work produced as a high school student or used in high school competition.

If you are in doubt about whether an activity violates the academic integrity policy, it is your responsibility to ask your instructor ahead of time.

Netiquette Requirements:

You should adhere to the following e-mail guidelines. **You must email me from your university Umail account. I cannot discuss the course and your grades with external emails addresses (Gmail, Yahoo, etc.).** If your e-mail does not adhere to these guidelines, I will send a reply asking you to review the guidelines and will not provide a respond to your question or concern until the guidelines are followed.

- The e-mail subject line should include COMM 2110-001 and refer to what you will be discussing.
- The e-mail must include a salutation. "Dominic," is an appropriate salutation for this class.
- You will need to use correct grammar/spelling/capitalization in your e-mails.
- All e-mails need to be signed

I will reply to emails sent Monday-Thursday in 24 hours, and within 48 hours for emails sent Friday-Sunday.

Teaching & Learning Philosophy:

I believe that everyone comes to a class with their own personal experiences and opinions – no one is a blank slate. That being said, I encourage you to tap into your own experiences to stimulate and inspire your composition and participation in the course. Please be mindful of other individuals' identities and beliefs. Communication that harmfully threatens another physically, socially, mentally, or emotionally will not be tolerated. I value open communication, and I will clearly state my expectations while discussing guidelines for assignments and class engagement. I practice this philosophy not to be rigid or make the course seem difficult. Rather, I want you to know the expectations in order for you to succeed and achieve in the course.

COURSE ASSIGNMENTS

Canvas Coursework:

Canvas Coursework will open on Tuesdays after class and close at 11:59 p.m. the following Monday. These assignments may include fieldwork or engagement assignments related to what we are learning in class. **Ten** of these assignments will count toward your final grade in the course. All other (non)attempts will be dropped.

Engagement Assertions:

Participation in course discussion is integral and vital to the success of our class; thus, you should come prepared to each class period having read all assigned readings and taken notes. Contributions to course discussion should move the conversation forward, ask probing questions, add new thoughts/standpoints, and challenge ideas. I will keep track of engagement throughout the semester, but it is your responsibility to ensure that you are positively contributing to discussion and our class culture. In this course, you may engage in discussion of different viewpoints, but all discussion should be respectful, educated, and informed.

For the engagement assertion, you will argue a grade A-D (+/-) for your own engagement throughout the semester. You will share examples of how you were prepared for class and contributed to discussion. Consider all items in the above paragraph when completing your assertion assignment. Your write-up should be at

least 300 words and formatted in APA style. If your argument aligns with my observations throughout the course, I will honor your assessed grade.

You will complete two engagement assertions during the course: one at the midpoint of the course and one at the end of the course.

Major Assessments:

There will be five major assessments in the course: three unit exams and two papers. At the end of the semester, I will drop one of your five major assessments. The dropped assessment will be your lowest score, which may be your lowest score or a non-attempt. Only four of the five will be utilized in your final grade calculation; the lowest score of the fifth assessment will not be counted under any circumstance.

Exams:

Three exams will be given online. Prepare to do more than memorize facts – you will also be asked to apply what you’ve learned, make judgments, critically evaluate ideas, and draw conclusions. Exams will be administered via Canvas and will be timed. If you experience any technical difficulties, you must let me know ASAP; otherwise, I may not reset your exam. Exams will not be given early or after the due date. I do **not** require the use of lockdown browsers and/or proctoring for exams. Exams in the course are open-note and open-book; however, you must still study as you will likely run out of time if you must reference your resources for each question that is asked.

Papers:

(1) Non-Verbal Communication Reflection. For your first paper, you will identify an instance where someone has not communicated well using non-verbal communication. You will describe the instance of poor communication and then provide a discussion of how communication could have occurred more successfully. You will need to use at least 5 scholarly sources for this paper (excluding your textbook). The paper you submit will be at least 3.5 pages double-spaced. A detailed rubric and assignment guidelines are posted on Canvas.

(2) Research Article Synthesis Paper. For your second paper you will choose one of a selection of interpersonal communication research articles that I will post of Canvas. The paper will include three main sections. 1) You will provide a summary of the major parts of the article (the primary purpose of the research, the methods used, and the findings). 2) You will apply two components of interpersonal communication we have discussed this semester to the article (how are they related to the article and/or how they provide further insight/application for the findings. You cannot do non-verbal communication (as you will have already written a paper about that). 3) You will discuss how the article provides insight into interpersonal communication in one of your own relationships (family, friend, co-worker, romantic, etc.). The paper you submit will be 4-5 pages double spaced. A detailed rubric and assignment guidelines are posted on Canvas.

GRADES

Final grades are based on a point system. Grades are rounded to the nearest tenth. For example, an 89.92% is a B+ and an 89.97% is an A-. Plus/minus grades will be assigned using the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
93-100%	90-92.9%	87-89.9%	83-86.9%	80-82.9%	77-79.9%	73-76.9%	70-72.9%	67-69.9%	63-66.9%	60-62.9%	Below 60%

Assignments:

Canvas Coursework (10 x 30 points)	300 points
Engagement Assertions (2 x 50 points)	100 points
Major Assessments (Pick 4; Drop 1)	600 points

Total Points **1000 points**

University and Departmental Policies

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 the class, reasonable *prior notice* needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If you will require additional assistance with any course activities due to disability, please let the instructor know *as soon as possible*. You may find the Center for Disability Services online at <http://disability.utah.edu>.

University Safety Statement:

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, 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. SANDY POLICE: 801-799-3000

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, 581-8365, or the Office of the Dean of Students, 270 Union Building, 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 581-7776. To report to the police, contact the Department of Public Safety, 585-2677(COPS).

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.

Undocumented Student Support Statement:

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit <https://dream.utah.edu>

Name/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 call you by the name and pronoun(s) 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 pronouns 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.

Veterans 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.

English Language Learners: 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://writingprogram.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.

Drop/Withdrawal Policy:

You can drop a course during the first ten calendar days of the semester. You may withdraw (with a "W" recorded on the student's academic record) until the midpoint of the semester, as indicated on the academic calendar. After that, withdrawal is possible only "in cases of compelling non-academic emergencies" through petition of the dean of your college. Enrolling in, dropping, and withdrawing from courses is the student's responsibility. Please see the [Student Handbook](#).

Academic (Dis)Honesty:

The [Student Code](#) spells out specific rights of students in the classroom. The *Student Code* also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an "E" for the assignment or the course, and other disciplinary action may be taken. Please see the course policy on plagiarism/academic (dis)honesty.

Curriculum Accommodations:

Curriculum accommodations take two forms: schedule accommodations and content accommodations.

The instructor can provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (including athletic participation demonstrated at the beginning of the semester), governmental obligations, and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with the instructor as soon as possible. In every case, it is the student's responsibility to arrange alternatives as soon as possible for any assignment, presentation, or examination.

Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes.

Learning Environment:

We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing, and reflecting upon our own and others' communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel and function as part of the class. If at any time or for any reason you feel uncomfortable with the classroom environment, please contact the instructor immediately in order to resolve/improve the situation.

COVID-19 Campus Guidelines and Resources:

Interpersonal communication is a course that works well via in-person instruction and discussion. In order to mitigate the number of student isolations and remote learning days, consider these guidelines and resources.

You can remain current with the University's policies on COVID-19 here: <https://coronavirus.utah.edu/> As of January 1, there are no requirements for masks and face coverings on campus. However, I would like us each to consider how we can best protect ourselves, our colleagues, and our broader community from COVID-19. [Free vaccinations](#) are available on campus for both initial vaccination and booster shots.

CDC guidelines recommend masking in indoor public spaces (regardless of vaccination status) because breakthrough infections are very common, especially with the Omicron variant. Given this guidance, many recommend that all faculty and students wear masks while indoor in classrooms until further change in COVID infection rates. Here are some additional resources: [COVID cases from the Utah Department of Health](#) and [CDC's guidance for COVID-19](#).

The U has free PCR asymptomatic testing available to all students, faculty, and staff. Results are typically returned within 24 hours. You can test once per week by appointment. You can [register here](#) for a testing appointment at the Union or Officers club. Registration for the coming week usually opens on Sunday afternoons.

Course Schedule COMM 2110-001 Spring 2022	
Content/Dates	Readings/Focus
Week #1: Course Overview 1/11	Syllabus
Week #2: Intro to Interpersonal Communication 1/18	Ch. 1
Week #3: Identity 1/25	Ch. 2
Week #4: Perception 2/1	Ch. 3
Week #5: Verbal Communication 2/8	Ch. 4
Week #6: Nonverbal Communication 2/15	Ch. 5 Overview Paper 1 Complete Unit 1 Exam
Week #7: Listening 2/22	Ch. 6
Week #8: Emotions 3/1	Ch. 7 Complete Paper 1 Complete Engagement Assertion 1
Week #9: Spring Break – NO CLASS 3/8	NO CLASS
Week #10: Climate 3/15	Ch. 8
Week #11: Conflict 3/22	Ch. 9
Week #12: Reading IPC Research 3/29	Canvas PDF Readings Overview Paper #2 Complete Unit 2 Exam
Week #13: Relational Comm I 4/5	Ch. 10; Ch. 11
Week #14: Relational Comm II 4/12	Ch. 12
Week #15: Relational Comm III 4/19	Complete Paper 2
Week #16: Current Topics in IPC; Course Debrief 4/26	Canvas PDF Readings Complete Unit 3 Exam Complete Engagement Assertion 2

Assignment Schedule (Excluding Canvas Coursework) COMM 2110-001 Spring 2022	
Assignment	Dates
Unit 1 Exam (Ch. 1-5)	Opens 2/15 @ 10:30 a.m.; Closes 2/21 @ 11:59 p.m.
Paper 1	Due 3/7 @ 11:59 p.m.
Engagement Assertion #1	Due 3/7 @ 11:59 p.m.
Unit 2 Exam (Ch. 6-9; Reading IPC Research)	Opens 3/29 @ 10:30 a.m.; Closes 4/4 @ 11:59 p.m.
Paper 2	Due 4/25 @ 11:59 p.m.
Unit 3 Exam (Ch. 10-12; Current Topics in IPC)	Opens 4/26 @ 10:30 a.m.; Closes 5/2 @ 11:59 p.m.
Engagement Assertion #2	Due 5/2 @ 11:59 p.m.

***Any and all changes will be announced in class and/or posted to Canvas.**