
There will be quiz questions taken directly from the assigned textbook readings that won't necessarily be covered in class.

Course Description: This course focuses on theories and exercises in verbal and nonverbal communication with a focus on interpersonal relationships.

Student Learning Objectives:
1. Describe the basic theories and principles of interpersonal communication and apply these theories and principles in interpersonal relationships.
2. Identify the communication strategies used in various types of relationships
3. Demonstrate an understanding of the fundamental dimensions of different cultures as they relate to interpersonal communication.

Method of Instruction:
Class Discussions
Lectures inclusive of PowerPoint Presentations
In-Class Activities
Homework Assignments
Videos for information and analysis

Assignment Values:
Journal Entries .................................................................200
2 Film Analysis Papers ......................................................200
On-Line Exams .................................................................500
Group Media Project ........................................................100

TOTAL POINTS POSSIBLE:
..................................................................................1000
Grading Scale:
90-100% = A
80 - 89% = B
70 - 79% = C
60 -69% = D
Below 60% = F

Attendance Procedures:
According to the TAMUCC Undergraduate Catalog, “Students are held responsible for attending class.” The in-class discussions, activities and analysis will be vital the student’s overall success in the course. Students are permitted one (1) absences from class. This absence is to be reserved for possible medical needs and/or emergency situations. Additional absences will result in the subtraction of one percentage point (1%) per absence off of the final grade. For example, if a student ends up with a 92%, but misses 4 class periods (3 more than allowed), then the actual grade would be an 89% or a "B" grade (92 - 3 = 89).

Excused absences include: medical excuses from a doctor and excuses given by the university (student must miss class to represent the university).

Policy for Late Assignments: Assignments that are turned in late will be lowered one letter grade per class period.

Academic Etiquette: Universities must maintain standards of academic etiquette in order to create an atmosphere conducive to learning. You are expected to demonstrate courtesy to one another, and the Instructor, both in and out of the classroom. Talking to one's neighbor(s) during class lectures, student speeches or general discussions, as well as chronic lateness, leaving class before it has been dismissed, etc., is inherently disruptive and thus injurious to the rights of others to the opportunity to learn. As such, it is unacceptable in a university classroom. Students who are unable to abide by these rules of academic etiquette and normal civility will be removed from the class.

Note: please be sure to put all cell phones on vibrate and DO NOT answer during class or lab. Check to make sure the vibrate mode does not make noise either.

Blackboard: Password protected web site that students use for communication as it relates to this course. In addition, students will gain access to all assignments, exams, the grade book and resource materials for the course.
Gaining Access to Blackboard…
Learning to use Blackboard will be vital to your success in this course. Within your Blackboard shell you will find:

- Syllabus
- Course Calendar
- Assignments
- Exams
- Journal Entry Area
- BB Messages
- Email
- Grade Book
- Announcements

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| Blackboard is our primary mode of communication outside of the classroom setting. Please only use our outside email address if Blackboard is down. |
| All exams will be taken in Blackboard |
| Grades will be posted at the end of the semester to check your records against our records. |
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Go to: [https://bb9.tamucc.edu/](https://bb9.tamucc.edu/)

You will see…

Username:
Password:

Username is first initial and last name (plus # for some people)
Password is whatever you established
*Same as computer labs and wireless access, which is different from Islander Email

IT Help Desk (361)825-2825.
[http://distance-education.tamucc.edu/student_resources.html](http://distance-education.tamucc.edu/student_resources.html)

**WARNING TO STUDENTS:** Do not EVER shut down a quiz without following ALL prompts! This locks the student out and only the instructor can reset. Also, if your computer sits idle, BB will kick you out! Exams and journals will not be re-opened due to missed deadlines or technical problems (unless there has been an extreme emergency… must provide documentation), so please plan ahead to prevent the likelihood of problems.
**Academic Honesty:** Students unaware of the university’s statement on academic honesty should review it in the Undergraduate Catalog or Student Handbook. Examples of academic dishonesty and plagiarism are using someone else’s ideas and not giving them credit; making a presentation or turning in a journal that is not originally yours; handing in assignments that are not originally yours; presenting “facts” or lifting ideas from sources without crediting the source; making-up entries in your journal; cheating on an exam or quiz; or not participating in dyad/triad activities, but taking credit for the product. If you are uncertain as to what actions constitute plagiarism or dishonesty, please ask your professor. Students who violate the code of honesty in this class will receive an “F” on that assignment. Any student receiving more than one “F” for academic dishonesty or plagiarism will fail the course. Note: All violations of academic honesty are reported to the dean and Office of Students Affairs who maintain documentation of such offenses for at least 5 years.

**Notice to Students with Disabilities:**
Texas A & M University – Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Academic Advising:**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

**Grade Appeal Process:**
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
ASSIGNMENTS

Journal Entries

There will be weekly journal entry assignments as a part of this course. These assignments give students specific directions on how to analyze and sometimes apply the interpersonal communication theories and concepts discussed in class and in the textbook. Typically, students will be required to write a one-page summary of what they learned and/or how they think the information in the assignment relates to their specific circumstances.

The following is a sample journal entry assignment --

Go to the following link and take the Big Five Personality Test: http://www.outofservice.com/bigfive

Answer the following questions by writing it in a brief summary (50 to 100 words).

1. Do you think the test accurately portrayed you?

Share your results with three people that you trust and/or have a close relationship.

2. How did they respond? Did they feel the personality test accurately described you?

Once completed, upload your summary into the Journal Entry area of Blackboard.

To receive the highest grade possible on the following two assignments, be sure to make sound decisions in regard to the chosen films (Film Analysis Papers) AND clips for group presentation. Example: do not attempt to analyze and apply terms to someone inebriated because the ability to apply terms to our lives is based on the belief that we are of sound mind. If you are not sure about your chosen film and/or clips, please discuss your idea(s) with me.
Film Analysis Papers:
Students are asked to adhere to the following guidelines when writing two 1 to 2 page, double-spaced, type-written papers (please follow the format below) –

Film: The Accidental Tourist

Brief Overview of the Film: Briefly describe what the film was about.

Application: summarize as many situations as possible that apply to the information discussed in the textbook and in the classroom up to this point (please follow the format below). Here is an example of how to apply the information to the chosen film:

Description of Scene: Macon Leary has just moved in with his new girlfriend Muriel Pritchett and her son. In this scene, Muriel becomes enraged when Macon casually offers to pay for her son's tuition at a private school. She perceptively asks him whether this offer means he is making a commitment to her and the boy. Macon is baffled by Muriel's attack: He views the conversation as focusing on the boy's math ability.

Application: This scene is an excellent example of how content and relational messages can occur simultaneously. Content Messages include the information being discussed (page 27). Relational Messages are often times an attempt to meet one or more of our social needs, most commonly control, affection, or respect (page 27). Macon is focusing on the content level by discussing the son's math skills. Muriel focuses on the relational level by seeking clarification on how committed Macon is to her.

Application MUST include the following:

- **Term** in which student is seeking to get credit (underlined like the examples above).
- **Exact definition** of the term from the textbook (like the example above).
- **Page number in the text** (like the example above).
- **Analysis/application of the term to the film** (like the example above). Note: details of the analysis will be important to your overall grade. If you are, for example, analyzing the term emotive language, a direct quotation from the movie should be cited versus just saying that emotive language was used.
Media/Group Project – 1 to 3 minutes
1 letter grade off for every minute under time.
1 percentage point off for every minute over time.

You will be assigned to a group. As a group, you will be asked to produce a video that is in some way related to culture and communication or intercultural communication. Specifically, focusing on information that is new to this audience (your classmates and your instructor), apply a concept from a culture to something you have learned in the course. It could be something from our culture or co-culture (like the deaf community, LGBT, etc) or from another culture (like another country).

The video provides at least 80% of information that is new to most people in the target audience (classmates and instructor). Information is obtained from credible sources and credit is given at the end of the video (at least 6 credible sources for an A).

The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention until the end.

All technical aspects of video working properly (video in focus edits are smooth, audio loud and clear, audio/video in sync, etc).

All shots are clearly focused and well framed. The camera is held steady with few pans and zooms.

Close-ups are used to focus attention. Video is aesthetically appealing
Clear beginning, middle and end. Clear target audience.

Nothing in the video detracts from the message.
Any graphics and/or animation in the video assists in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message.

Motion scenes are planned and purposeful, adding impact to the overall message.

"Talking head" scenes are used minimally, but when crucial to providing information (maybe an interview from a credible source).

To receive a grade for this project, ALL videos MUST be completed be completed and ready for the class to view by the deadline indicated on the course calendar.
Individual Grade (50 points):

- Ability to work well within the group utilizing the skills learned in class. Contributions to the group. Note: everyone will fill out a peer evaluation at the end of the term/semester. Each team member will evaluate his/her peers AND write down his/her contributions to the group.

- **Important:** If a student ‘complains’ about a group member, the professor will look for evidence that the person ‘complaining’ has used the clear message format and/or the perception checking learned in class. Evidence will also be needed that Jack Gibb’s supportive language was used (not defensive) in an attempt to resolve the conflict. Finally, evidence of lower level abstractions will be needed as well. **Paper trail! Paper trail! Paper trail! Anything that could be controversial should be put into an email (NOT TEXT!!).** Of course, if the student ‘complaining’ has not used the skills learned in class, it could actually hurt his own individual grade. Evidence of student attempting to resolve the conflict (paper trail) should be turned in with the peer evaluation. Only the student evaluating AND the professor will see peer evaluations and any relevant emails, etc.

- Performance during the video and/or individual contributions to the video

Group Grade (50 points):

- Group is cohesive (win win attitude!), but avoids groupthink
- Has constructive conflict using skills learned in the classroom (not destructive… name calling, demeaning/harsh comments, etc.)

- **Note:** Professor will not solve problems for the group members; however, it is **HIGHLY recommended that the professor be contacted for professional consultation when a conflict does occur.** Please be aware of professional communication. It is not recommended that students ‘complain’ to the professor, but – instead— seek assistance on the best way to resolve the conflict.

- **Group work is hard and most people do not have the skills necessary to be successful; therefore, we do expect you to come to us for help. Not doing so could actually hurt your overall group grade.**

Things that could impact the individual AND group grade:

- **Meetings:** Each group should meet at least once a week (more for summer classes/short term classes). Times, places, days should be decided as a group. Note: Groups striving for the above average (B grade) and/or the superior grade (A grade) will meet at least twice a week (more for summer/short term classes).

- **Agenda/Minutes:** Groups striving for above average or superior grades will turn in type-written agendas AND minutes (including attendance) for each meeting. See sample in BB

- **Note:** obviously, missing meetings, arriving late to meetings and leaving early will significantly hurt a student’s individual grade. **IMPORTANT: even IF a student has a good ‘excuse’ for missing a meeting, it could still hurt his/her overall grade. Just like missing too much work or class, it hurts our credibility.**
To be turned in on day of assignment: File of video submitted to instructor on a flash drive. Video working properly and shown in class for classmates and professor. Minutes and agendas should be uploaded to blog area weekly. Upon completion, storyboard, annotated bibliography and group contract should be uploaded to blog area in Blackboard as well.

Exams
Weekly exams are assigned as a part of this course. Exams can be accessed through Blackboard and the exam questions are taken from the textbook; therefore, reading the textbook is a vital part of the course. The exams are multiple choice and true/false. Ten exams are assigned and they are worth 50 points each (25 questions worth 2 points per question).

Tentative Course Calendar

Tuesday, September 2
Introductions/Orientation
Syllabus/Blackboard

Tuesday, September 9
Chapter 1: A FIRST LOOK AT INTERPERSONAL COMMUNICATION

Tuesday, September 16
Exam 1 (chapter 1) goes off-line at midnight!
Journal 1 (chapter 1) goes offline at midnight

Chapter 2: COMMUNICATION AND IDENTITY: CREATING AND PRESENTING THE SELF

Tuesday, September 23
Exam 2 (chapter 2) goes off-line at midnight!
Journal 2 (chapter 2) goes offline at midnight

Chapter 3: PERCEPTION: WHAT YOU SEE IS WHAT YOU GET
Tuesday, September 30
Exam 3 (chapter 3) goes off-line at midnight!
Journal 3 (chapter 3) goes offline at midnight

Chapter 4: EMOTIONS: THINKING, FEELING, AND COMMUNICATING

Tuesday, October 7
First film analysis paper uploaded to BB Messages by midnight
(Chapter 1 – 5… see syllabus for details)

Exam 4 (chapter 4) goes offline at midnight
Journal 4 (chapter 4) goes offline at midnight

Chapter 5: LANGUAGE: BARRIER AND BRIDGE

Tuesday, October 14
Exam 5 (chapter 5) goes off-line at midnight
Journal 5 (chapter 5) goes offline at midnight

Chapter 6: NONVERBAL COMMUNICATION: MESSAGES BEYOND WORDS
- Characteristics of Nonverbal Communication. Influences on Nonverbal Communication. Types of Nonverbal Communication

Tuesday, October 21
Exam 6 (chapter 6) goes off-line at midnight!
Journal 6 (chapter 6) goes offline at midnight!

Chapter 7: LISTENING: MORE THAN MEETS THE EAR

Tuesday, October 28
Exam 7 (chapter 7) goes off-line at midnight!
Journals 7 (chapter 7) goes offline at midnight!

Chapter 8: COMMUNICATION AND RELATIONAL DYNAMICS
- Why We Form Relationships. Relational Development and Maintenance Communicating About Relationships.
Chapter 9: INTIMACY AND DISTANCE IN RELATIONAL COMMUNICATION.
- Intimacy in Relationships. Self-Disclosure in Relationships. Alternatives to Self-Disclosure

Tuesday, November 4
Exam 8 (chapters 8 & 9) go offline at midnight
Journal 8 (chapters 8 & 9) go offline at midnight

Chapter 10: IMPROVING COMMUNICATION CLIMATES.

Tuesday, November 11
Exam 9 (chapter 10) goes offline at midnight
Journal 9 (chapter 10) goes offline at midnight

Chapter 11: MANAGING INTERPERSONAL CONFLICTS.

Tuesday, November 18
Exam 10 (chapter 11) goes offline at midnight
Journal 10 (chapter 11) goes offline at midnight

Tuesday, November 25
Second film analysis paper due in BB Messages by midnight (Chapters 6 – 11)… see syllabus for details

Work in groups

Tuesday, December 2
Work in groups

Final Exam
Show videos… Media Project due by class time.