Contact Information
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Office hours: Email or by appointment

Course Overview
Course Description.
This course is designed to introduce students to and increase understanding of interpersonal communication theories, concepts, and research. This course examines a variety of topics central to improving interpersonal communication skills including the role of self, person perception, verbal and nonverbal communication, listening, conflict, and the role of communication in the formation, maintenance, and dissolution of relationships. It focuses on helping students apply what they have learned about these concepts to their own lives in an effort to improve and enhance interpersonal communication skills.

Student Learning Outcomes.
At the conclusion of the course, students will be able to:
- Explain the communication process associated with interpersonal communication.
- Describe how perception of one’s self and perceptions of others influence the communication process.
- Articulate how use of language shapes and influences communication processes.
- Describe the different types of nonverbal communication and how they emerge in different interactions.
- Articulate how listening influences the communication process.
- Describe and demonstrate skills associated with managing conflict.
- Explain communication processes and patterns associated with romantic relationships, friendships, and family relationships.

Course Materials.
2) Additional readings will be placed on Blackboard (http://bb9.tamucc.edu). These will be announced in class.

Course Policies, Procedures, and Expectations
Classroom Expectations.
As the instructor, I pledge to do my best to present course materials in an interesting and engaging manner, to actively listen to and consider the ideas of every student in the classroom, and to be fair in grading all assignments.
Students are expected to:
- Abide by the Course Policies, Contract, and Academic Honesty Statement outlined in this course.
- Actively participate online and submit assignments on-time.
- Complete assignments, formal and informal.
- Actively listen, consider, and reflect on the ideas of everyone in the class.
• Participate on-line and small-group discussions by sharing ideas and encouraging others to share ideas.
• Generate a respectful and safe class atmosphere.

Not following these policies will adversely affect the student’s participation grade in the course.

**Attendance.**
Though this is an online course, active participation is required in this course as assignments and projects are structured weekly. For this course, missed weekly work is considered an unexcused absence. Work missed during excused absences (those due to extreme illness, a family emergency, a religious holiday, or an excused university activity) can be made up. It is up to students to provide documentation of excused absences to me prior to planned absences and within a week of unplanned absences to make arrangements for missed work. Work missed due to unexcused absences may not be able to be made up. Additionally, students are responsible for obtaining the information covered in class.

**Late Work.**
All assignments are due on the assigned day and time. Assignments will open a week before and close by the assigned deadline. If I do not have the assignment by the specific deadline, the assignment is late. Each calendar day that the assignment is late will generally result in a one-letter-grade reduction. Work missed during excused absences (see above) can be made up.

**Communication.**
This course will rely on Blackboard to communicate electronically with students. Students will need to ensure access and check regularly throughout the semester.

**Final Exam.**
Exams will be scheduled and given online on a specific day (see schedule). This means that travel plans should be made with the final exam time in mind.

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### University Policies

#### Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a 5% overall reduction of your final grade in addition to reporting the plagiarism to the University.

#### 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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466 or log onto http://cla.tamucc.edu/advising/.

#### Dropping a Class.
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 6th is the last day to drop a class with an automatic grade of “W” this term.

**Statement of Civility.**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals.**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the 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, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Disabilities Accommodations.**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity.**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus.
However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeal Process.**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Questions and Problems.**
If you have concerns about the class, please arrange to discuss them with me during my office hours or by appointment.

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### Course Assignments

**Assignment Requirements.**
Unless otherwise indicated, each assignment must be typed. **Assignments should be double spaced with one-inch margins and typed in Times New Roman 11 point font.** More thorough descriptions of each assignment will be posted on Blackboard. Students are responsible for keeping track of assignments and grades.

**Blackboard Analysis and Peer-Review.**
Utilizing Blackboard, students will read and respond to weekly prompts and will conduct respectful feedback and discussion on at least two other students’ responses. This assignment is designed to facilitate students’ continued self-analysis and dialogue of perceived and experienced interpersonal communication outside the class. Units will open and close weekly for a period of seven days.

**Exams.**
Exams will be given over the course of the semester. Exams will cover readings, discussions, presentations, assignments, and in-class activities. Exams may be composed of a combination of multiple choice, true/false, or matching questions; short answer questions; and essay questions. The exams are designed to test both students’ understanding of the material and their ability to apply course information.

**Application Assignments.**
Throughout the semester students will complete three application projects. These assignments are designed to increase knowledge of specific topics by providing an opportunity to apply course material to individual experiences.

**Relationship Analysis Paper.**
In this paper students will describe, analyze, and assess interpersonal communication phenomena in a relationship using the information learned in the course. This is the capstone project of the course and students are expected to use concepts discussed to indicate mastery of the information.
**Class Participation and Attendance.**
The success of this class depends on the active participation of its members during a wide variety of discussions and group activities. Participation in these discussions and activities is an integral part of the learning process and is graded accordingly. Participation includes keeping up with assignments, contributing ideas to class discussions, encouraging others to share their ideas, completing informal assignments, and acknowledging, supporting and respecting views that are different from one’s own. Monopolizing conversations, disrespecting or criticizing others, and creating a discordant atmosphere are unacceptable participation techniques. In addition, students will be expected to complete various informal course assignments. Participation, like other assignments, require effort.

**Grade Distribution.**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>My Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 x 100pts)</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Application Assignments (3 x 50pts)</td>
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<tr>
<td>Relationship Analysis Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Weekly Discussion Boards, Responses, &amp; Assignments (15 x 30pts)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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**Course Evaluation**

**Evaluation.**
Grades are based on demonstration of mastery of course material. Work that meets the minimum requirements of an assignment, is done on time, and displays average involvement with the course content is deserving of a 'C.' Higher grades are awarded to work that goes above and beyond the minimum standards to produce products that reflect superior intellectual effort, excellence in critical analysis, and overall creativity in the approach to any given assignment.

**Grading Scale.**
You can use the following percentages as a guide for determining your grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>900 – 1000</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>800 – 899</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>700 – 799</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>600 – 699</td>
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<td>F</td>
<td>59% and below</td>
<td>below 599</td>
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<td>Tentative Course Schedule</td>
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<tr>
<td>---------------------------</td>
<td></td>
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</tr>
<tr>
<td><strong>Week</strong></td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>1</td>
<td>Jan 24</td>
<td>Communication Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Jan 31</td>
<td>Communication and the Self</td>
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<tr>
<td>3</td>
<td>Feb 28</td>
<td>Communication and Perception</td>
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<tr>
<td>4</td>
<td>Mar 7</td>
<td>Application Assignment 1 Due</td>
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<tr>
<td>5</td>
<td>Mar 14</td>
<td>Diversity Communication and</td>
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<tr>
<td>6</td>
<td>Mar 21</td>
<td>Exam 1</td>
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<tr>
<td>7</td>
<td>Mar 28</td>
<td>Listening and Responding</td>
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<tr>
<td>8</td>
<td>Apr 4</td>
<td>Exam Review</td>
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<td>9</td>
<td>Apr 11</td>
<td>Nonverbal Communication</td>
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<td>10</td>
<td>Apr 18</td>
<td>Conflict Management</td>
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<td>11</td>
<td>Apr 25</td>
<td>Introduction to Relationships</td>
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<tr>
<td>12</td>
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<td>Exam II</td>
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<td>May 9</td>
<td>Introduction to Relationships' E Workforce</td>
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<td>14</td>
<td>May 16</td>
<td>Relationships, Family, Friendships, and Communities</td>
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<td>15</td>
<td>May 23</td>
<td>Exam III</td>
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<td>16</td>
<td>May 30</td>
<td>Relationship Analysis Paper Due</td>
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</table>

**Submit Relationship Analysis Paper Due**
- Complete Unit 12, checklists (Ch. 11 & 12)

**Exam III**
- Ch. 11 & 12

**Spring Break**
- Ch. 8

**Exam II**
- Ch. 7

**Exam I**
- Ch. 4

**Introduction to Relationships**
- Development & Meaninging

**Introduction to Relationships**
- Introduction to Relationships' E Workforce

**Exam III**
- Ch. 11 & 12

**Introduction to Relationships**
- Relationships, Family, Friendships, and Communities

**Introduction to Relationships**
- Communication and Perception