COURSE INFORMATION

Instructor: Stephanie Rollie Rodriguez  
Course number: 5309.001  
Office: Bay Hall 335  
Meeting times: T 7:00-9:30 PM  
Phone: (361) 825-5753  
Course location: ECDC 219B

COURSE REQUIREMENTS

I. Discussion Participation. (25 points) Critical discussion is an essential component of a graduate seminar. Students are expected to arrive to class having read all of the assigned class material with at
least one question and/or topic to discuss relating to the readings for that day. Students will be called on to lead discussion at various points.

Good discussion at the graduate level includes several important components: listening to and respecting others’ opinions, sharing ideas and thoughts, posing questions to classmates, responding to and building off of others’ comments, making connections between disparate thoughts and concepts, and encouraging others to share their ideas. Questions, comments, and answers should not be directed to the instructor. Instead, good critical graduate-level discussion involves actively listening to and engaging other students in the classroom. Monopolizing conversations, disrespecting or criticizing others, and creating a discordant atmosphere are unacceptable participation techniques. As a courtesy to others, please turn off cell phones and put away computers during discussion.

Consider the following questions when reading the course materials:

- What the main point(s) of the reading? What does this reading say about family communication?
- Where is the communication? How does one study this topic from a communication perspective?
- What are the strengths and weaknesses of the article/reading?
- What have the authors missed or overlooked?
- What are some directions for future research?

II. Article Presentation. (75 points) Each student will present three research articles to the class. Presentation dates will be determined. The presentation will be 8 to 10 minutes in length and follow a standard conference style format. The article must address a topic that relates to the discussion topics for a specific day. Students may not present two articles on the same day. Students may not present articles two weeks in a row. More information will be provided.

III. Research Proposal & Presentation. (100 points) Each student will plan a research study in interpersonal communication. This involves identifying a research topic, conducting a review of literature on the topic, formulating a research question or hypothesis, and describing a plan for data collection and analysis. In addition, each student will present his or her paper orally to the class in format similar to a conference presentation. More information about the assignment will be provided.

IV. Reading Responses. (50 points) Over the course of the semester, students need to complete ten reading responses (you can select two weeks in which you don’t write a response). Each response should be a one--page, single-spaced analysis of the readings for that day. In it, you should reflect on the readings, raise questions, draw conclusions, compare and contrast, evaluate, and/or make connections. The reading response is meant to be a place for you to process the material. It should not be a summary of the content of the articles.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Participation</td>
<td>25 points</td>
<td>10%</td>
</tr>
<tr>
<td>Article Presentations</td>
<td>75 points</td>
<td>30%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>100 points</td>
<td>40%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>50 points</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250 points</strong></td>
<td><strong>100%</strong></td>
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COURSE EVALUATION

Method of Evaluation:

Students’ grades are based on written papers, oral presentations, and in-class participation. 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.

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<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>224-250</td>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>199-223</td>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>165-198</td>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>149-164</td>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>fewer than 149</td>
<td>F</td>
<td>59% and below</td>
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COURSE POLICIES AND PROCEDURES

Attendance. Attendance is required for participation in this course. At the graduate level, students are expected to attend every class. Only work missed due to extreme illness, a family emergency, a religious holiday, or an excused university activity can be made up. Provide documentation of excused absences 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 in class on the assigned day. If I do not have the assignment in class that day, the assignment is late. Each calendar day that the assignment is late will generally result in a one-letter-grade reduction. Plan ahead. In-class work and quizzes may not be able to be made up.

Final Exam. Students must be present at the scheduled final exam time for the course. This means that travel plans should be made with the final exam period in mind.

Media. When class is in session, laptops may be used only to take notes and reference class readings and materials. Students may not access unrelated web pages, instant messaging programs, email, facebook or any similar programs during class unless otherwise instructed to do so. Similarly, mobile phones should be turned off. Students who are using laptops or mobile phones inappropriately will no longer be allowed to bring them to class.

Academic Integrity/Plagiarism. In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
• Turning in a researched project without citing sources in an appropriate documentation style. When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

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 the reduction of one’s grade and/or immediate failure in the course.

Classroom/Professional Behavior. Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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 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.

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.

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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 10 is the last day to drop a class with an automatic grade of “W” this term.
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 Appeals. As stated in University Procedure 13.02.99.C0.03, 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. 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 Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

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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<tr>
<th>TENTATIVE COURSE SCHEDULE*</th>
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<tr>
<td>WEEK 1</td>
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<tr>
<td>Jan 21</td>
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<tr>
<td>Course Overview</td>
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<tr>
<td>Introductions</td>
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| WEEK 2                      |
| Jan. 28                    |
| Overview & State of the Interpersonal Discipline |
| Readings:                  |
| Duck (2014)                |
| Berger (2014) Chapter 1    |
| Floyd (2014)               |
| Berger (2014) Chapter 5    |
| Braithwaite (2014)         |
| Reading Response Due       |

| WEEK 3                      |
| Feb. 4                     |
| Communicating Relationships into Being |
| Readings:                  |
| Manning (2014)             |
| Duck (2011) Chapters 1 & 2 |
| Berger (2014) Chapter 2    |
| Reading Response Due       |
WEEK 4
Feb. 11  Relationship Development Processes
Readings: Berger (2014) Chapter 15
         Bredow, Cate, & Huston (2008)
         Cunningham & Barbee (2008)
Article Presentation(s):  TBD*
Research Topic Statement Due

WEEK 5
Feb. 18  Relationship Maintenance Processes
Readings: Dainton & Myers (2020) Chapter 1, 2, 3, & 9
Article Presentation(s):  TBD*

WEEK 6
Feb. 25  Relationship Dissolution Processes
         Rollie (2010)
         Oswald & Clausell (2006)
Article Presentation(s):  TBD*

WEEK 7
Mar. 3   Marital Communication
Readings: Berger (2014) Chapter 19
         Kelley (2012) Chapter 1
Article Presentation(s):  TBD*
Paper Bibliography Due

WEEK 8
Mar. 10  Spring Break—No Class

WEEK 9
Mar. 17  Friendship Communication
Readings: Dainton & Myers (2020) Chapter 4
         Rawlins (2009) Chapter 5
         Mongeau et al. (2013)
Article Presentation(s):  TBD*

WEEK 10
Mar. 24  Culture, Race, & Relationships
Readings: Berger (2014) Chapter 22
Dainton & Myers (2020) Chapter 7
Leslie & Young (2015)

*Article Presentation(s):* TBD*

*Paper Outline Due*

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**WEEK 11**

**Mar. 31**

**Technology & Relationships**

*Readings:*
Berger (2014) Chapter 23
Dainton & Myers (2020) Chapter 8
Ledbetter (2014)

*Article Presentation(s):* TBD*

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**WEEK 12**

**Apr. 7**

**Emotion, Love, & Sex**

*Readings:*
Berger (2014) Chapter 12
Metts & Planalp (2011)
Kelley (2012) Chapter 3
Miller-Ott & Linder (2013)

*Article Presentation(s):* TBD*

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**WEEK 13**

**Apr. 14**

**Interpersonal Conflict**

*Readings:*
Berger (2014) Chapter 8
Kelley (2012) Chapter 4
Gottman, Driver, & Tabares (2015)

*Article Presentation(s):* TBD*

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**WEEK 14**

**Apr. 21**

**Social Networks & Social Support**

*Readings:*
Berger (2014) Chapter 17
MacGeorge, Feng, & Burleson (2011)
Tanis (2008)

*Article Presentation(s):* TBD*

*Research Proposal Due*

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**WEEK 15**

**April 28**

**The Dark Side**

*Readings:*
Berger (2014) Chapter 14
Permaln & Carcedo (2011)

*Article Presentation(s):* TBD*

*No reading response*
FINALS WEEK

May | Paper Presentations