**University of Tennessee**

**School of Communication Studies**

**CMST 312: Survey/Interpersonal Communication**

**Fall 2019 Section 003**

**INSTRUCTOR:** Cassandra Ray

**EMAIL:** cmellon2@vols.utk.edu

**OFFICE HOURS:** By Appointment

**CLASSROOM:** NEB-223

**TIME:** TR 11:10 a.m. –12:45 p.m.

Please do not see office hours exclusively as a time to address problems with the course. You can use them to clarify points you do not understand, to get additional readings, or to talk about the subject matter in relation to your interests.

**Required Text:**

Solomon, D. H., & Theiss, J. A. (2013). *Interpersonal communication: Putting theory into practice.* New York, NY: Routledge.

ISBN: 9780415807524

**Required Course Technology:**

Throughout the course of this semester, I will regularly communicate with you via your student email address and through Canvas. The course Canvas site is a valuable tool for communication and document sharing. Additionally, you will be required to submit assignments in both hardcopy and electronically.

**Course Overview and Goals** (adapted from, Solomon & Theiss, 2013)**:**

This course examines concepts and contexts relevant to the study of interpersonal communication. In the home, at school, at work, and in public, interpersonal communication is an intricate process that weaves the fabric of our lives as social beings. Through this course, you will better understand the process of interpersonal communication and see its application in your daily life.

After completing this course, you should:

1. Possess an understanding of the foundational concepts associated with communication in a variety of relationship types, including friendships, families, and romantic relationships.

2. Possess an understanding of both the social scientific study of interpersonal communication and the practice of competent interpersonal communication by exploring the theories associated with everyday interpersonal interactions.

2. Possess a deeper understanding of the processes associated with communicating interpersonally in a variety of contexts.

4. Possess an understanding of how external/environmental and internal factors impact the way people present themselves and how they are perceived by others.

5. Demonstrate the ability to apply interpersonal concepts to daily life to increase your own awareness and development of interpersonal communication skills.

**Description of Course Assignments**

**Learning Assessments:**

Learning Assessments are designed to test and improve your knowledge of a particular unit of interpersonal communication study. Assessment assignments may include (but are not limited to) homework assignments, writing assignments, journal article presentations, group projects, and reflection papers. There will be three (3) learning assessments to complete for this course. Due dates are listed on the tentative course schedule or assigned during class time throughout the semester. You will receive the details of these assignments in separate handouts. *Neglecting to complete assignments on time or adhere to the directions will result in a grade deduction.*

**Exams/ Quizzes:** Three (3) exams will be given in class throughout this course, which include multiple choice and open-ended questions. Each exam is worth 100 points. These are designed to test knowledge; therefore, questions require recall and application of material from assigned reading material, from class, or from both. Examinations are not cumulative. All exam dates are listed on the syllabus.

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| **Assignment** | **Points Available** |
| LA # 1 | 30 |
| LA # 2 | 40 |
| LA # 3 | 30 |
| Exam #1 | 100 |
| Exam #2 | 100 |
| Exam #3 | 100 |
| **Total** | **400** |

**In-Class Participation:**

You are expected to participate in this class and promote an environment that encourages the participation of your peers. For you to get the most out of the material and be successful in this course you are expected to complete the assigned readings **before class**. In addition, you are required to bring your copy of the textbook with you to each class period. Demonstrating active participation during class activities and reading discussions includes: attending class regularly, coming to class prepared, expressing constructive and thought-provoking contributions, and staying on topic. These attributes will be monitored over the course of the semester to be used in the event that your final course grade is within 2 percent points of the next higher grade. If an earnest effort to participate over the course of the term has been made, then those points will be assigned and your grade will be increased to the next higher grade, if not they will not be assigned.

**Professionalism:**

You will be exposed to many divergent views during this class. Please respect everyone’s point of view, even if it is contrary to your own. You do not have to agree with everyone, but you do have to be willing to listen. Students are expected to be professional in terms of the quality of submitted assignments, the quality of the communicative interaction with classmates and the instructor, and general conduct. For academic discourse, spoken and written, I expect you to use gender inclusive language for human beings. Slurs, name calling, or unprofessional language will not be tolerated.

**Grading Assessment:** Final grades are based on an absolute point total. A student's final grade is a function of the number of points earned in the course divided by the total number of points yielding a percentage. Each assignment will be awarded a point value. The division of points received to points available will determine a letter grade for an assignment.

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|  |  | **Description of Work Quality** |
| **A** | 93 – 100 | Work that is truly outstanding and consistently exceptional OR outstanding in most areas and good in others. |
| **A-** | 90 – 92 | Work that is generally of high quality and good in most areas. |
| **B+** | 87 – 89 | Work that is good in most areas, significantly distinguishable from average work, AND in some areas exceeds basic expectations |
| **B** | 83 – 86 | Work that is good and reflective of average work and meets basic expectations |
| **B-** | 80 – 82 | Work that is good and somewhat qualifies as average work and meets basic expectations |
| **C+** | 77 – 79 | Work that is somewhat above the basic standards in many areas fulfills expectations of the assignments. |
| **C** | 73 – 76 | Work that generally meets the most basic standards in most areas and expectations of the assignment. |
| **C-** | 70 – 72 | Work that barely meets the most basic standards in some areas and expectations of the assignment. |
| **D** | 60 – 69 | Work that overall only meets the most minimal standards and does not demonstrate an effort to perform at a higher level |
| **F** | 0 - 59 | Work that does not meet the most minimal assignment standards. |

*\* Any student wishing to dispute a grade must do so in writing within 24 hours of receiving the graded assignment. A copy of the graded assignment and an explanation of your concerns must be included, in addition to any requirements laid out in the student handbook.*

**Plagiarism Checker:**

In this course, I may utilize Canvas’ plagiarism checker, an automated system which instructors can use to quickly and easily compare each student's assignment with the submitted work of others and with work from around the web. After the assignment is processed, I receive a report that states if and how another author’s work was used in the assignment.

**Course Policies and Guidelines**

**Electronics/Phone Policy:**

The use of phones and the use of electronic devices for anything *beyond class engagement during class time is prohibited*. This includes but is not limited to: making or receiving calls or messages (text, email, etc.), playing games, using social apps, and surfing the web during class. Students choosing to use of electronic devices for class engagement (note taking) during class time must sit in the first few front rows of the classroom. If you carry a phone or electronic device, please do so responsibly. Be sure it is in **silent** mode (using “vibrate” setting is not appropriate) so as not to disturb class if you get a call or text. *Students who use electronic devices beyond class engagement purposes or otherwise pose a distraction to the speaker may be asked to leave and may receive an automatic grade deduction toward your final grade.*

**Attendance:**

Academic success is built upon regular class attendance. A student who finds it necessary to miss class *assumes responsibility* for obtaining lecture notes from a peer (I will not respond to emails asking “Did I miss anything?” The answer is always “yes.”), and any additional information (i.e. handouts, assignment details, etc.) given during the missed class period. At the University of Tennessee, students are expected to attend all of their scheduled classes. Registering for and attending class is your responsibility. Please arrive for class on time and plan to stay the entire time.

**Written Assignments:**

1. Follow APA format. (https://owl.english.purdue.edu/owl/resource/560/01/) The preceding website contains information that breaks down the style manual to the essential components for this course (i.e., 12 point Times or TNR font, 1” margins, title page, reference page, etc.). APA has a complete style manual and several websites are available to assist you in navigating the style format.

2. The evaluation and assessment of written work will include spelling, grammar, sentence and paragraph structure, and style. Hard copy submissions of written work are expected to be ***stapled***, follow APA format, and will be held to college level expectations. PROOFREAD THOROUGHLY BEFORE SUBMITTING WORK! If the written component of any assignment does not meet the minimum expectation for college level writing, you may be encouraged to visit the writing lab in addition to re-doing the written portion of the assignment for a reduced grade.

**Late Assignments & Make-up Exams:**

There is a two-day grace period where late work will be accepted. Failure to submit assignments on time by the deadline automatically reduces the assignment grade. Meaning, if you do not submit by the deadline, the highest grade you can earn will begin at an A-. Every 5 hours following the assignment deadline time, that an assignment is late, the grade is further reduced by half a letter grade. After two days (i.e., after the two-day grace period concludes), late work will not be accepted. All assignments are due on the due date and time as listed on the class schedule and assignment handout.

Make-up exams are only given under serious and extenuating, or emergency circumstances. If such a situation arises, contact me **prior** to the exam date. In the case of an emergency, contact me as soon as possible. You must provide documentation (i.e. doctors note with dates/times, description of university-sanctioned activity, etc.) in order to make up an exam.

**Email Policy:**

If you cannot set up an appointment, the best way to contact me is via email. However, email should NOT be seen as an alternative to meeting with the instructor by appointment.

I will usually respond to legitimate email inquiries from students within 36 hours of receiving an email from you. However, there are limits. The 36-hour rule does not apply to weekends and holidays—it may take longer for a response during those times. If you do not receive a reply within this period, please resubmit your question(s) with a second email.

Also, please make sure you consult the course syllabus, other handouts, and the course canvas BEFORE submitting inquiries by email. In cases where a question cannot easily or briefly be answered with a reply email, I will simply indicate to the student that s/he should see me by appointment.

**Accommodations for Students with Disabilities:**Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

**CCI Diversity Statement:**The College of Communication and Information recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

**Academic Integrity:**

Academic integrity is taken very seriously. If you violate academic standards of conduct, you risk failing this course or possible suspension from the university. Violations include (but are not limited to) cheating, plagiarism, use of a paper that has been turned in by you or someone else in another class, and unauthorized possession of exam materials. **If caught engaging in academic dishonesty in this course you will receive a zero in the course.** You are responsible for being familiar with university policies on such matters; including a thorough understanding of the university’s Honor Statement:

*An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*

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| **Tentative Course Schedule** | | | |
| **Week** | **Date** | **Topic** | **Required Reading/**  **Assignment(s) Due** |
| 1 | 8/22 | Intro to Interpersonal Communication |  |
| 2 | 8/27  8/29 | The Process of Communication  Culture | Ch. 1  Ch. 2 |
| 3 | 9/3  9/5 | Culture  The Self and Identity | Ch. 2  Ch. 3 |
| 4 | 9/10  9/12 | The Self and Identity  Perception | Ch. 3  Ch. 4 |
| 5 | 9/17  9/19 | Perception  **Exam #1** | Ch. 4 |
| 6 | 9/24  9/26 | Language and IPC  Language and IPC | Ch. 5  Ch. 5 |
| 7 | 10/1  10/3 | Nonverbal Messages  Nonverbal Messages | Ch. 6  Ch. 6 |
| 8 | 10/8  10/10 | Emotions  Emotions/ Listening | Ch. 7  Ch. 7 & Ch. 8 |
| 9 | 10/15  10/17 | Listening  **Fall Break – No Class** | Ch. 8  **LA #1 DUE** |
| 10 | 10/22  10/24 | **Exam #2**  Relationship Initiation & Development | Ch. 9 |
| 11 | 10/29  10/31 | Relationship Initiation & Development  Intimacy & Relationships | Ch. 9  Ch. 10 |
| 12 | 11/5  11/7 | Intimacy & Relationships  Family Communication | Ch. 10  Ch. 11 |
| 13 | 11/12  11/14 | Family Communication  Interpersonal Influence | Ch. 11  Ch. 12 / **LA #2 DUE** |
| 14 | 11/19  11/21 | Interpersonal Conflict  Communicating Support | Ch. 13  Ch. 14 [Omit pp. 395-399] |
| 15 | 11/26  11/28 | Group Work Day  **Thanksgiving Holiday–No Class** |  |
| 16 | 12/3 | LA # 3\_Group Presentations | **LA #3 DUE** |
|  | **12/10** | **Final Exam 2:45–4:45** |  |

*\* Changes to this syllabus may be made as deemed necessary by the instructor. If changes are made, students will be notified via canvas, or through their university email.*

**Withdrawal Policy:**

The last day to drop *without* a ‘W’ is **August 30,2019**. The last day to drop *with* a ‘W’ is **November 12, 2019**. For more information regarding dates and deadlines, https://onestop.utk.edu/calendar/.