

CMST 2318: Interpersonal Communication

Instructor: Dr. Jaclyn S. Marsh (Dr. J)
Virtual Office Hours: 1:30-2:30pm T/W
Email: jmarsh@uttyler.edu

Course Description

This course critically investigates, analyzes, and applies interpersonal communication to real world application. The course examines the influence of interpersonal communication in our lives by utilizing various tools throughout the semester. All course materials will enhance understanding of interpersonal communication, facilitate discussion, and encourage thoughtful approaches to communicating.

Course Objectives

This course is designed to assist students in gaining a better understanding to effectively develop and maintain professional and personal relationships. Students should be able to:

- Understand the different ways to view interpersonal communication and the advantages and disadvantages of each.
- Articulate the role perception and identity-management in interpersonal communication.
- Engage in competent, flexible, and appropriate communication with others.
- Demonstrate effective ways to listen and manage conflict.
- Understand conversational sensitivity, empathy, and perspective-taking.
- Demonstrate the intellectual capacity of “relating” effectively across contexts.
- Apply theories of interpersonal communication to practical interpersonal situations inside and outside the classroom.

Required Text

Floyd, K. (2017). *Interpersonal Communication, 3rd ed.* New York, NY: McGrawHill.
Additional required readings are available on our Canvas website.

Assignment	Maximum Points Possible	My Points
Participation	50 points	
Brown Bag Presentation	30 points	
Midterm Exam	100 points	
Perception Paper	60 points	
Field Observation Paper	70 points	

Family Genogram	40 points	
Life Story Scrapbook	100 points	
TOTAL COURSE POINTS	450 points	

Point Break Down

403-450 = A
 355-402 = B
 333-354 = C
 260-332 = D
 259- ↓ = F

Grades: Standard Grading Scale

90% - 100% = A
 80% - 89% = B
 70% - 79% = C
 60% - 69% = D
 59% - ↓ = F

Assignment/Exam Description

Participation (50 points)

Attendance and your participation are incredibly important in this class for your learning, and for your classmates learning. We can learn a lot from each other; therefore, your participation is vital to yours and your classmate's success. Participation points derive from: participating in discussions, contributing to classmates' artifact discussions, completing non-graded tasks, etc.

Brown Bag Presentation (10 points)

To help us dive into deeper understanding of the Johari Window, each student will give a 2 minute brown bag presentation that presents themselves to the class based on the main concepts of the Johari Window. Using a brown lunch bag (or whatever you have at home), students will decorate the outside of the bag, and will fill the inside of the bag with items that help describe themselves to the class. The outside of the bag will represent information that can be gathered by seeing or briefly meeting a person, and the inside of the bag will represent information that can only be learned through disclosure or getting to know an individual on a deeper level. You will record a short video no more than 2 minutes long and post it to the Brown Bag Discussion Board.

Midterm (100 points)

This is designed to test your understanding and application of the concepts presented in the text, class lectures, group presentations, and activities. The midterm will typically consist of multiple-choice, fill-in-the-blank, short answer and, on occasion, essay questions.

Perception Paper (50 points)

Watch a movie or television program that discusses the specific communication phenomenon called perception. Other items included with perception include: attributions, cultural differences, gender differences, impressions, personality differences,

prejudice, the entire perception-checking process, stereotyping, and the uncertainty reduction theory.

This paper should include a discussion on how the various characters in the movie or television program display the communication concepts listed above. Type a two-to-four-page paper that thoroughly examines the phenomenon of perception. Only 10-20% (less than a page total) of the paper should be dedicated to discussing the movie or television program and 80-90% of the paper should be dedicated to the communication concepts referred from the textbook.

The paper must be formatted in APA format, include at least three sources (one can be the textbook) and formatted appropriately for an academic paper. Not following any of these guidelines will result in a deduction of points.

Field Observation Paper (20 points)

You are going people watching! Find a place where you can watch a large amount of people and put your nonverbal communication skills to the test. You will make observations about the individuals around you, and then write a 2 pg (12 pt. times new roman font, double spaced, 1 inch margins all around) paper connecting those observations to course and reading concepts.

Family Genogram (20 points)

Families are an integral part of communication as they socialize their members on the rules/boundaries/norms of communication. For this project, students will be exploring their own family communication processes. In order to have an in-depth conversation in class, each student will need to create a family genogram that incorporates at least 2-3 generations of family. This genogram will also need to include a single paragraph (7-10 sentences) answer to the question "how has this family impacted your communication today?" using concepts from the course and readings.

Life Story Scrapbook (100 points)

This assignment asks you to create a beautiful, creative and wonderful scrapbook that contains seven core concepts from our course, and seven corresponding applications of these concepts pulled from our everyday life. Each concept should be approximately one page in length and be written in your own words, unpacking the relevant ideas as they relate to your application. These concept pages should correlate with existing research, which you will have to cite within the paper. The relevant direct application of these concepts should be taken directly from your own lived experiences and should follow one or two people throughout the project.

Course Policies:

Participation: Throughout the semester, you will be asked to partake in discussion and contribute to class. Please be ready, having read the course materials for that class period, with your own thoughts, questions, or insight. This type of participation is key in a small class like this; different point of views will also allow the class to understand the material better.

Elasticity Clause: I reserve the right to modify the existing course calendar and assignments. If changes must be made, I will notify students as soon as possible.

Classroom Civility: People and ideas must be treated with respect. No one is allowed to “hide” behind their keyboard and make rude comments just because we aren’t in a physical class together. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

Changes to the schedule: Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, and with a hard copy of the changes. It is I your responsibility to note these changes when announced. Readings must be completed for the day they are assigned on the course schedule. Lectures are intended to complement the readings.

Plagiarism

Academic Honesty: The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code (“Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do”). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student’s name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
 - copying from another student’s test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;

- discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas

The “Common Knowledge” Clause: Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know. (E.g. Humans once painted in caves. Berlin is the capital of Germany. Etc.)

The “Textbook” Clause: Material does not have to be cited if both of these points are true:

1. If the information contained in a student’s work is found in a course textbook or other assigned reading
2. And if that information is presented in such a way that the work is not copying or nearly copying the reading material word–for–word.

For example, if a student's textbook lists the Stone Age as beginning in 3,000 BCE, then a student can simply include this date. But, if a student copied full sentences from the textbook, then that would be plagiarism.

The “10% Rule”: As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else’s words, regardless of proper quotes or citation.

Intent: When reviewing a possible case of plagiarism, the student's intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents: The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance: A student's claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration: Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment. Having someone proofread your work is ok, but that can only entail matters of style, grammar, and spelling.

Disciplinary Action for Plagiarism: Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g. expulsion).

University Policies:

Important Covid-19 Information for Classrooms and Laboratories

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for Fall 2020 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions: Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Classroom Diversity: It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this class, you will have the opportunity to express and experience culturally diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

Tobacco-Free: All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products.

Campus Carry: We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date (**For Fall, the Census Date is Sept. 4th**) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The

Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Course Schedule*

Week	Due Date	TOPIC	ASSIGNMENTS and DUE DATES
Week 1	Sunday Aug. 30 th , by 11:59pm CST	Syllabus and Intros Two Truths and a Lie Activity	
Week 2	Sunday Sept. 6 th , by 11:59pm CST	About Communication Communication Culture and Gender Brown Bag Presentations	Floyd Ch 1 & Floyd Ch 2 Brown Bag Presentations
Week 3	Sunday Sept. 13 th , by 11:59pm CST	Communication and the Self	Floyd Ch 3
Week 4	Sunday Sept. 20 th , by 11:59pm CST	Language	Floyd Ch 5
Week 5	Sunday Sept. 27 th , by 11:59pm CST	Interpersonal Perception Go over Perception Paper Rubric	Floyd Ch 4 Listen: NPR Podcast: Playing w/ Perceptions Use link: http://www.npr.org/programs/ted-radio-hour/358360814/playing-with-perceptions
Week 6	Sunday Oct. 4 th , by 11:59pm CST	Midterm	
Week 7	Sunday Oct. 11 th , by 11:59pm CST	Nonverbal Communication Perception Paper	Floyd Ch 6 Watch: Ted Talk: Amy Cuddy, your body language shapes who you are Link: https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are Perception Paper Due

Week 8	Sunday Oct. 18 th , by 11:59pm CST	Emotion	Floyd Ch 8 For fun: Take NY Times Quiz; Can you read people's emotions? Link: http://well.blogs.nytimes.com/2013/10/03/well-quiz-the-mind-behind-the-eyes/?r=0
Week 9	Sunday Oct. 25 th , by 11:59pm CST	Listening Listening Activity Field Observation Paper	Floyd Ch 7 Listen: NPR: The Act of Listening Link: http://www.npr.org/programs/ted-radio-hour/411697251/the-act-of-listening Field Observation Paper Due
Week 10	Sunday Nov. 1st, by 11:59pm CST	Forming and Maintaining Personal Relationships	Floyd Ch 9
Week 11	Sunday Nov. 8 th , by 11:59pm CST	Interpersonal Communication in Close Relationships Family Genogram	Floyd Ch 10 Watch: Ted Talk Veerle Provoost: Do kids think of sperm donors as parents? Link: https://www.ted.com/talks/veerle-provoost-do-kids-think-of-sperm-donors-as-family Family Genogram Due
Week 12	Sunday Nov. 15 th , by 11:59pm CST	Interpersonal Conflict Mapping it Out Conflict Activity	Floyd Ch 11
Week 13	Sunday Nov. 22 nd , by 11:59pm CST	Deceptive Communication Course wrap up and review for the Final	Floyd Ch 12 Listen: Why we Lie Link: http://www.npr.org/programs/ted-radio-hour/311863205/why-we-lie

Week 14	Thanksgiving Break		
Week 15	Work on your scrapbooks this week!		
Week Finals	Mon. Dec 7 th , by 11:59pm CST	Life Story Scrapbook Due	Life Story Scrapbook Due

***This calendar subject to changes as needed**