

COMM 273-201, Interpersonal Communication

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MWF 11:30-12:20

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School of Communication 013

Office hours: 10:15-11:15 on class meeting days

Course Overview and Objective

Students study speech to understand its role in human relationships. This course focuses on self-exploration of communication patterns by asking life's big questions about self and other. Students will gain competence in interpersonal communication through the development of perceptual accuracy, and clarification of values with regard to relational goals.

Course Texts

Adler, Ronald B., Rodman, G., & DuPré, A. (2020). *Understanding Human Communication*. 14th ed. New York: Oxford.

Additional materials on Sakai

Learning Outcomes

Through course discussions and text readings, students will be able to

1. Identify characteristics and types of communication and of interpersonal communication
2. Define communication competence
3. Using social media for communication
4. Discuss the roles of identity and the self in communication
5. Recognize the relationship between communication and culture/s
6. Discuss the linguistic, sociolinguistic, and psycholinguistic aspects of communication
7. Recognizing the role of listening in communication
8. Recognizing the functions and types of nonverbal communication
9. Negotiate strategies for negotiation and remediating conflict
10. Recognize and use appropriate communication skills for career success
11. Recognize and use appropriate communication skills for leadership and teamwork
12. Recognize and use appropriate communication skills for preparing and presenting informative and persuasive speeches

Course Requirements

Class Participation (10 points)

Your active participation in class is essential for your and our learning. We depend upon and value the role of one another's experiences and contributions to our learning.

Communication Advice (40 points):

Gather ten (10) letters to an advice columnist—one per week. The concern and the advice shared in each column must be relevant to a topic covered in our class and textbook. The letter can be published in a print or online source.

Each week, you will submit a.) the letter with source information; b) a summary of the communication concern and advice given; and c) an 8-10 sentence explanation of how the advice compares to course content. Specifically, you will explain if and how the advice agrees or disagrees with how our text addresses the subject.

Post your responses to Sakai.

Academic Journal Article Summaries (25 points)

Throughout the semester, you will search for and select four academic articles relevant to the communication concern you have identified. Each article must be published in a communication journal. On the designated date, you will submit on Sakai a one-page written explanation of how the article addresses the communication concern.

Written (15 points) and Presented Speech (10 points)

Our course will conclude with your presentation of an informative and persuasive speech that addresses a communicative concern you have encountered through your analysis of advice responses. Your presentation will be both informative and persuasive. You will use content from the advice columns as the information in your speech. You will use content from the journal articles and our textbook to compose your persuasive stance. Post the written script of your presentation to Sakai.

<u>Course Evaluation</u>	%
Participation	10
Summaries and Analyzes of Advice Letters	40
Academic Journal Article Summaries	25
Written Speech	15
Presented Speech	10
Total	100

At all times and in all tasks in and out of class, your ethical comportment is mandatory. Be honest, respectful of self and others, and as confident as you can be when defending your perspectives. Always cite your references and acknowledge those who have influenced your viewpoints. Be aware of your needs and those of others in the classroom, and act appropriately. Failure to act in an ethical manner (e.g., respecting, disagreement) will affect your participation grade.

Grading Scale

A = 100-93	A- = 92-90	B+ = 89-86	B = 85-82	B- = 81-80
C+ = 79-76	C = 75-72	C- = 71-70	D+ = 69-66	D = 65-60

COURSE DATES AND READINGS AND ASSIGNMENTS

Note: This schedule may be modified according to the specific needs of the class. Updates to assignments, readings, and activities will be provided during the semester.

January 17-19

Chapter 1. Communication: What and Why

January 22-26

Chapter 14. Informative Speaking

Chapter 15. Persuasive Speaking

January 29-February 2

Chapter 12. Preparing and Presenting Your Speech

Chapter 13. Organization and Support

February 5-9

Chapter 2. Communicating with Social Media

February 12-16 and 19-23

Chapter 3. The Self, Perception, and Communication

February 26-March 1

Chapter 4. Communication and Culture

March 4-8 SPRING BREAK

March 11-15

Chapter 4. Communication and Culture

March 18-22

Chapter 4. Communication and Culture

March 25-27

Chapter 7. Nonverbal Communication

March 28-April 1 Easter Holiday—No Class

April 3-5

Chapter 7. Nonverbal Communication

April 8-12

Chapter 8. Understanding Interpersonal Communication

Chapter 6. Listening

April 15-19

Chapter 9. Managing Conflict

April 22-26

Speeches

April 26 Last Day of Class

April 29

Scheduled Final

Class Policies

- No discrimination on the basis of gender, age, race, ethnicity, religion, sexual orientation, or physical and learning disabilities will be tolerated in the classroom.
- Students and instructor are expected to fully and demonstrably respect the views, backgrounds, and experiences of all class members through informed, open interaction.
- Attendance in this class is expected and will count towards your final participation grade. Missing more than **three weeks** (without a documented, written excuse) will automatically drop the final participation grade to a C maximum. Missing **four weeks** or more of classes will automatically drop the participation grade to F. Exceptions will be made for documented, valid excuses (personal accidents, death in the family, severe illness, athletic commitments).
- If you are late to class or absent and miss announcements, it is your responsibility to get the information from a classmate.
- You are expected to actively engage in class discussions and to study all assigned readings, whether they are discussed in lectures or not. Late assignments will be penalized.
- All written assignments submitted for credit **must be typed and proof-read meticulously**. Errors in grammar, spelling and organization will cost you points.
- Please submit all assignments electronically.
- Papers and course assignments will be graded on students' ability to on understanding and application of course material.

- University standards regarding academic integrity, examinations and grading will be observed in this course. **Plagiarism in academic work or dishonest examination behavior will result in an "F"** grade for the assignment or for the course, and might carry further sanctions (see the Loyola Undergraduate Studies Catalogue and the back of this syllabus). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g., failing to credit a source, or using somebody else's ideas without clarifying that they are not yours).
- Do not hesitate to ask for clarifications at any time during lectures. Questions and comments are not interruptions but fundamental components of learning!
- Electronic devices can be used in the classroom as long as you are using them to enhance your participation and comprehension in class. Do not check email or chat. Doing so will have a very negative impact on your participation grade.

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml .

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for

academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner ("RCP") under Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will**

not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Student Diversity, Equity and Inclusion

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University—a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu

Loyola COVID-19 Policies

Loyola University Chicago's Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff. <https://www.luc.edu/healthsafetyandwellbeing/>

