North Carolina Agricultural and Technical State University

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2020

Interpersonal Communication

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Health and Human Sciences
Department Name: Speech
Course Name: Interpersonal Communication

COURSE INFORMATION

- Course Number/Section: SPCH 316
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.
NOTE: Students are responsible for reading, understanding, and following the syllabus.

:   AM ☐ / PM ☐ –   :   AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

COURSE DESCRIPTION

This course examines how communication builds and sustains interpersonal relationships. Explores the role of gender, ethnicity, and sexual orientation in interpersonal relationships.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Analyzing the relationship between developing interpersonal trust and building effective human relationships.
SLO 2: Critiquing the elements of effective interpersonal communications.
SLO 3: Describing nonverbal communication and its relationship to interpersonal relationships.
SLO 4: Exploring ways in which people listen and respond to each other.
SLO 5: Investigating the importance of self-acceptance.
SLO 6: Explaining the constructive nature of interpersonal conflicts.
SLO 7: Demonstrating strategies for managing conflict collaboratively.
SLO 8: Exploring the developmental stages of intimate relationships.
SLO 9: Synthesizing views of interpersonal relationships according to noted researchers.
SLO 10: Analyzing the social exchange theory.
SLO 11: Evaluating guidelines for expressing emotions in relationships.
SLO 12: Integrating the theories of contemporary scholars regarding the development of the "self."
SLO 13: Evaluating rules for managing anger constructively.
SLO 14: Analyzing how the perception process influences interpersonal relationships.
SLO 15: Evaluating methods of approving communication climates.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in*. Cengage Learning.

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 0%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Syllabus Quiz	1	3%
Discussion Board	15	10%
Assignments	2	10%
Papers	3	15%
Quizzes	3	20%
Midterm Project	1	15%
Final Exam	1	27%
Total	**26**	**100%**

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit https://hub.ncat.edu/administration/its/computer-recommendations.php.

MAKE-UP EXAMS

<mark>**For GRADUATE STUDENTS:** See 2019-20 Graduate Catalog p. 54</mark>

EXTRA CREDIT

LATE WORK

SPECIAL ASSIGNMENTS

<mark>**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**</mark>

<mark>**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**</mark>

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements (34 CFR 668.22). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).

- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university's mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered "Responsible Employees" and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit https://hub.ncat.edu/administration/its/dept/ats/index.php.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at https://www.ncat.edu/campus-life/student-affairs/index.php.

STUDENT HANDBOOK

https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES *(e.g., Copyright Guidelines, Confidentiality, etc.)*

STUDENT HANDBOOK

https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php

Graduate Catalog

SEXUAL MISCONDUCT POLICY

https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

https://www.ncat.edu/registrar/ferpa.php

STUDENT COMPLAINT PROCEDURES

https://www.ncat.edu/current-students/student-complaint-form.php

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
  https://www.ncat.edu/provost/academic-affairs/bulletins/index.php

- Graduate Catalog
  https://www.ncat.edu/tgc/graduate-catalog/index.php

- Student Handbook
  https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean**.

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Introduction and Overview	ULO 1: Interpret what is written and expected in the syllabus to successfully complete this course. (SLO 1) ULO 2: Navigate through Blackboard with the understanding of how to submit, upload, post and respond to weekly assignments. (SLO 1)	1. **Read Syllabus** 2. **Complete:** Syllabus Quiz (ULO 1) 3. **Complete:** Discussion Board #1 (ULO 2)
	Unit 2: A First Look at Interpersonal Communication	ULO 1: Apply the transactional communication model to a specific situation. (SLO 1, 2) ULO 2: Describe how the communication principles and misconceptions identified in this chapter are evident in a specific situation. (SLO 1, 2) ULO 3: Describe the degree to which communication is qualitatively impersonal or interpersonal, and describe the consequences of this level of interaction. (SLO 1, 2) ULO 4: Diagnose the effectiveness of various	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 1 2. **Complete:** Discussion Board #2 (ULO 3, 4)

		communication channels in a specific situation. (SLO 1, 2) ULO 5: Determine the level of communication competence in a specific instance or a relationship. (SLO 1, 2)	
	Unit 3: Interpersonal Communication and Social Media	ULO 1: Explain the similarities and differences between mediated and face-to-face communication and identify the rational consequences of choosing each possible channel in a given situation. (SLO 1, 2) ULO 2: Describe how the benefits and drawbacks of mediated communication affect a variety of your personal relationships. (SLO 1, 2) ULO 3: Evaluate your online communication competence for ways that you foster positive relationships and protect your own interests. (SLO 1, 2) ULO 4: Comment on how gender and age affect the use of mediated channels, and adapt your use of those channels to best fit a given recipient. (SLO 1, 2)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 2 2. **Complete:** Discussion Board #3 (ULO 1 - 4) 3. **Complete:** Paper #1 (ULO 1 - 4)
	Unit 4: Communication and Identity: Creating and Presenting the Self	ULO 1: Describe the relationships between self-concept, self-esteem, and communication. (SLO 2, 12) ULO 2: Use the social penetration and Johari Window models to identify	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 3 2. **Complete:** Discussion Board #4 (ULO 1 - 4)

		the nature of self-disclosing communication in one of your relationships. (SLO 2, 12) ULO 3: Outline the potential benefits and risks of disclosing in a selected situation. (SLO 2, 12) ULO 4: Assess the most competent mixture of candor and equivocation in a given situation. (SLO 2, 12)	
	Unit 5: Perception: What You See Is What You Get	ULO 1: Describe the process of selection, organization, interpretation, and negotiation shape communication in a given situation. (SLO 14) ULO 2: Explain how influences on perception affect communication in a specific situation. (SLO 14) ULO 3: Analyze how common perception tendencies have distorted your appraisals of another person, and hence your communication. Use this information to present a more accurate alternative set of perceptions. (SLO 14)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in*. Cengage Learning. a. Chapter 4 2. **Complete:** Discussion Board #5 (ULO 1 - 3) 3. **Complete:** Quiz #1 (ULO 1 - 3)
	Unit 6: Emotions: Feeling, Thinking and Communicating	ULO 1: Describe how the four components of emotions affect the way you feel, and hence your communication, in an important situation. (SLO 11) ULO 2: Describe how the influences on emotional expression have affected	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in*. Cengage Learning. a. Chapter 5 2. **Complete:** Discussion Board #6 (ULO 1 - 2) 3. **Complete:** Assignment #1 (ULO 1 - 2)

		your communication in an important relationship. (SLO 11)	
	Unit 7: Emotions: Feeling, Thinking and Communicating Continued	ULO 1: Apply the guidelines for effectively communicating emotions in an important situation. (SLO 6, 11) ULO 2: Identify and dispute the fallacies that are creating debilitative emotions in an important situation. Explain how more rational thinking can lead to more constructive communication. (SLO 6, 11)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 5 2. **Complete:** Discussion Board #7 (ULO 1 - 2)
	Unit 8: Language: Barrier and Bridge	ULO 1: Analyze a real or potential misunderstanding in terms of semantic or pragmatic rules. (SLO 10, 14, 15) ULO 2: Describe how the principles presented in the section of this chapter titled "The Impact of Language" operate in your life. (SLO 10, 14, 15) ULO 3: Analyze how gender or cultural differences (or both) may affect the quality of the interaction. (SLO 10, 14, 15)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 6 2. **Complete:** Discussion Board #8 (ULO 1 - 3) 3. **Complete:** Midterm Project #1 (ULO 1 - 3)
	Unit 9: Nonverbal Communication: Messages Beyond Words	ULO 1: Explain the defining characteristics of nonverbal communication. (SLO 3) ULO 2: In a given situation, recognize your own nonverbal behavior and its relational significance. (SLO 3)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 7 2. **Complete:** Discussion Board #9 (ULO 1 - 2) 3. **Complete:** Paper #2 (ULO 1 - 2)
	Unit 10: Listening: More than Meets	ULO 1: Identify the situation in which you listen	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017).

	the Ear - Listening Defined	mindfully and those when you listen mindlessly and then evaluate the appropriateness of each style in a given situation. (SLO 4) ULO 2: Identify the circumstances in which you listen ineffectively and the poor listening habits you use in these circumstances. (SLO 4)	*Looking out looking in.* Cengage Learning. a. Chapter 8 2. **Complete:** Discussion Board #10 (ULO 1 - 2) 3. **Complete:** Assignment #2 (ULO 1 - 2)
	Unit 11: Listening: More than Meets the Ear - The Challenge of Listening	ULO 1: Identify the response styles you commonly use when listening to others. (SLO 4) ULO 2: Demonstrate a combination of listening styles you could use to respond effectively in a given situation. (SLO 4)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 8 2. **Complete:** Discussion Board #11 (ULO 1 - 2) 3. **Complete:** Quiz #2 (ULO 1 - 2)
	Unit 12: Communication and Relational Dynamics	ULO 1: Identify factors that have influenced your choice relational partners. (SLO 4 – 15) ULO 2: Use Knapp's model to describe the nature of communication in the various stages of a relationship. (SLO 1 – 4) ULO 3: Describe the dialectical tensions in a given relationship, how they influence communication, and the most effective strategies for managing them. (SLO 4 – 15) ULO 4: Describe how metacommunication can be used to improve the quality of a given relationship. (SLO 4 – 15)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning. a. Chapter 9 2. **Complete:** Discussion Board #12 (ULO 1 - 4)

	Unit 13: Interpersonal Communication in Close Relationships	ULO 1: Identify the level and types of intimacy in a specific relationships and describe ways in which the quality and extent of intimacy could be improved. (SLO 6 – 8) ULO 2: Identify the various types of friendships in your life and evaluate how effectively they are sustained through communication. (SLO 6 – 8) ULO 3: Identify the turning points and conflict styles in a specific romantic relationship. (SLO 6 – 8) ULO 4: Evaluate how effectively the partners in a specific romantic relationships adapt to one another's love languages. (SLO 6 – 8)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in*. Cengage Learning. a. Chapter 10 2. **Complete:** Discussion Board #13 (ULO 1 - 4)
	Week 14: Improving Communication Climates	ULO 1: Identify confirming, disagreeing, and disconfirming messages and patterns in your own important relationships and describe their consequences. (SLO 9 – 15) ULO 2: Use Gibb's categories and the assertive message format to create messages that are likely to build supportive rather than defensive communication climates. (SLO 9 – 15) ULO 3: Create appropriate non defensive responses to real or hypothetical criticisms. (SLO 9 – 15)	1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in*. Cengage Learning. a. Chapter 11 2. **Complete:** Discussion Board #14 (ULO 1 - 3) 3. **Complete:** Paper #3 (ULO 1 - 3)

| | Unit 15: Managing Interpersonal Conflicts | ULO 1: Identify the conflicts in your important relationships and how satisfied you are with the way they have been handled. (SLO 6)

ULO 2: Describe your personal conflict styles, evaluate their effectiveness, and suggest alternatives as appropriate. (SLO 6)

ULO 3: Identify the relational conflict styles, patterns of behavior, and conflict rituals that define a given relationship. (SLO 6)

ULO 4: Demonstrate how you could use the win-win approach in a given conflict. (SLO 6) | 1. **Read Textbook:** Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in.* Cengage Learning.
   a. Chapter 12
2. **Complete:** Discussion Board #15 (ULO 1 - 4)
3. **Complete:** Quiz #3 (ULO 1 - 4)
4. **Complete:** Final Exam #1 (ULOs Units 1 - 15) |

* These descriptions and timelines are subject to change at the discretion of the instructor.