



COMM 1

Introduction to Interpersonal Communication

Fall 2014 (Section 2)

Vari Hall Room 133

MWF 1:00 – 2:05pm

Class #10710

[#SCUCOMM1](#)

COURSE OVERVIEW

Why study Interpersonal Communication?

Communication scholars study the real world processes of sending and receiving messages, together with investigating the results of these messages. Interpersonal communication scholars focus, specifically, on social message sending and receiving in relationships with other people (rather than the internet, mass media, films, or advertisements). Interpersonal communication scholars often focus on romantic relationships or friendships, families, gender, intercultural communication, deception, group dynamics, or conflict.

The purpose of this course is to explore more deeply some of the familiar features of social message sending and receiving, as well as the many ways in which both communication and *miscommunication* affect our

relationships. In this course, we will explore many theories and concepts that describe or explain communication between people in a variety of relationship contexts and types: families, friendships, co-workers, roommates, romances, strangers, and teammates -- just to name a few. The ultimate goal of the course is to provide you with practical background information on these processes along with some applied information including the self, relationship development, perception, nonverbal and verbal skills, and conflict management skills

Note: This course is a common prerequisite for many of the Communication Department's upper division courses.

INSTRUCTOR INFORMATION:



Dr. Justin P. Boren
Assistant Professor

jboren@scu.edu
408-551-7057

Office Location: [Vari Hall Room 217](#)
Office Hours: M & W 10:30 – 11:30am
(Stop in or make an [appointment on Camino](#))
Skype: jpboren // twitter [@jborenSCU](#)

Required Course Material

1. Adler, R. B. & Proctor, R. F. (2014). *Looking out looking in* (14th Ed.). Boston, MA: Wadsworth
2. Regular access to Camino and your e-mail
3. Access to (you do not need to buy) the *Publication Manual of the American Psychological Association*, 6th Edition

Course Assignments

Learning Preparation

Please make sure to stay on top of the readings, which are indicated in the class meeting schedule. You will find most of your readings in your textbook, but there are some additional readings on Camino.

You should make sure to bring your textbook and any supplementary information with you to class each day.

Examinations

There will be two exams this quarter. Exams will cover lecture material, in-class activities, and chapter readings. Make-up exams will be granted only for university approved excuses. The exams may include true/false, multiple-option, matching, short answer, and essay questions. Please note: if you come to class after the first student has finished the exam, you will not be permitted to take the exam.

Activities

There will be a variety of activities in this class. The activities may include individual in-class activities, take-home activities, and group projects. Some activities will be assigned a specific grade, while all other activities will count toward your participation score. Information about all graded activities will be provided to you during the class.

Research Assignment

You will have the opportunity to evaluate some relevant interpersonal research. This assignment requires critical thinking about how communication researchers know what they claim to know about relationships. It offers an opportunity to learn more about the scholarship of communication (what questions are asked and what the research discovers), as well as to learn about several topics that are interesting to you about relationships.

Detailed information about this assignment will be distributed in class.

Engaged Participation

Being present in class is key to attendance, being engaged in key to participation. Engagement includes positive attendance, participation in class discussions/activities, demonstrating that you have actively thought about the course material and concepts, and that you have contributed something interesting to our discussion. You will receive an evaluation on your active engagement in the class and may solicit feedback from me at any point.

Final Reflection Paper

At the end of the quarter, you will be asked to thoughtfully connect what you have learned from course concepts and theories with your own life and your relationships with other people. This paper will be due on the date of the final exam in the class. Instructions will be distributed as we get closer to the end of the quarter.

Interpersonal Communication across the Lifespan Project

The *interpersonal communication across the lifespan* project is a very exciting and engaging assignment that students regularly report as being their favorite part of the course. The chart below explains the three pieces of the project – you will receive very detailed instruction sheets closer to the assignment due date. Many students find that the most difficult part of the assignment is actually finding someone who qualifies for the project. Therefore, I recommend that you start thinking of people who might qualify as interview subjects early on in the quarter.

The presentation is graded separately from the paper. If you are absent on any of the presentation days, you will earn a zero on the presentation, regardless of your excuse, if you come a different day during the week, or even if you have already presented.

Step 1: Interview Subject

First, you will need to locate someone who is over the age of 70 and not related to you. You should also not know that person very well. You will interview the person about his/her experiences with interpersonal communication when he/she was your age. You will need to have your interview subject approved prior to your interview.

Step 2: Present to the Class

You will then have the opportunity to share with the class information about your interview subject. Your interview will focus on how communication has changed across the lifespan, drawing specifically on concepts from the course. You will need to be present for all the presentations during that week to earn a grade on this element.

Step 3: Reflection Paper

This is a very important part of the assignment! You will write a reflection paper about your experiences during the interview and connect your interview experience to that of some of your classmates. This part of the assignment will require you to clearly describe course concepts in connection to your interview subject and experience.

Assignment Grading

Examinations (175 Points total, 35% of final grade)

- Midterm Exam 100 Points
- Final Exam 75 Points

Assignments (250 Points Total, 50% of final grade)

- Research Assignment 75 Points
- Interview Project - Approval 5 Points
- Interview Project - Presentation 45 Points
- Interview Project - Paper 100 Points
- Final Reflection Paper 25 Points

Miscellany (75 Points Total, 15% of Final Grade)

- Activities (at home) 20 Points
- Engaged Participation 55 Points

Total Points Possible: 500

Final Grade Point Distribution

Grade	=	Point Breakdown	%
A	=	470 - 500	94%
A-	=	450 - 469	90%
B+	=	435 - 449	87%
B	=	420 - 434	84%
B-	=	400 - 419	80%
C+	=	385 - 399	77%
C	=	370 - 384	74%
C-	=	350 - 369	70%
D	=	300 - 349	60%
F	=	299 & Below	59%

Note: Students who do not attend the first class period will be dropped from the class. After that, if you stop attending class you will earn the grade of "F" in the course (not an "NS"). I will not drop you from the class automatically, except on the first day.

Expectations for Graded Work

This is a general guide of what I consider when assigning a grade to your work. These descriptions are for your information and reference only and do not guarantee you a grade:

A: An "A" is earned for excellent or exceptional work. This not only includes completion of all assignments but also a superior understanding of the material through high quality writing, presentation, etc. Assignments which earn an A are very creative, apply material from the class in unique ways to demonstrate mastery of the information, and are very thoughtful. Most students should not expect to receive in A, rather those students whose work is at a consistently higher caliber and they are vital members of the class discussion in this course are likely to receive an A.

B: A "B" is earned for good work. This includes completion of all requirements for that assignment and shows a very good understanding of the material. Assignments that earn a B are accurate, well thought-out, and reflective on the material in this course. Students who consistently attend and participate in class and whose work is at this level are likely to receive a B in the course.

C: A "C" is earned for average work. This includes completion of the basic requirements found in this syllabus or in individual assignment sheets. Students who receive a C on an assignment show understanding of the material and are generally thoughtful. Receiving a C also shows general competence in grammar, spelling, organization, and structure. Those students who meet all basic requirements for this course are likely to receive a C.

D: A "D" is earned to below average work. This includes completion of assignments, but missing key elements of those assignments. Students who typically receive a D have failed to demonstrate basic competence of the ideas we discuss in class. Those students who regularly do less-than-average work, seldom attend or participate in class, or don't really care about this class are likely to receive a D

F: An "F" is given to poor or failing work. Students receiving an F have little grasp of the topic area, have not met the requirements for the assignments, are not attending or participating in class discussions, or don't care about this class. Receiving an F means that you have not fulfilled your obligations as a student in this course.

Course Policies

☑ Attendance & Excused Absences:

You should come to class, on-time and have read the required material so that we can engage in a fruitful discussion of course concepts and ideas. Because I feel that attendance is such an important aspect of this class, you must be present each day the class meets.

Three or more unexcused absences may result in a reduction in your participation grade. Six or more unexcused absences will result in a failing grade in the course.

Absences are excused at my discretion and only under certain circumstances, such as having a note from a medical professional (i.e., physician or nurse practitioner) showing you have been ill, a documented family emergency (I will request documentation), or being away at a documented (and pre-approved) university-sanctioned event, such as competing for an SCU team. A medical appointment slip is NOT an acceptable reason for an excuse. Work-related absences and personal absences are also not acceptable excuses, so please plan accordingly. Make-up exams are only given when there are serious extenuating circumstances and when you can provide written documentation of those circumstances. You should notify me prior to the exam to secure permission for taking a make-up exam. If you are involved in a university-approved activity, (e.g., an athletic team or the speech team) you must provide me with a copy of your schedule at the beginning of the course. Under all circumstances, I ask that you maintain regular communication with me about your situations so that I can work with you, if possible.

😊 **Participation:** Being actively engaged in the material will greatly assist your learning. To that end, this class includes a strong emphasis on participation. Your obligations are to attend and participate in the class. Please complete the assignments and read the textbook prior to attending each session. Bring your textbook to

each class session. You will be qualitatively and quantitatively evaluated at the end of the quarter as to your active contribution to the course.

🌀 **Classroom Citizenship:** Our class starts on time, every day. Please do not arrive late to class. If you happen to be late, please make sure you do not interrupt the class. Habitual tardiness will factor negatively in your final participation grade. Please be respectful and courteous to the other students as well as the instructor. I reserve the right to reduce your final course grade for disturbing the learning environment.

Work toward becoming a leader in this class. Classroom leadership involves the overall attitude you express: Your acceptance of alternative points of view on controversial issues (you do not have to agree, but you have to respect another's right to her/his point of view), providing relevant examples, and participation in activities and discussion. Constant moaning and groaning, reading non-course related materials in class, using mobile devices during lecture, resistance to course activities, talking to your friends while others are speaking, falling asleep, arriving late to class, and continuously asking if we are going to get out early are examples of poor leadership and will result in a reduction of your participation grade.

🌀 Accommodations (ADA Statement):

If you are in need accommodations due to a challenge that could affect your performance in this class, please register with the Disabilities Resource Center [see: scu.edu/disabilities/] on campus. You should also notify me before the start of the second week of class so that I can do my best to accommodate you..

📄 **Written Assignments:** All assignments must be typed, written in Times New Roman, 12 point font, 1" margins on all sides of your paper, black ink. You will submit all your assignments online using Camino. We will be using the *Publication Manual of the American Psychological Association 6th Edition* (APA) as our formatting guidelines for submission of all papers.

✉ **Use of Technology:** Recent research has suggested that students perform better by taking notes with physical pen-and-paper over computers. Further, many of us are easily distracted by technology and humans are horrible at mental multitasking. Given this, and in the spirit of interpersonal immediacy, the use of technological devices (computers, phones, tablets, etc.) is prohibited during class. I will notify the class at any time when the use of technology will be permitted. If you need an exception to this policy for emergencies or documented accommodations, please let me know.

🕒 **Office Hours:** Communication researchers have found a strong positive relationship between engaging in extra class communication and course grades. Therefore, I encourage you to visit my office as frequently as you like. I have established set times to assist you with course-related material. Office hours are available on a walk-in basis, but for ease of scheduling, I ask that you refer to the Camino calendar to block out an appointment time. I will be more than happy to review early drafts of any assignment during office hours. Just make sure you bring a draft copy of that assignment that we can make notes on.

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Due Dates and Late Work

Certain course assignments can be turned in late, while others cannot. Assignments are due at the start of class on the date listed on this syllabus. Assignments will be considered "late" immediately after the due date and time.

- For the [Written Papers](#), your late work will result in a grade reduction of 20% for every calendar day that it is late (including the date that it was due). You will submit your course papers online through Camino

- [At-home and in-class activities, group projects and participation](#) can never be turned in late, regardless of the excuse.

- [Exams](#) cannot be completed late, with the exception of documented emergencies. With **prior** notice, we can work out most issues, but if you miss an exam, you will not be able to make it up.

- [Interview Project Presentation](#) cannot be turned in late. If you miss your presentation date, you will not be allowed to present and will receive a zero on that portion of the project. Also, if you are absent on **ANY** of the presentation days (listed in the syllabus), you will earn a zero (even if you have already presented).

If you will not be present for a university-excused reason, you should still submit your papers online prior to the due date/time.

Please note: Technological failures (of any kind) are not excused reasons to turn in a paper late. Please remember that technology has a tendency to fail during the most inopportune times (such as when you are using the computer). Therefore, backup your things! I suggest using a free automated online backup service, such as www.idrive.com or www.opendrive.com. Also, your SCU gmail account comes with space available to save and backup your work (google drive).



Academic Integrity



Source: freedigitalphotos.net

Santa Clara University and the Department of Communication are strong proponents of academic integrity. Thus, I expect that all of your work will be original and produced only by you. Therefore, any form of academic dishonesty will not be tolerated. For this class, there is a zero-tolerance policy for academic honesty violations. If you choose to violate university standards for academic integrity, you will be subject to a sanction at the instructor's discretion including failing the course. Plagiarism can be defined as using another's words, ideas, materials, or work without properly acknowledging and documenting the source. If you need a more detailed definition of plagiarism, I recommend visiting the following website:

<http://www.plagiarism.org/>

The University has specific policies relating to academic integrity, which can be found here:

<http://www.scu.edu/studentlife/resources/upload/Academic-Integrity-Protocol-Document.pdf> Please make sure to familiarize yourself with these policies & definitions.

10 guiding rules for being a student in this course

1. Come to class, prepared and on-time every day.
2. Be respectful and let others talk without interruption, including me.
3. Read the assigned material before class starts.
4. Turn off your cell phones and other “noisy” devices.
5. Think about the material, ask questions during lectures, and reflect.
6. Don’t do work for other classes during our class time together.
7. Have an open mind.
8. If you have a question, ask it.
9. Visit me in my office. Seriously.
10. Set expectations for yourself and seek to exceed those expectations.

How do I earn an “A” in this class?

Students often ask me how they can earn an “A” in the class. The university (see the student handbook) says that an “A” is reserved for “Excellent” work. In my view, that means that you should go exceed the assignment minimum requirements. Remember, just meeting assignment requirements is to be considered “acceptable” work (the grade of “C”). Here are some tips on pushing yourself toward earning an “A” (these are not guarantees, but are suggestions):

1. Read the course material before class starts. Every time. Don’t get behind in reading!
2. Write notes and questions to yourself in the margins of your text or in your notes.
3. Ask your questions in class at the appropriate time. If you still don’t understand, ask me after class or during office hours. Ask your classmates as well.
4. The students that earn the highest scores in the class are the same students that frequently come to office hours with questions about their projects. I would recommend coming to my office hours to talk about each phase of your project (at least 4 times).
5. Truly engage with the material. Think about how this material could apply to you now and in the future. When you think of those things, jot down those thoughts in your notes. Review those notes frequently.
6. Think of ways that you can go above and beyond the assignment requirements to truly set your paper apart and demonstrate your mastery of the concepts and material
7. Finally, review your prior written work and ask yourself “what else could I do to make this even better?” Then, implement those changes. Repeat this step at least once more.

Help & Resources

If you are feeling lost, overwhelmed, or just need some additional help in the class...

1. Make an appointment with me

You are welcome to setup an appointment with me during office hours (see Camino) or outside of those times. I am available in person, by e-mail, and can even setup a virtual meeting, if needed.

2. Visit the [HUB Writing Center](#)

The HUB Writing Center has Drop-in and appointment slots, visit them in Benson Room 22 or make an appointment on their website.

3. Use the Library Resources

Check out the library guide on Camino and consider discussing your project with our reference librarian, Helene Lefrance (408-551-1740). Library help is available at any time the library is open.

4. Use the online resources

Make sure that you carefully look over the resources and links available on Camino – you’ll find many useful tools in developing your written assignments. If you need APA help, use Purdue OWL’s site (see link on Camino)

5. Feeling Stressed?

College can be stressful and things can pile up rather quickly. Listen to your body and your mind! If you need personalized counseling and/or psychological services, contact CAPS (Cowell Center) by phone: 408-554-4501. Professionals are available to help you and you can direct you to other resources. CAPS also offers a useful stress reduction program.

Tentative Class Schedule

*While I have done my best to make sure this schedule is accurate, please anticipate minor changes as we go through the class together. You are expected to read the material as indicated below and complete assignments by the date and time listed. **Activities are listed in green** and **Assignments are in red.***

WEEK 1 – Introducing Interpersonal Comm.

Topics: Introduction to the Course
Discussion of what is Interpersonal Communication

Readings: Chapter 1

Mon. 9-22 **Course Introductions**
Wed. 9-24
Fri. 9-26

WEEK 2 – Identity and Perception

Topics: Identity Creation
Communicating Identity
Perception

Readings: Chapters 2 & 3

Mon. 9-29
Wed. 10-1
Fri. 10-3 **Assignment Discussion: Research Paper**

WEEK 3 – Emotions

Topics: Communicating Perception
Emotion
Finding Quality Research & Using APA Style
How to Summarize Research

Readings: Chapter 4

Mon. 10-6 **Finding Quality Research & Using APA**
Wed. 10-8 **Mass of the Holy Spirit: Class Starts at 1:15pm!**
Fri. 10-10 **Bring 1 Study for your Research Paper to Discuss**

WEEK 4 – Language

Topics: Impact of Language
Verbal Communication

Readings: Chapter 5

Mon. 10-13

Wed. 10-15

Fri. 10-17

Assignment Discussion: Interview Projects

Exam Review

Interview Subject Sharing Activity

Due: Research Paper (online to Camino by 5:00pm)

WEEK 5 – Listening & Nonverbal Communication

Topics: Midterm Exam
Nonverbal Communication
Listening

Readings: Chapters 6 & 7

Mon. 10-20

Midterm Exam (Covering chapters 1 – 5, discussion, and activities)

Last day to register to Vote in California!

Wed. 10-22

Fri. 10-24

Interview Subject Approvals Due

WEEK 6 – Relational Dynamics & Relational Theories

Topics: Relational Dynamics
Theories of Interpersonal Communication & Relational Comm.

Readings: Chapter 8
Additional Readings on Camino

Mon. 10-27

Wed. 10-29

Fri. 10-31

**WEEK 7 – Communicating in Close Relationships**

Topics: How we communicate in our close relationships
(note: if we finish this material early, we may get a head start on Week 9 topics)

Readings: Chapter 9

Mon. 11-3

Wed. 11-5

Fri. 11-7

Dear COMM 1 Letter Discussion

Note: November 6th is Election Day! Don't forget to vote!!



WEEK 8 – Presentation Week

Topics: Sharing the Story of Others: Interpersonal Communication Across the Ages

Readings: None

Mon.	11-10	Presentation Day #1	One-Page Presentation Outlines Due
Wed.	11-12	Presentation Day #2	
Fri.	11-14	Presentation Day #3	“Dear COMM 1” Letters Due

Important Note: This is a special week, as each person will share with the class about their interview subject. Because of that, attendance is mandatory. Presentation days will be assigned by drawing names at random at the start of class. If you miss your presentation day, you will NOT be able to make it up on a different day. Everyone is required to bring a short outline (1 page) to class on Monday to demonstrate that they are prepared to present.

WEEK 9 – Climate & Conflict

Topics: Communication Climate

Readings: Chapter 10

Mon.	11-17	“Dear COMM 1” Letter Groups Assigned Final Reflection Paper Discussion
Wed.	11-19	“Dear COMM 1” Letter Group Meetings
Fri.	11-21	Due: Interview Project Paper (to Camino by 5:00pm) No Class Today: National Communication Assoc. Meeting

Thanksgiving Holiday November 24 – 28 (No Class)!!

WEEK 10 – Managing Conflicts & Closing Thoughts

Topics: Conflict Management

Readings: Chapter 11

Mon.	12-1	“Dear COMM 1” Letter Group Presentations
Wed.	12-3	
Fri.	12-5	Exam Review, Final Thoughts, Course Evaluations

Final Exam = Wednesday December 10th 1:30 – 3:00pm (covers Chapters 6 – 11)
Final Reflection Paper Due (Online via Camino) before 1:30pm

Department and Course Learning Outcomes Map

Below is a summary of the key department learning outcomes that this course helps to fulfill. I have placed the course learning objectives under those learning outcomes and then have "mapped" the relationship between the course assignments and activities, course learning objectives, and the department learning objectives.

