What is this class all about?

In this course, we will examine the ways in which human communication affects, and is affected by, processes that occur in our bodies. We will start by exploring the basic anatomy of the human body as it relates to communication, including the brain, nervous system, facial musculature, endocrine system, cardiovascular system, and the immune system. From there, we will explore how those body systems are implicated in a range of communicative phenomena, including emotion, conflict, stress, burnout, interpersonal relationships, social structure, organizational culture, relationship satisfaction, and sexual behavior. Finally, we will explore the impact of innovative healthcare treatments that utilize communication interventions, including providing social support, human affection, and organizational development.

Prerequisites: COMM 1, or PSYC 1 or 2, or SOCI 1, or completion of core social science.

Pathway Notice: This course is associated with two Pathways: Values in Science and Technology and Global Health. If you declare either of these Pathways you may use a representative piece of work from this course as one of the materials you will use in your pathway portfolio. Therefore, you should keep electronic copies of your work from this course using an electronic service (i.e., Dropbox or Google Drive), as secure places to save copies of your work. This may ensure you will have a range of choices when you assemble your pathway materials and write the pathway reflection essay. For more information on the pathway requirements, including the pathway prompt visit: http://scu.edu/core

Core Course: This course meets the core requirement for Science Technology and Society.

Required Course Material
2. Additional readings on Camino.
Course Assignments

Learning Preparation

Please make sure to stay on top of the readings, which are indicated in the class meeting schedule. You can download and read the articles on Camino, but you cannot print them. Per the university’s undergraduate bulletin, each class unit should equal 3 hours of work both inside and outside of class (15 hours total each week for this course, which equals 12 hours per week outside of class).

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-choice, matching, fill in the blank, identification, short answer, and essay questions. Please note: if you arrive late on exam day after the first student has finished the exam, you will not be permitted to take it. Exam #1 is completed in class, Exam #2 will be completed at home and online.

Media Example Post

For this activity, you will find one media example (e.g., newspaper story, magazine article, news video) relating to communication and biology that cites an original research study. You will post that example to Camino and provide a short critique (written or video) of how well you think the researchers and/or the journalists communicated the findings of the research study. In your post, you will include a properly-formatted APA citation to the original research article cited in the media report.

Final Presentation

At the end of the quarter, you will be asked to create a short presentation to the class. Your presentation will focus primarily on your research paper, especially the intervention you discovered. Importantly, you will integrate key concepts from the course into your presentation. This will take place on the day of the final exam.

Engaged Participation

This is an upper-division class, which means that you will need to do more than just attend class and serve in a passive role. 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.

Extra Credit Opportunities

Throughout the quarter I may offer some opportunities to earn a few extra points. You should not rely on the availability of these opportunities. Additionally, you should know that I do not offer extra credit to individual students, only to the entire class (in other words, please do not ask for extra credit designed just for you). Any extra credit will be posted to Camino and your maximum extra credit is limited to 2% of the total available class points.

Course Project: Research Paper

You will be asked to review and critique one research article, which you should use in your final paper. I will provide you with guidance as you locate an article to use (in fact, I encourage you to discuss your article with me prior). This paper will give you experience (and feedback from me) in reporting and critiquing research results, which will be useful for your final paper.

Problem Paper

In preparation for your final research report, you will be asked to draft a paper that outlines a particular problem. The problem may either be a physiological issue or a communication issue. Either way, you will need demonstrate how one domain is implicated by/affected the other. You will need to find at least three academic (research articles) sources to describe the problem (in addition to the texts).

Final Research Paper & Intervention Proposal

This is the major assignment for the quarter. Throughout this quarter, we will explore a number of ways that communication affects our physiology and how our physiology might affect our communication. For this paper, you will need to identify a problem in one of those two domains (i.e., physiology or communication) and explain how that affects or is affected by the other (see above). You will need to review relevant literature and, if available, provide a research-based solution to the problem you have identified (i.e., an intervention). If you believe that there are no research-based solutions to the problem, you will need to talk about why you think a solution has not been developed yet (i.e., why there isn’t an appropriate intervention). This final paper will be at least 6 pages and no more than 8 pages in length (not including cover and references page) and utilize at least 6 scholarly research articles (which should be in addition to those from the course). Because of the page limit, you will need to focus on depth of analysis and limit your topic area to something that can be covered in no more than 8 pages. In preparation for this paper, you will submit a problem proposal and an article critique (see above), which will give you some feedback from me before you submit this final paper.

There are three formal written assignments in this course, each building on the prior. All papers are to be completed individually, must be typed, and should be written in compliance with the Publication Manual for the American Psychological Association, 6th Edition.

Note: All written assignments will be submitted on Camino by the due date and time listed on the syllabus – no other method will be accepted and there are no exceptions to this policy. Assignments submitted to Camino after the due date and time will be considered late (see policy on late work). There is no need to submit a hard copy of your assignments.
Assignment Grading

Examinations (400 Points total)
- Exam #1 200 Points
- Exam #2 200 Points

Written Work (500 Points total)
- Media Example Post 50 Points
- Article Critique 100 Points
- Problem Paper 100 Points
- Final Research Report 250 Points

Other Work (100 Points Total)
- Final Presentation 70 Points
- Engaged Participation 30 Points

Total Points Possible: 1000
Reminder: extra credit may be offered, but it cannot exceed 2% of the total points in the class (20 points).

Final Grade Point Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Breakdown</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>940 – 1000</td>
<td>94%</td>
</tr>
<tr>
<td>A-</td>
<td>900 – 939</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>880 – 899</td>
<td>88%</td>
</tr>
<tr>
<td>B</td>
<td>840 – 879</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>800 – 839</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>780 – 799</td>
<td>78%</td>
</tr>
<tr>
<td>C</td>
<td>740 – 779</td>
<td>74%</td>
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<tr>
<td>C-</td>
<td>700 – 739</td>
<td>70%</td>
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<tr>
<td>D</td>
<td>630 – 699</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>600 – 629</td>
<td>60%</td>
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<tr>
<td>F</td>
<td>599 &amp; Below</td>
<td>59%</td>
</tr>
</tbody>
</table>

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. “A” work goes above & beyond the assignment requirements. 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, & 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

Medical Advice: I am not a medical doctor. While we will talk about a number of innovative complementary and alternative medical interventions in this course, that information is in no way medical advice. Only a licensed physician can provide you with medical advice.

Attendance & Excused Absences: Attendance each day is required. Missing class will result in a reduction of your participation score. Furthermore, missing more than 2 days of class may result in a reduction of your final grade, while missing more than 4 days may result in a failing grade in the class.

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 (such as family weddings) are also not acceptable excuses, so please plan accordingly. Make-up exams & times 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. Finally, please note the date and time of the final. I am unable to accommodate changes to the final presentation date.

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 prior to attending each session. You should have access to your readings in class (electronic or print). 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/attendance grade. Please be respectful and courteous to the other students as well as the instructor (i.e. do not use cell phones, pagers, laptops, iPads, etc. during class without prior approval). 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, doing non course-related work, text messaging, using other electronic devices during lecture, resistance to course activities, talking to your friends while others are speaking, falling asleep, arriving late to class, or 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.

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.

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.

ADA Statement: If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please initiate a conversation with me about your accommodations during my office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after I have verification of your accommodations as approved by Disabilities Resources, and with sufficient lead time for me to arrange testing or other accommodations. For more information you may contact Disabilities Resources at 408-554-4109.
Due Dates and Late Work

Certain course assignments can be turned in late, while others cannot. Assignments are by the date and time listed on this syllabus. Assignments will be considered "late" immediately following that due date/time.

- Late Written Work (media post, article critique, and problem paper) 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 projects online through Camino. The final paper cannot be turned in late under any circumstances.

- Exams cannot be completed late, with the exception of documented emergencies (see policy). With prior notice, we can work out most issues, but if you miss an exam without any notice, you will not be able to make it up.

- Final Presentations cannot be made up under any circumstances. Please make sure that you do not have any conflicts on the date/time of the final.

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 files! 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

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 honestly 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.

By completing the course contract and remaining enrolled in the class, you agree that you understand the course and university policies on academic honesty.

© Copyright Notice: My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use – including distribution to others after the course. Consent for you to use any video or audio recording device in class shall be made on a case-by-case basis and you must obtain permission before doing so. If you are so authorized to record my lectures, you may not copy those recordings or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me. Any exceptions to this policy must be made by me in writing.
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. If you have a question, ask it!
6. Don’t do work for other classes during our class time together.
7. Remain open-minded, but think critically.
8. Visit me in my office. Seriously.
9. Set expectations for yourself and seek to exceed those expectations.
10. This is an upper-division course. At times, the material will be complex. Try not to be discouraged and, instead, use those moments of complexity as a starting point to engage in class discussion.

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 of the behaviors that “A” students engage in:

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 or other items in the class.
5. Truly engage with the material. If you don’t understand something, ask about it during class.
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. 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.
8. Remember, as an upper-division 5-unit course, you should set realistic time-management guidelines. You should dedicate at least 12 hours outside of class for the work in here, each week (according to the university’s student handbook).

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, Paul Neuhaus (408-554-5431). 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 paper. If you need APA help, use Purdue OWL’s site.

5. Feeling Stressed?

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

Students are expected to read the chapters listed and complete all assignments. While I have done my best to make sure this schedule is accurate, please anticipate minor changes as we go through the class together.

Note: All readings are on Camino, except for “Floyd et al.,” which is the textbook. Individual research articles are on Camino and are listed here by author’s first name and year. See Camino for a complete references list.

WEEK 1: A New Paradigm

Tue. 1/6  Introduction to the course
What is (and isn’t) this course about

Thu. 1/8  Why Biology AND Communication & The Communibiological Paradigm
Evolutionary Psychology and Psychophysiology
Read: Chapter 1 (Floyd, et al.); Section 1 Boren & Veksler (2010); Beatty, McCroskey, & Pence (2009); Floyd & Cole (2009).

WEEK 2: The Brain and the Central Nervous System

Tue. 1/13 The Brain
Read: Chapter 2 (Floyd et al.); Beatty & Lewis (2009).

Thu. 1/15 The Nervous System
Read: Chapter 3 (Floyd et al.) & Section 2 of Boren & Veksler (2010)

WEEK 3: Endocrine and Immune System

Tue. 1/20 Endocrine System
Read: Chapter 4 (Floyd et al.) & Section 3 of Boren & Veksler (2010)

Thu. 1/22 Immune System & Hematology
Read: Sections 4 & 5 of Boren & Veksler (2010)
Due: Media Example Post 5:00pm on Friday 1/23

WEEK 4: The Body

Tue. 1/27 Facial Musculature, Body Symmetry, & Mental Health
Read: Chapter 5 (Floyd et al.)

Thu. 1/29 Exam Review & Catch-up

WEEK 5: Midterm and The Media

Tue. 2/3 Exam #1 (covering all the major body systems)

Thu. 2/5 Media, Video Games, and Other Mediated Applications
Read: Weber et al. (2009); Pages 21-23 of Boren & Veksler (2010).
Due: Article Critique to Camino by 5:00pm on Friday 2/6
WEEK 6: Stress & Burnout

Tue. 2/10  Stress Day 1
Read: Kemeny (2003); Section 6K of Boren & Veskler (2010)

Thu. 2/12  Stress Day 2

WEEK 7: Pain and Interventions

Tue. 2/17  Social Pain
Lieberman (2013); Vangelisti et al. (2014)

Thu. 2/19  Intervention Techniques
Petrie et al. (2004); Wolf & Abell (2003); Hernandez-Reiff (2004)
Note: visit the website of John Gottman to read about his marital intervention work
Due: Course Project Problem Paper to Camino by 2/20 at 5:00pm

WEEK 8: Emotion and Social Support

Tue. 2/24  Emotion & Non-verbal communication
Read: Section 6A of Boren & Veksler (2010); Richman et al. (2005)

Thu. 2/26  Social Support & Co-Rumination
Read: Section 6J of Boren & Veksler (2010); Byrd-Craven et al. (2008); Shirom et al. (2011)

WEEK 9: Relational Dynamics & Contexts

Tue. 3/3  Conflict and Relational Maintenance
Read: Section 6G of Boren & Veksler (2010); Gottman et al. (2001); Kiecolt-Glaser et al. (2003)

Thu. 3/5  Parenting & Families
Read: Section 6D of Boren & Veksler (2010); Denes et al. (2013)

WEEK 10: Affection, Love, & Sex

Tue. 3/10  Attachment, Affection, Attraction, Love, & Sex
Read: Sections 6E & 6I of Boren & Veksler (2010); Floyd et al. (2009); Fisher (2009)

Thu. 3/12  Where do we go from here?
Read: Knapp (2009)
Exam #2 Discussion
Course wrap-up & evaluations
Due: Exam #2 to Camino by 11:59pm on Sunday 3/15 [Take Home Online Exam]

Tue. 3/17  Final Presentations from 1:30pm – 4:30pm
Due: Final Course Project Paper to Camino by 5:00pm on Wednesday 3/18
Below is a summary of the key department of communication and core learning outcomes that this course helps to fulfill. I have “mapped” the relationship between the course assignments and activities, course learning outcomes, and the department/core learning objectives.