

## COMM 2110-001: Intro to Interpersonal Communication (3 Credits, Fulfills “BF” GE Requirement)

**Instructor:** Dominic Pecoraro, MA

**Classroom:** Canvas

**Modality:** Online Weekly Monday-Sunday Modules

**Office Location:** Remote

**Office Hours:** By appointment

**Email:** [D.Pecoraro@Honors.Utah.Edu](mailto:D.Pecoraro@Honors.Utah.Edu)

### CANVAS:

This course utilizes Canvas online services. You may communicate with me via Canvas or Umail. You must have reliable internet connection and log in to our Canvas course regularly to do well in this course.

### Course Description

The purpose of this course is to *learn the vocabulary* of the cognitive, relational, and cultural processes that are interconnected with interpersonal communication practices. Specifically, this course is designed to develop students' ability to identify, analyze, and apply a breadth of theories, concepts, and skills of interpersonal communication to personal relationships. The course examines and problematizes interpersonal communication in our everyday lives by utilizing various tools including readings, scholarly research and writing, media examples, lectures, activities, and class discussion in both small and large groups.

### Course Outcomes

Articulate a breadth of theories, concepts, and content areas relevant to the study of interpersonal communication. Apply theories and concepts of interpersonal communication to everyday life. Understand how perceptions, identities, and relationships are constituted (or created) in communication. Explore the way culture, group membership, gender, and media shape and are shaped by interpersonal communication. Develop skills related to language, nonverbal communication, listening, emotion, and conflict in interpersonal communication contexts. Compare and contrast interpersonal communication across the contexts of friendships, professional relationships, romantic relationships, and family relationships.

### APPROACH:

To the extent that we are able, I will create a learning environment in which students get to know one another and interact with classmates and the material. One of the features of an online course is the flexibility to “attend class” when it’s most convenient for you. Having said that, ***it’s also important to emphasize that online courses require more “out of class” work than a face-to-face class because what is normally accomplished in class is done at home, online.*** If you find that you are falling behind in the course, please contact me as soon as possible so we can discuss whether continuing the course is the best choice for you.

**\*\*Note: This section is a 12-week summer course, which means material, assignments, etc. normally covered during a regular 16-week term will be condensed into our shorted term. This course is not “at your own pace.” If you anticipate you will not be able to allocate an enough time to this course consider not taking a condensed summer course.**

### TEXTBOOK/REQUIRED READINGS/AUDIO/VISUAL:

Wood, J. T. (2018). *Interpersonal communication: Everyday encounters* (9th ed.). Boston, MA: Cengage Learning.

## Course Policies

### Class attendance & Make-Up Work:

Because class attendance and course grade are demonstrably and positively related, the University expects students to activity contribute and participate in courses in which they are enrolled. Your virtual attendance and participation are important to advancing the growth of the culture of the class as well as your own personal communication skills. Although this an online course, you should still be engaged with the course material and your classmates. Failure to participate in the course assignments and Canvas modules will negatively affect your grade.

Keeping up with the course is key to success. Some of the work in the course is interactive in nature, and because interpersonal skills are developed over a period of time, each student's timely participation is essential to allowing the class to function well and the appropriate skills to be developed. A student who is "absent" (not completing assignments) for multiple weeks puts himself or herself at risk for failing the course due to missed points and a resulting inability to complete assignments effectively. Students who miss three or more weeks of coursework (consecutively or nonconsecutively) will earn no better than a C in the course, and all missed work may not be made up.

If you miss assignments due to an extraordinary circumstance or emergency, please contact me ASAP to arrange making up assignments. I will only consider allowing make-up assignments in a documented circumstance, and you must furnish this documentation within 7 days of your missed assignments.

### **Work Submitted to Canvas:**

Please note that work should be submitted to Canvas by the deadline announced on Canvas and/or listed in the syllabus. Work submitted to Canvas must be submitted before the deadline in a Word doc(x) or pdf format unless otherwise announced or noted. Do not submit Google doc links, notes, or pages documents. If an assignment is not submitted by the deadline in the appropriate format, it is subject to late work penalties up to you forfeiting any and all credit for the assignment. Assignments **should** be formatted in APA style. **Once an assignment is graded in Canvas, you may not resubmit the assignment. The originally assigned grade will stand.**

### **Late Work & Extensions:**

I do **not** accept late work. Adhering to deadlines through proper time management is an important skill that is positively correlated with professional and academic success. Assignments are to be submitted via Canvas by 11:59pm (unless otherwise specified) on the assigned due date. Assignments submitted after the due date and time will not be accepted or graded.

I understand that life events occur throughout the semester, so I will allow **two** penalty-free 24-hour extension on a written assignment. You do not need to let me know *why* you are using the extension, but you need to tell me (via email) **before** the deadline for the assignment that you are using the extension. Otherwise, your assignment will still be marked late. This extension does not apply to any exams.

### **Extra Credit:**

I will provide an undetermined amount of extra credit during the course. You should take advantage of any and all extra credit opportunities made available. I do not and will not make individual forms of extra credit available.

### **Grade Question and Concerns:**

If you have any questions about posted grades, you are able to discuss them with me between 24 hours and 10 days of the time that the grade post-date in Canvas. I will discuss grades with you during office hours or by appointment, so I will not answer questions via email or in the classroom. Grades will not be changed after 10 days unless there is a system or clerical error.

### **Course Policy on Academic Integrity/(Dis)Honesty:**

Given the nature of a media writing course, it's particularly important for students to understand what constitutes **plagiarism**. Plagiarism is the intentional or unintentional representation of another person's ideas or words as your own. It is plagiarism to:

- Turn in any portion of someone else's work as your own
- Use any portion of a "file" from a previous assignment and submit it as your original work
- Take passages from someone's work (published or unpublished) and include it in an assignment without citing the original author and using quotation marks

- Copy (word-for-word, or with some words changed or rearranged) another person’s work without using quotation marks and appropriate citation
- Knowingly allow another student to use your work as their own
- Work with another student to essentially create one assignment, with each student submitting a version of it in his/her own class
- Use **your own work (self-plagiarism)** from a different class (i.e. a paper you wrote for an English course), a different section, or different assignment and submit it as original work for this section of this course.
- Use all or part of other work you have previously written. Consult your instructor if you have questions about how to properly approach a topic/assignment for this course that you’ve done before.

This is not an exhaustive list, but hopefully gives you some concrete examples of what plagiarism means. All students are required to upload their major written assignments (including outlines and papers) electronically to Canvas, where it will be run through text matching software. Failure to do so may result in a substantially reduced grade on the assignment or failure for the course. All material submitted for evaluation must be the original work of the student and be produced in the current semester. It is a form of academic misconduct to submit all or part of any assignment written for another course, a previous semester of COMM 2110, or competition for a grade in COMM 2110 without your instructor’s knowledge and permission. This includes all work produced as a high school student or used in high school competition.

If you are in doubt about whether an activity violates the academic integrity policy, it is your responsibility to ask your instructor ahead of time.

#### **Netiquette Requirements:**

You should adhere to the following e-mail guidelines. **You must email me from your university Umail account. I cannot discuss the course and your grades with external emails addresses (Gmail, Yahoo, etc.).** If your e-mail does not adhere to these guidelines, I will send a reply asking you to review the guidelines and will not provide a respond to your question or concern until the guidelines are followed.

- The e-mail subject line should include COMM 2110-090 and refer to what you will be discussing.
- The e-mail must include a salutation. “Dominic,” is an appropriate salutation for this class.
- You will need to use correct grammar/spelling/capitalization in your e-mails.
- All e-mails need to be signed

I will reply to emails sent Monday-Thursday in 24 hours, and within 48 hours for emails sent Friday-Sunday.

#### **Teaching & Learning Philosophy:**

I believe that everyone comes to a class with their own personal experiences and opinions – no one is a blank slate. That being said, I encourage you to tap into your own experiences to stimulate and inspire your composition and participation in the course. Please be mindful of other individuals’ identities and beliefs. Communication that harmfully threatens another physically, socially, mentally, or emotionally will not be tolerated. I value open communication, and I will clearly state my expectations while discussing guidelines for assignments and class engagement. I practice this philosophy not to be rigid or make the course seem difficult. Rather, I want you to know the expectations in order for you to succeed and achieve in the course.

## **COURSE ASSIGNMENTS**

#### **Canvas Coursework:**

Weekly modules will open on Mondays and close on Sundays at 11:59pm. These modules may include discussion boards (which include a post due on Thursdays @ 11:59pm and reply Sundays @ 11:59pm) and other fieldwork or engagement assignments related to what we are learning.

**Exams:**

Three exams will be given online. Prepare to do more than memorize facts – you will also be asked to apply what you’ve learned, make judgments, critically evaluate ideas, and draw conclusions. Exams will be administered via Canvas and will be timed. If you experience any technical difficulties, you must let me know ASAP; otherwise, I may not reset your exam. Exams will not be given early or after the due date.

**Papers:**

**(1) Non-Verbal Communication Reflection.** For your first paper, you will identify an instance where someone has not communicated well using non-verbal communication. You will describe the instance of poor communication and then provide a discussion of how communication could have occurred more successfully. You will need to use at least 2 scholarly sources for this paper (excluding your textbook). The paper you submit will be 2-3 pages double-spaced. A detailed rubric and assignment guidelines are posted on Canvas.

**(2) Research Article Synthesis Paper.** For your second paper you will choose one of a selection of interpersonal communication research articles that I will post of Canvas. The paper will include three main sections. 1) You will provide a summary of the major parts of the article (the primary purpose of the research, the methods used, and the findings). 2) You will apply two components of interpersonal communication we have discussed this semester to the article (how are they related to the article and/or how they provide further insight/application for the findings. You cannot do non-verbal communication (as you will have already written a paper about that). 3) You will discuss how the article provides insight into interpersonal communication in one of your own relationships (family, friend, co-worker, romantic, etc.). The paper you submit will be 4-5 pages double spaced. A detailed rubric and assignment guidelines are posted on Canvas.

**GRADES**

Final grades are based on a point system. Grades are rounded to the nearest tenth. For example, an 89.92% is a B+ and an 89.97% is an A-. Plus/minus grades will be assigned using the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
93-100%	90-92.9%	87-89.9%	83-86.9%	80-82.9%	77-79.9%	73-76.9%	70-72.9%	67-69.9%	63-66.9%	60-62.9%	Below 60%

**Assignments:**

Canvas Coursework	150 points
Paper 1: Nonverbal	150 points
Paper 2: Research Synthesis	250 points
Exams (3 x 150 points)	450 points

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**Total Points** **1000 points**

**University and Departmental Policies**

**The Americans with Disabilities Act:**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable *prior notice* needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

If you will require additional assistance with any course activities due to disability, please let the instructor know *as soon as possible*. You may find the Center for Disability Services online at <http://disability.utah.edu>.

**Addressing Sexual Misconduct:**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 581-8365, or the Office of the Dean of Students, 270 Union Building, 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 581-7776. To report to the police, contact the Department of Public Safety, 585-2677(COPS).

**Drop/Withdrawal Policy:**

If you are registered for the course but are not in attendance during either of the first two days of class and have not notified the instructor of a University-sanctioned reason for your absence, you should drop the class so that others may enroll. You can drop a course during the first ten calendar days of the semester. You may withdraw (with a "W" recorded on the student's academic record) until the midpoint of the semester, as indicated on the academic calendar. After that, withdrawal is possible only "in cases of compelling non-academic emergencies" through petition of the dean of your college. Enrolling in, dropping, and withdrawing from courses is the student's responsibility. Please see the [Student Handbook](#).

**Academic (Dis)Honesty:**

The [Student Code](#) spells out specific rights of students in the classroom. The *Student Code* also specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. Students found guilty of academic dishonesty can receive an "E" for the assignment or the course, and other disciplinary action may be taken. Please see the course policy on plagiarism/academic (dis)honesty.

**Curriculum Accommodations:**

Curriculum accommodations take two forms: schedule accommodations and content accommodations.

The instructor can provide schedule accommodations for those who have a conflict that involves religious/spiritual observances, documented and University-sanctioned activities (including athletic participation demonstrated at the beginning of the semester), governmental obligations, and family or medical-related emergencies. If you anticipate any scheduling conflict with this course, please speak with the instructor as soon as possible. In every case, it is the student's responsibility to arrange alternatives as soon as possible for any assignment, presentation, or examination.

Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes.

**Learning Environment:**

We will maintain our classroom as a productive place to learn. We are all responsible for fostering an environment open to observing, discussing, and reflecting upon our own and others' communicative behaviors in order to learn. Thus, each one of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel and function as part of the class. If at any time or for any reason you feel uncomfortable with the classroom environment, please contact the instructor immediately in order to resolve/improve the situation.

<b>*Course Schedule   COMM 2110-090   Summer 2020*</b>	
<b>Modules/Dates</b>	<b>Readings/Focus</b>
Week #1: Intro to Interpersonal Communication 5/11-5/17	Ch. 1
Week #2: Identity & Perception 5/18-5/24	Ch. 2 Ch. 3
Week #3: Verbal & Nonverbal Comm 5/25-5/31	Ch. 4 Ch. 5 Overview: Paper 1
Week #4: Wrapping Up Unit 1 6/1-6/7	Work on Paper 1 Exam 1
Week #5: Listening & Emotions 6/8-6/14	Ch. 6 Ch. 7
Week #6: Climate & Conflict 6/15-6/21	Ch. 8 Ch. 9 Submit Paper 1
Week #7: Reading IPC Research 6/22-6/28	PDF Readings Overview Paper 2
Week #8: Wrapping Up Unit 2 6/29-7/5	Work on Paper 2 Exam 2
Week #9: Relational Communication 7/6-7/12	Ch. 10 Ch. 11
Week #10: Family Communication 7/13-7/19	Ch. 12
Week #11: Current Topics in IPC 7/20-7/26	PDF Readings Submit Paper 2
Week #12: Wrapping Up Unit 3; Course Debrief 7/27-7/31	Exam 3 Debrief Discussion

<b>*Assignment/Exam Calendar   COMM 2110-001   Summer 2020*</b>	
<b>Date</b>	<b>Assignment/Exam</b>
Opens 6/1 @ 12am; Closes 6/7 @ 11:59pm	Unit 1 (Ch. 1 – Ch.5) Exam
Due 6/21 @ 11:59pm	Paper 1 (Nonverbal)
Opens 6/29 @ 2pm; Closes 7/5 @ 11:59pm	Unit 2 (Ch. 6 – Ch. 9; Research Articles) Exam
Due 7/26 @ 11:59pm	Paper 2 (Research Synthesis)
Opens 7/27 @ 2pm; Closes 7/31 @ 11:59pm	Unit 3 (Ch. 10 – 12; Current Topics) Exam

**\*Any and all changes will be announced in class and/or posted to Canvas.**