Course Syllabus

Advanced Interpersonal Communication CMST 5110 FALL 2021 3 Credit Hours

Instructor’s Information
Name: Dr. Oluwadamilola Opayemi
Contact: oluwadamilola.opayemi@usu.edu
Email is the best way to contact me. Please be realistic in your expectations of response time. Students should not expect an immediate response when sending emails very late at night or very early in the morning. I try my utmost best to respond to emails in a timely manner during business hours Mon through Fri from 8:00am to 5:00pm. You will receive a response from me on the next business day for emails sent outside of these time windows.

Virtual Office Hours: Monday 12:00pm – 2:00pm
Office Hours: Wednesday 2:00pm – 4:00pm
The link for my Zoom office hours is available on Canvas

Department Office: Rm 002G, Old Main Building

Course Description
This course focuses on studies and advanced theories in contemporary interpersonal communication. Students explore multiple research perspectives and articles that apply both qualitative and quantitative methods. There is a particular emphasis on critically consuming social scientific research on interpersonal communication theory.

Required Texts
1. **Auto Access eBook: Close Encounters eBook, 6e by Guerrero**
   
   This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. **To access the materials, visit the Canvas course site.** For more details, including dates, deadlines, and opt-out info, visit your student Auto Access Portal: [https://portal.verba.io/usu/login](https://portal.verba.io/usu/login)

2. **Casing Interpersonal Communication: Case Studies in Personal and Social Relationships (Braithwaite & Wood, 2017)**

Course Objectives
By the end of this course, you will be able to

- Understand how communication is central to the constitutive process of relating
- Know and use the vocabulary of interpersonal communication terms and concepts
- Critique and evaluate theories of interpersonal communication
- Provide advice based in research about interpersonal communication challenges
- Apply interpersonal communication theories to practical situations
Course Policies

Attendance
Attendance at all classes is required. However, I understand unforeseen incidents happen. For this reason, you are permitted to have **two absences** during the semester – **NO QUESTIONS ASKED, NO GRADE CONSEQUENCES.** Whenever possible, please notify me in advance of expected absences. Be sure these do not occur on the days your group presents a project. If you anticipate missing more than two classes this semester, you should consider dropping this course. For every additional absence beyond the second, you will lose five points for each. You are responsible for keeping track of how many absences you accrue.

Absences will be excused for university sanctioned reasons (e.g., traveling with university athletics, forensics team etc.). Normally, you will need documentation for an absence to be excused. For absences due to a medical reason, your doctor’s ‘excuse ‘note covers only the dates stipulated by your caregiver.

Assignments
All the assignments for this course are due on Canvas and must be submitted by the stipulated deadline. Assignments are graded after the due date has passed. You are welcome to ask me a specific question about an assignment; however, I do not “pre-grade” assignments before submission. Allow plenty of time to ask questions in advance of due dates.

Late work
Late work is not encouraged in this course. However, I understand that there are instances when students are unable to turn in assignments on time due to unforeseen circumstance – **LIFE HAPPENS!** You are allowed to turn in **one late individual assignment – NO QUESTIONS ASKED, NO GRADE CONSEQUENCES.** However, **there are exceptions to any assignment related to a group project.** After this “pass”, if you experience a true emergency that prevents you from fulfilling a course requirement, it is imperative that you contact me as soon as you reasonably can. Permission to make-up missed work requires that an official written request be made to the instructor and supported with the appropriate documentation within one week (not after) from the date of the missed assignment. Appropriate documentation of the emergency (from a legitimate authority) and timely communication are required to avoid penalization of points and to preserve a healthy student-teacher relationship. Failure to adhere to this policy will result in **10% deduction per day after each assignment submission deadline**

24-hour Grade Dispute
If you think that a grade should be reviewed, you may request that the assignment be re-graded. This request must be placed only **after 24 hours of receiving the grade,** but it must occur within one week. To do this, you must submit, to the instructor, the original assignment and a memo that details your reasons for requesting the re-grade. Keep in mind that this will be a true re-grade
Course Requirements

Quizzes
You will complete 9 multiple choice quizzes as part of course requirement. The purpose of taking these quizzes is to assess your comprehension of course material. Reading quizzes will be available on Canvas until 11:59 p.m on the days they are due. Please see the course schedule for due dates. You have two attempts for each quiz. Your highest score will count towards your grade. If you miss a reading quiz, please read our course policy on late work before you proceed to makeup this assignment.

Case Study Analysis and Discussion
You have been randomly assigned to a group. Each week, your group will engage in a written discussion that examines a case study from a different perspective. This assignment is an opportunity for you to expand your knowledge of theories and appreciate their applicability to lived experience. Each group member is responsible for constructing 2 well-articulated and engaging inquiry (i.e., discussion questions, prompts, wondering etc.) that demonstrates a nuanced understanding of one the week’s theories in our course text – Close Encounters: Communicating in Relationships. Additionally, each student is required to post a written response (300 – 400 words) to the inquiries of other group members. These inquiries and responses are intended to provoke thought and, often, in class discussion. It is important that you point to salient quotes or ideas from the case study readings to spark deeper thoughts and reflection from your group members and classmates. All case study analyses are due on Sundays by 11:59pm before our class meeting.

Reflective Journal Entries
You will complete 2 journal entries during the semester. These journal entries are opportunities for students to engage in dialogue with self and the instructor. Your journals will cover a variety of topics including your learning experience in the course – subject matter, learning process, reactions to reading content.

Relational Challenge Consulting Group Project
As developing communication scholars, you are learning the knowledge and skills necessary to manage challenges that arise in personal relationships. Thus, throughout the semester, you will engage in a multiple-phase project that seeks to address a relational communication challenge, analyze that challenge, and propose solutions in order to assist people in improving their relationships. See the grading evaluation table for a list of the different parts of the project. More details about this project are available on Canvas.

Below is a list of communication journals that are great resources where articles that emphasize communication within close relationships have been published:

Communication and Critical/Cultural Studies; Communication, Culture, & Critique; Communication Monographs; Communication Quarterly; Communication Reports; Communication Research Reports; Communication Studies; Communication Theory; Computers in Human Behavior; Human Communication Research; Journal of Applied Communication Research; Journal of Computer-Mediated Communication; Journal of Communication; Journal of International and Intercultural Communication; Review of Communication; Qualitative Research Reports in Communication; Southern Communication Journal; Western Journal of Communication
Grading and Evaluation
Grades for the course will be based on the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Quizzes (20 points x 9)</td>
<td>180</td>
</tr>
<tr>
<td>Case Study Analysis and Discussion (20 points x 7)</td>
<td>140</td>
</tr>
<tr>
<td>Reflective Journals Entries (2 x 5)</td>
<td>10</td>
</tr>
<tr>
<td>Relational Challenge Consulting Group Project:</td>
<td></td>
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<tr>
<td>- “Dear Communication Expert Letter”</td>
<td>10</td>
</tr>
<tr>
<td>- Relational Challenge Topic Proposal</td>
<td>100</td>
</tr>
<tr>
<td>- List of Articles and Double Entry Journal</td>
<td>80</td>
</tr>
<tr>
<td>- Application of Theory and Research/ Consulting Advice Draft</td>
<td>200</td>
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<tr>
<td>- Relational Challenge Consulting Group Project Presentation</td>
<td>50</td>
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<tr>
<td>- Peer Review</td>
<td>30</td>
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<tr>
<td>- Revised Final Paper</td>
<td>200</td>
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<tr>
<td>Total</td>
<td>1000</td>
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Grading Scale
In this course, you will earn (not lose) possible points based on the quality of your work. Final grades are calculated by dividing the number points earned by the total points possible.

<table>
<thead>
<tr>
<th>Superior</th>
<th>Very Good</th>
<th>Average</th>
<th>Poor</th>
<th>Fail</th>
</tr>
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<tbody>
<tr>
<td>97 – 100% = A+</td>
<td>87 – 89.9% = B+</td>
<td>77 – 79.9% = C+</td>
<td>67 – 69.9% = D+</td>
<td>0 – 59.9%</td>
</tr>
<tr>
<td>94 – 96.9% = A</td>
<td>84 – 86.9% = B</td>
<td>74 – 76.9% = C</td>
<td>64 – 66.9% = D</td>
<td></td>
</tr>
<tr>
<td>90 – 93.9% = A-</td>
<td>80 – 83.9% = B-</td>
<td>70 – 73.9% = C-</td>
<td>60 – 63.9% = D-</td>
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University Policies

Academic Freedom
Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. The faculty member is entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility.

Academic Honesty and Integrity
Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others’ participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors. The Honor Pledge—To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Violations of the Academic Integrity Standard (academic violations) include, but are not limited to:

1. **Cheating:** (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving
problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

3. **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

An instructor has full autonomy to evaluate a student’s academic performance in a course. If a student commits an academic violation, the instructor may sanction the student. Such sanctions may include: (1) requiring the student to rewrite a paper/assignment or to retake a test/examination; (2) adjusting the student’s grade—for either an assignment/test or the course; (3) giving the student a failing grade for the course; or (4) taking actions as appropriate. Additional disciplinary action beyond instructor sanction shall be determined by the Judicial Officer and the University.

The penalty that the University will impose on a student for the first Academic Integrity violation is placement on academic integrity probation after the first offense.

The penalties that the University may impose on a student for multiple or egregious academic integrity violations are:

1. **Probation**: continued participation in an academic program predicated upon the student satisfying certain requirements as specified in a written notice of probation. Probation is for a designated period of time and includes the probability of more severe disciplinary penalties if the student does not comply with the specified requirements or is found to be committing academic integrity violations during the probationary period. The student must request termination of the probation in writing.

2. **Performance of community service.**

3. **Suspension**: temporary dismissal from an academic program or from the University for a specified time, after which the student is eligible to continue the program or return to the University. Conditions for continuance or readmission may be specified.

4. **Expulsion**: permanent dismissal either from an academic program or from the University.

5. Assigning a designation with a course grade indicating an academic integrity violation involving academic integrity. Conditions for removal may be specified, but the designation remains on the student’s transcript for a minimum of one year; provided however, that once the student’s degree is posted to the transcript, the designation may not be removed thereafter.

6. **Denial or revocation of degrees.**

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: [The code of policies and procedures for students at Utah State University](#).

**Withdrawal Policy and “I” Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) 5 financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.
Disability Accommodation
USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Sexual Harassment/Title IX
USU strives to provide an environment for students and employees that is free from discrimination and sexual misconduct. If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Old Main room 161 in Logan, 435-797-1266, titleix@usu.edu, or at equity.usu.edu/report. You can learn more about the USU resources available for individuals who have experienced sexual misconduct at sexualrespect.usu.edu. Resources for individuals who have experienced discrimination are listed at equity.usu.edu/resources.

The instructor is designated by USU as a "reporting employee." This means that if you share information about sexual misconduct (sexual harassment, sexual assault, relationship violence, or sex-based stalking) with the instructor, they will report that information to the USU Title IX Coordinator. The instructor is also required to tell you about designated confidential resources, supportive measures, and how you can file a report with the USU Title IX Coordinator.

USU encourages students to be Upstanders when they witness problematic situations or behaviors. Bystander intervention can happen before, during or even after an incident occurs, and you can be an Upstander in five ways:

1. Addressing the situation directly by talking to the individuals involved.
2. Delegating by asking others to help or referring the individuals to a campus or community resource.
3. Creating a distraction to disrupt or stop the situation.
4. Delaying your response to the situation by waiting to address it until after it has happened.
5. Documenting what is happening or what happened in the situation.

More information about being an Upstander is available at upstander.usu.edu.
## Course Schedule

**CMST 5110 – Communication in Family Contexts**

All assignments are due by 2:30 PM MDT on the specified dates except *Case Study Analysis* which is due by **11:59pm on Sundays** before class.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics, Class Meetings and Assignments</th>
<th>Due Dates</th>
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</table>
| 08/31 & 09/02 | Week 1: Course Orientation  
Introduction and Syllabus Review  
Group Projects Agenda Meeting |           |
| 09/07 & 09/09 | Week 2: Relational Communication: Definitions and Principles  
Read Chapter 1  
Complete Quiz 1 | Due: 09/07 |
| 09/14 & 09/16 | Week 3: Making Sense of Our World: Managing Uncertainty and Expectancy Violation  
**Read Chapter 4**  
Read assigned Chapter in Casing Interpersonal Communication Part 1  
Complete Case Study Analysis 1  
Complete Quiz 2  
Submit your “Dear Communication Expert” Letter | Due: 09/12  
Due: 09/14  
Due: 09/14 |
| 09/21 & 09/23 | Week 4: Changing Relationship: Stages, Turning Points, and Dialectics  
**Read Chapters 5**  
Read assigned Chapter in Casing Interpersonal Communication Part 2  
Complete Case Study Analysis 2  
Complete Quiz 3  
Start drafting your Relational Challenge Topic Proposal |          |
| 09/28 & 09/30 | Week 5: Revealing and Hiding Ourselves: Self-Disclosure and Privacy  
Read Chapter 6  
Read assigned Chapter in Casing Interpersonal Communication Part 3  
Complete Case Study Analysis 3 | Due: 09/26 |
<table>
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<tr>
<th>Dates</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tr>
<td>10/05 &amp; 10/07</td>
<td>Week 6: Communicating Closeness: Affection, Immediacy, and Social Support</td>
<td>Read Chapter 7</td>
<td>Complete Case Study Analysis 4</td>
<td>Due: 10/03</td>
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<td>Read assigned Chapter in Casing Interpersonal Communication Part 2,3, 4 or 5</td>
<td>Complete Quiz 5</td>
<td>Due: 10/05</td>
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<td></td>
<td>Submit your Relational Challenge Topic Proposal</td>
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<td>Due: 10/05</td>
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| 10/12 & 10/14 | Week 7: Final Paper Workshop | **Required Readings:**
|       |      | - Expository Essays // Purdue Writing Lab
|       |      | - Writing a Literature Review // Purdue Writing Lab
|       |      | - Annotated Bibliographies // Purdue Writing Lab
|       |      | - Strong Thesis Statements // Purdue Writing Lab
|       |      | **Required Readings:**
|       |      | - Organizing Your Argument // Purdue Writing Lab
|       |      | - In-Text Citations: Author/Authors // Purdue Writing Lab
|       |      | - Reference List: Basic Rules // Purdue Writing Lab
<p>|       |      | Reflective Journal 1 | Due: 10/14 |
| 10/19 &amp; 10/21 | Week 8: Staying Close: Maintaining Relationships | Read Chapter 10 | Complete Case Study Analysis 5 | Due: 10/17 |
|       |      | Read assigned Chapter in Casing Interpersonal Communication Part 3 or 5 | Complete Quiz 6 | Due: 10/19 |
|       |      | Start putting together your list of articles | | |
| 10/26 &amp; 10/28 | Week 9: Coping and Conflict | Read Chapters 11 | Complete Case Study Analysis 6 | Due: 10/24 |</p>
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<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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| 11/02 & 11/04| Week 10: Healing and Hurt | Complete Quiz 7
 Continue collecting articles | Due: 11/26

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<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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| 11/02 & 11/04| Week 10: Healing and Hurt | Read Chapter 14
 Complete Quiz 8
 Submit your List of Articles and Double Entry Journal | Due: 11/02

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<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| 11/09 & 11/11| Week 11: Ending Relationships: Disengagement and Termination | Read Chapter 15
 Read assigned Chapter in Casing Interpersonal Communication Part 3 -5
 Complete Case Study Analysis 7
 Complete Quiz 9
 Start writing your Application of Theory and Research/ Consulting Advice | Due: 11/07

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<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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| 11/16 & 11/18| Week 12: Final Paper Writing Week | I am attending the National Communication Association Conference. Use class time to work on your draft of Application of Theory and Research/ Consulting Advice | Due: 11/09

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<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>11/23 &amp; 11/25</td>
<td>No Class, Thanksgiving Break</td>
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 11/30 & 12/02| Week 13: Relational Challenge Consulting Group Project Presentation | Submit your Application of Theory and Research/ Consulting Advice Draft
 Group 1
 Group 2
 Group 3
 Group 4
 Group 5
 Group 6
 Group 7
 Group 8
 Submit Reflective Journal 4 | Due: 11/30

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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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| 12/07 & 12/09| Week 14: Final Paper Revision Week | Submit Peer Review Feedback | Due: 12/02
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<tr>
<th>Date</th>
<th>Event</th>
<th>Due</th>
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<tbody>
<tr>
<td>12/14</td>
<td>Examination Week: Submit a Revised Version of Your Final Paper</td>
<td>12/14</td>
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