Communication Studies 2110: Interpersonal Communication examines how we perceive self and others, how we use information we gather about self and others to guide our interactions, and the essential role of communication in the development and maintenance of human relationships. Our goal is to better understand some of the factors affecting communication in relationships and to appreciate the impact of communication on our relational lives. In this course, we will work together to develop a theoretical understanding of human communication processes and focus on improving specific interpersonal skills and relationships.

Course Objectives

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

1. To enable you to critically examine interpersonal communication events, drawing on theories of communication and essential concepts in the literature.
2. To help you evaluate your own interpersonal communication skills and to provide you with opportunities to develop and demonstrate competency in interpersonal communication.
3. To prepare you to work with communication research as needed in upper-division communication studies classes.

Instructor

Instructor: Cody Clayton

Office: Old Main 303

Office Hours: By appointment only via Zoom

E-mail: cody.clayton@usu.edu

Course Resources

- Adler, R. B., & Proctor, R. F. II (2017). *Looking Out, Looking In*. Boston, MA: Cengage Learning. (This textbook is automatically embedded in Canvas under VitalSource Bookshelf, and charged to your student account, unless you opt out. This is the least expensive option.)
- Any additional readings will be made available during the term on Canvas

Course Guidelines

The following are not permitted:
1. Any recording and transmission of classroom lectures and discussions by students without prior written permission from the class instructor (it is not a violation if student has an educational accommodation through the DRC).
2. Uploading any recordings of lectures and/or class presentations to publicly accessible web environments (e.g. social media, email, text messaging, and any other forms of mediated spaces).

Evaluation Methods and Criteria

Course evaluation is based on the following assignments:

- Interpersonal Development Project: 275 points
- Exams: 192 points
- Participation: 150 points

Grade Scheme

The following grading standards will be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 93.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 83.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0 % to 73.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73.0 % to 70.0%</td>
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<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0 % to 60.0%</td>
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<tr>
<td>F</td>
<td>&lt; 59.0 % to 0.0%</td>
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</tbody>
</table>

24/7 Rule: If you are contesting a grade, take the opportunity to wait 24 hours after receiving the grade, and then you have 7 days to submit a written document detailing the area you would like re-graded. After this period of 7 days, all grades are final.

Late Work: Assignments turned in after the due date will be subject to a 10% per day point deduction. Please reach out to me as soon as possible if you will be turning in an assignment late.

Interpersonal Development Project (275 points):
In order to give you theoretical and practical understanding of communication and conflict, you will conduct a semester project designed to develop your interpersonal skills. This Interpersonal Development Project (IDP) will consist of a proposal paper, four practical application papers, and a presentation. Detailed guidelines will be provided. **If you are unable to complete the requirements for this project due to COVID-19 an alternate assignment will be provided.**

**Exams (192 points):**

You will have two exams over the course of the semester to assess your comprehension of key concepts and theories. The Midterm Exam will cover chapters 1-6, and the Final Exam will cover chapters 7-12. Exams will consist of both multiple choice and short answer (3-5 sentence) questions. The exams will be open note/open book. The exams will also be timed, so it is important to study, review, and be organized before the exams begin. We will have review days prior to the exams to help you prepare.

**Participation (150 points)**

Participation is an essential component of individual and organizational success. You cannot be successful in this class or in any organization without participating. Successful participation in this class means doing what is necessary each day to ensure success. The several elements of your participation grade are outlined below:

*Group and Individual Contributions:* You will do work both in groups and individually in this class. Because of the nature of the class and the importance of class and group discussion for the learning that will take place here, a significant portion of the final grade will be determined by your participation in class discussion and group collaboration. Involvement is a necessary, important, and required part of this course. Showing up is the first step to class participation. However, good involvement is not equal to quantity of participation in class. Rather, I am looking for quality of involvement (i.e., not only engaging fully in class discussion, but also listening effectively to/with others, participating in activities, asking helpful questions, integrating the reading into class discussions, providing examples of course content, etc.).

*Study Guides/Preparation Assignments:* The purpose of meeting together as a class is to have experiences and conversations you cannot get on your own. Therefore, you must come prepared. To ensure that we are prepared to work together each day, you will be required to complete and turn in a reading guide (definitions and discussion questions) or preparation assignment each week. Study guides and preparation assignments must be typed and will be turned in before class the beginning of each week. Although submitted through canvas, you must be present in class to receive participation credit for the reading guide. No late work will be accepted for credit. Reading guides and preparation assignments will allow us to clarify and apply what you learn from your reading. In addition, these study guides will allow you to prepare for your exams and IDP papers as you go along, rather than all at once. Therefore, this requirement does not ask you to do any additional work than what is expected in any course.

*Zoom:* I expect you to follow the same participation guidelines even when attending on Zoom. In addition, you must have your camera on, and your face seen in order for me to see that you are
participating and engaged. **You will not receive participation points if I cannot see you or you are not in a stable location** (i.e. driving, walking around campus, etc.) to engage and take notes.

**Course Schedule/Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td></td>
<td>What is Communication?</td>
<td></td>
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<tr>
<td>January 22</td>
<td>Interpersonal Development Project</td>
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<tr>
<td>January 25</td>
<td>Why do we Communicate?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>January 27</td>
<td>Process of Communication</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>January 29</td>
<td>Effective Communication</td>
<td>Chapter 1</td>
</tr>
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<td>February 1</td>
<td>Mediated v Face to Face</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>February 3</td>
<td>Influences on Mediated Comm</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>February 5</td>
<td>Competence in Social Media</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>February 8</td>
<td>Communication and the Self</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>February 10</td>
<td>Impression Management</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>February 12</td>
<td>Self-Disclosure</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>February 15</td>
<td><strong>NO CLASS – PRESIDENTS’ DAY</strong></td>
<td><strong>IDP Proposal Due</strong></td>
</tr>
<tr>
<td>February 17</td>
<td>Perception Process</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>February 19</td>
<td>Perception Check</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>February 22</td>
<td>What are Emotions</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>February 24</td>
<td>Expressing Emotions</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>February 26</td>
<td>Managing Emotions</td>
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<tr>
<td>March 1</td>
<td>Language is Symbolic</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>March 3</td>
<td>Culture and Language</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>March 5</td>
<td><strong>REVIEW DAY</strong></td>
<td><strong>Midterm Exam due by March 7</strong></td>
</tr>
<tr>
<td>March 8</td>
<td>Characteristics of Non-Verbal Communication</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>March 10</td>
<td>Types of Non-Verbal Communication</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>March 12</td>
<td><strong>NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>March 15</td>
<td>Listening</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>March 17</td>
<td>Challenge of Listening</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>March 19</td>
<td>Responses to Listening</td>
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<tr>
<td></td>
<td><strong>Interaction Analysis #1 DUE</strong></td>
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<td></td>
<td><strong>Interaction Analysis #2 Due</strong></td>
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</tbody>
</table>
Attendance and Excused Absences Policy

A baseline assumption for this class is that you attend. I will take attendance everyday, and you will be penalized 0.5% of your total course grade for every class missed. You are allowed 2 absences without penalty. Please consider these days as “personal time off.” You can use these days when you are sick, out of town, overwhelmed with other schoolwork, or just want to go to the mountains. However, when you have used your personal time off, you have no more and each subsequent absence results in a deduction from your final grade. Also, please remember that attendance and participation are not the same thing.

It is expected that you are in class on your assigned days, just like you would be if classes were in a traditional face-to-face format. I know it can be tempting to get on Zoom when unexpected things happen; however, without prior conversation that is not what the hybrid format is designed for. You will be marked absent if you are not in person on your assigned days.

I will be following Utah State University guidelines for excused absences: Excused Absence Policy (Links to an external site.)

Nonattendance Policy

Students May Be Dropped For Nonattendance
If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. *(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)* This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see *2018-2019 General Catalog*).

**Assumption of Risk**

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: [http://www.usu.edu/riskmgt/](http://www.usu.edu/riskmgt/)

**Library Services**

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/rc](http://libguides.usu.edu/rc).

**Online Course Fee**

A fee of $15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

**Classroom Civility**

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) for more information.

**University Policies & Procedures**

**COVID-19 Classroom Protocols**
In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismission instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

**Academic Freedom and Professional Responsibilities**

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. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. 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."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

**Academic Dishonesty**

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

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

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)

**Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s [Office of Equity](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

**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) 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.
**Students with Disabilities**

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)](tel:435-797-2444) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

**Diversity Statement**

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: [https://studentaffairs.usu.edu](https://studentaffairs.usu.edu), (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu), TSC 220
- Access and Diversity: [http://accesscenter.usu.edu](http://accesscenter.usu.edu), (435) 797-1728, [access@usu.edu](mailto:access@usu.edu); TSC 315
- Multicultural Programs: [http://accesscenter.usu.edu/multiculture](http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQA Programs: [http://accesscenter.usu.edu/lgbtqa](http://accesscenter.usu.edu/lgbtqa), (435) 797-1728, TSC 3145
- Provost’s Office Diversity Resources: [https://www.usu.edu/provost/diversity](https://www.usu.edu/provost/diversity), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: [https://studentconduct.usu.edu/studentcode](https://studentconduct.usu.edu/studentcode)

**Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](https://studentconduct.usu.edu/studentcode).

**Full details for USU Academic Policies and Procedures can be found at:**

- [Student Conduct](https://studentconduct.usu.edu/studentcode)
- [Student Code](https://studentconduct.usu.edu/studentcode)
- [Academic Integrity](https://studentconduct.usu.edu/studentcode)
- [USU Academic Policies and Procedures](https://studentconduct.usu.edu/studentcode)
- [Academic Freedom and Professional Responsibility Policy](https://studentconduct.usu.edu/studentcode)
Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS).

Students are also encouraged to download the “SafeUT App” to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.