Interpersonal Communication – CMST 2110

Instructor
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Email
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Course Overview
The primary purpose of this class is to help you understand how an individual can use verbal and nonverbal communication to improve relationships and help generate the maximum social rewards. During this course you should begin to develop a cognitive complexity that allows you to critically analyze messages you receive on a daily basis. Interpersonal Communication helps us examine how we view ourselves and those around us. It also allows us to use the available information around us to guide our interactions with others.

This course will be held via Zoom.

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

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings Summaries: (Due before the first class of each week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Jan 20/22)</td>
<td>Syllabus/Introduction</td>
<td>Tell me Paper (Due end of first week)</td>
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<tr>
<td>Week 2 (Jan 25, 27, 29)</td>
<td>A First look at interpersonal Comm.</td>
<td>Chapter 1</td>
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<tr>
<td>Week 3 (Feb 1, 3, 5)</td>
<td>Nonverbal Communication</td>
<td>Chapter 7</td>
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<tr>
<td>Week 4 (Feb 8, 10, 12)</td>
<td>Communication and Identity</td>
<td>Chapter 3</td>
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<tr>
<td>Week 5 (No class Monday, will have class on Feb 17, 19)</td>
<td>Perception</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Week 6 (Feb 22, 24, 26)</td>
<td>Emotions</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week</td>
<td>Subject</td>
<td>Readings Summaries: (Due before the first class of each week)</td>
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<tr>
<td>Week 7 (March 1, 3, 5)</td>
<td>Language</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 8 (March 8, 10 No class on Friday the 12th)</td>
<td>MIDTERM</td>
<td>Review Ch. 1, 3-7</td>
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<tr>
<td>Week 9 (March 15, 17, 19)</td>
<td>Interpersonal Comm. And Social Media</td>
<td>Chapter 2</td>
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<tr>
<td>Week 10 (March 22, 24, 26)</td>
<td>Listening</td>
<td>Chapter 8</td>
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<tr>
<td>Week 11 (March 29, 31, April 2)</td>
<td>Communication and Relational Dynamics</td>
<td>Chapter 9</td>
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<tr>
<td>Week 12 (April 5, 7 No class Friday the 9th) Apparently Friday Classes will be held Thursday April 8th….. We’ll see what happens…..</td>
<td>Interpersonal Comm. In Close Relationships</td>
<td>Chapter 10</td>
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<tr>
<td>Week 13 (April 12, 14, 16)</td>
<td>Improving Comm. Climates</td>
<td>Chapter 11</td>
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<tr>
<td>Week 14 (April 19, 21, 23)</td>
<td>Managing Interpersonal Conflicts</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 15 (April 26, 28, 30)</td>
<td><strong>Final Project Presentations</strong></td>
<td>(No Reading)</td>
</tr>
<tr>
<td>Week 16 (No Class. For those that were unable to present in class you will record your presentation and submit it via Canvas)</td>
<td>Finals Week</td>
<td>(No reading)</td>
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</tbody>
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**Course Evaluation: Point Distribution**

Tell me Paper: 50 points

Reading Summaries: 240 points (each summary is worth 20 points)

Class Discussions: 240 points (each discussion is worth 20 points)

Exam: 100 points

Participation: 120 points

Interpersonal Communication Presentation (ICP): 250 points
Total: 1000 pts

The following grading standards will be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>92.95 - 100%</td>
</tr>
<tr>
<td>A -</td>
<td>89.95 - 92.94%</td>
</tr>
<tr>
<td>B +</td>
<td>86.95 - 89.94%</td>
</tr>
<tr>
<td>B</td>
<td>82.95 - 86.94%</td>
</tr>
<tr>
<td>B -</td>
<td>79.95 - 82.94%</td>
</tr>
<tr>
<td>C +</td>
<td>76.95 - 79.94%</td>
</tr>
<tr>
<td>C</td>
<td>72.95 - 76.94%</td>
</tr>
<tr>
<td>C -</td>
<td>69.95 - 72.94%</td>
</tr>
<tr>
<td>D</td>
<td>59.95 - 69.94%</td>
</tr>
<tr>
<td>F</td>
<td>59.94% and below</td>
</tr>
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Homework Policy
*Grades are rounded to the nearest tenth. That means that an 89.95 is an A- and an 89.94 is a B+. This policy is non-negotiable and there will be absolutely no exceptions.

*24/7 Rule: If you are contesting a grade, you must wait 24 hours after the received grade, and then you have 7 days to reach out to me and schedule an appointment. After this period of 7 days, all grades are final.

*Late work: All assignments must be turned in on time. If not, they will receive 10% off the final grade each day the assignment is late including the due date. Assignments will **not be accepted after 3 days past the due date.** That said, if there is a health or family emergency (but not limited to), please reach out to me before the due date, so we can arrange a new due date that is best suitable for the both of us.

*Reminder: Reading Summaries will not be accepted late.

**Interpersonal Communication Presentation (ICP):** In lieu of a final exam, you will be creating and presenting on concepts and material you have found of particular interest in throughout the semester. You will be covering TWO different concepts you learned about. This final project will consist of two parts. Each part will be worth 125 points. That means 12.5% of your grade.

- **First:**
  - Write a 2-4-page (double spaced) paper explaining the two concepts and why you want to cover them. I do NOT want a repetition of what is found in the book about your selected concepts, you will need to explain them in your own words and give a short story about how you have already seen them in your life (Each concept should take at least one page to cover, if you only have two pages, I will have higher expectations for the paper). You will need **2-4 resources** that help explain your paper, you will be able to reuse these sources for your presentation.
  - **This is due two weeks before you present. That means it is due Week 13**

- **Second:**
  - The presentation of your two concepts will take **10-15 minutes** and will cover the following (if your presentation only takes 10 minutes, I will have higher expectations for it):
    - **Introduction/definition** (In your own words)
    - Provide an answer to the “So what?” question. (Why do they matter, why should we care?)
    - Explain why you selected your two concepts
    - Real life application of the concepts
    - A critical perspective of the concept; do you feel the concept has legitimate/practical use in your everyday life? Why or why not? You must provide evidence for your claims.
    - Conclusion or short summary of your findings/claims

**Definition:** A **thesis statement** usually appears at the conclusion of the introductory paragraph of a paper. It offers a concise summary of the main point or claim of the essay, research paper, etc. It is usually expressed in one sentence, and the statement may be reiterated elsewhere.

**Example:**

- 1. Goodnight (2012) claims that there are many different ways to display an argument(s) to the public (i.e. forums, styles, etc.), which could also lead to a loss of deliberative rhetoric.
Writing **strong** thesis statements

A thesis statement should **not** state two sides of an argument equally.

For example:

- There are advantages and disadvantages to using nuclear power.
  
  This could be a topic sentence, but it is **NOT** a thesis statement. It gives two sides of an argument without giving a clear opinion of support or disagreement. It could be revised like this:

  - Although there are some advantages, using nuclear power has many disadvantages and should **not** be a part of our country’s energy plan.

  **This is a strong thesis statement.**
  
  It clearly give the writer’s opinion about nuclear power.

- Check out this link for more information: [https://writingcenter.unc.edu/tips-and-tools/thesis-statements/](https://writingcenter.unc.edu/tips-and-tools/thesis-statements/) (Links to an external site.)

**Reading Summaries:**

- First: You will define 3 concepts that are specific to the expected reading pages for that given day.
- Second: Choose 2 out of the 3 concepts and apply them to a real-life scenario/situation.
- Finally: Ask a question that could be integral to class discussions. Your question can either be a *question of clarification*, (i.e. a question useful for clarifying confusing material and/or extending our understanding of certain research theories/concepts), or a *question of extension* whereby you ask a heuristic/thought-provoking question based on the readings.

The denotative (i.e., dictionary definition) meaning of a concept is pretty straightforward, so I will not give an example of this. However, please reach out to me if you need help!

Example: Concept: Instrumental goals is defined on page 7 as ______ (do not simply restate the books definition, I want to hear how you would explain the concept). Application: A specific application of this concept is when you go to a salon/barber. Communicating to a hair stylist about what you want done is a type of goal. Side note:
Although this is an example from the book, do not use this. The hope is to encourage you to think critically about how a variety of interpersonal communication concepts could be applied to everyday life.

**Class Discussions:** On the **last day of class each week** we will spend the first 25 minutes in breakout rooms.

- In these breakout rooms you will be randomly paired with 3-4 other classmates. In these discussions you will ask the questions you wrote about in your reading summary for the week, you will discuss and answer these questions together as a group.
- The last 25 minutes of class will be spent presenting the answers to your questions to the rest of the class.
- You will be graded by both your group members and me. The first 15 points will be graded by your fellow students and the remaining 5 points will be graded by me when you present your discussion to the class.
- If you miss one of these class periods you will automatically lose out on the 20 points*** There will be no make up for these activities, save for extenuating circumstances that you will have to meet with/email me to explain.

**Tell Me paper:** This paper will be a way for me to get to know you and your academic background. In this paper you will tell me the following about yourself:

- Are you a first-generation college student?
- Are you a freshman, sophomore, junior, or senior? What is your major?
- What have you found difficult about classes being held over Zoom?
- Why are you taking this class? (I will accept answers like: “I took this class to fill credits.”)
- What is currently your favorite genre of music and what is currently your favorite song and why?
  - I will be playing these songs at the beginning of class unless they are deemed too inappropriate.
  - That being said, I will not be offended by any strong language as I will be listening to each song sent to me to help myself understand who you are.
- Tell me about yourself, is there anything else you think I should know? Or that you would like me to know? (This is your chance to help me gain insight into who you are as a person and a student)

**Exam:** There will only be one Exam in this class. This will be our midterm for the semester. The purpose of this exam is for me to evaluate your progress and understanding of the material being taught. This Exam will not decide if you pass or fail the course, but it will have a strong impact on your grade.

**Participation:** Throughout the semester, there will be opportunities to earn points through in-class activities, discussions, and engagement. You can only earn these points if you arrive to class on time, attend the entire session, and fully engage in the exercises.

- While attendance is not mandatory, you only have 3 excused absences before it starts to affect your grade.
- **It is mandatory for your video to be on during the entirety of each class*****. If your video is turned off you will not be counted as having been in class for that day, regardless of how long you are in the class. I expect you to treat this as you would a face-to-face classroom.
- Class disruptions: If you are seen consistently using your cell phone (its not as inconspicuous as you might think) you will be deducted points.
  - You are all adults that are capable and responsible to make your own choices, should you decide to play on your phone while in class I want you to be aware there are consequences.
Pranks. I understand that quarantine and the pandemic have made school difficult, especially since it is online. However, this does not mean class disruptions will not have consequences. If you “prank” the class in order to make a TikTok or provide comical relief to yourself or others there will be consequences. Depending on the level of disruption caused, will dictate the severity of the consequence. *** I reserve the right as your instructor to deduct whatever amount of points I see fit for class disturbances***

- **Hate Speech/Insults/Mocking other students:** I have a **ZERO tolerance** for these types of behaviors. Comments that are derogatory to any group of people will have SEVERE consequences. I will not tolerate racist, homophobic, sexist, or hate speech of any kind. We ALL come from different backgrounds and as such we all hold different ideals.

  - I want all of my students to feel safe and comfortable in the classroom. Regardless of race, political, social, sexual orientation. Disagreeing with someone is NOT a form of hate speech, but how you communicate that disagreement can be interpreted negatively, even to the point of perceived hate speech.

  - If you make any comments that embody hate speech of any kind you will be removed from the classroom for that day, deducted that day’s points, and meet with me to discuss whether or not you are ready to rejoin the class.

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).

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](http://studentcode.usu.edu/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 during the fall 2020 semester. 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 dismissal 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 (Links to an external site.) 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 (Links to an external site.)**

**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 (Links to an external site.)** 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 (Links to an external site.)** 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 (Links to an external site.)**), 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) (Links to an external site.)** 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.

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, (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services, (435) 797-2912, TSC 326,
- Access and Diversity: http://accesscenter.usu.edu, (435) 797-1728, access@usu.edu, TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture, (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa, (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: 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

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.

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

- Student Conduct
- Student Code
- Academic Integrity
- USU Selected Academic Policies and Procedures
- USU Academic Policies and Procedures
- Academic Freedom and Professional Responsibility Policy

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) (Links to an external site.).

Students are also encouraged to download the “SafeUT App” (Links to an external site.) 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.