

COMM 2090: Interpersonal Communication

Fall 2021

HYBRID

Tu/Th 12:45-2:05; Online/Sam Wilson 353

Note: Course is online through 9/30/21 and will meet in-person beginning 10/05/21

Instructor: Dr. Christine K. Anzur, Ph.D.

E-mail: anzur@mail.etsu.edu

Office: Zoom

Office Hours: Mon/Wed 12:00-2:00

IMPORTANT NOTE: This course meets online via Zoom from Aug 23 – Sept 30. Beginning October 5, we will meet in-person. You must be prepared to be on-campus and be in class on Oct 5.

Text Requirement

Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2010). *Close encounters: Communication in relationships*. Thousand Oaks, CA: SAGE.

Course Description

Introduces key concepts for discussing and improving interpersonal relationships such as those with family, friends, romantic partners, and coworkers.

Course Objectives

This class functions as an introductory-level foundation of the broad field of Interpersonal Communication. As such, we will cover a wide variety of topics. At the end of the course, you will be able to:

- Explain major theories of interpersonal communication
- Discuss stages of relational development and how concepts function in each
- Recognize differences between prosocial and antisocial relational behaviors
- Identify strengths and weaknesses of different conflict styles
- Compare competing perspectives of relational dissolution
- Apply course concepts to your own experiences

Department Mission Statement

The Department of Communication and Performance advances the understanding of communication by focusing on the ways people communicate with each other personally and professionally, embracing the complexity of human diversity, and examining the ways in which identity and meaning are created through the stories we tell and the stories we are told.

We engage our mission by pursuing the goals and upholding the values below.

Goals

1. To ready students for a variety of careers by enhancing their practical communication skills, including both oral and written communication, and by equipping students with the experience, knowledge, craft, and competence of working professionals and leaders.
2. To facilitate intellectual growth, research training and discovery, critical thinking acumen, and performance craft for students and faculty.
3. To explore human performance in its many forms and utilize it as a way of understanding and knowing.
4. To promote civic engagement, social responsibility, and civil dialogue in local, national, and global arenas.

5. To make vital contributions to liberal arts education at ETSU by offering an exceptional General Education program in oral communication through skilled training provided by recognized experts from the communication discipline.
6. To support the professional aspirations of our graduates and maintain ongoing relationships with them, while seeking out opportunities to connect our current students with our alumni.
7. To foster a work environment that values each individual's contributions, inspires good humor and creative problem-solving, promotes personal and professional growth, and recognizes each person as a member of families and communities beyond work.

Values

- * **Relationships**—that are healthy, respectful, and mutually beneficial for all members of our department community.
- * **Excellence**—in critical thinking, academic endeavor, creative exploration, and artistic expression.
- * **Inclusiveness**—that fosters respectful, ethical engagements and dialogues across populations and communities, and that advocates for free and open exchange of ideas, sustained democratic values, and working for the public good.
- * **Scholarship**—that is pragmatic, critical, theoretical, and creative, and that is a product of passionate engagement with important social and research questions.

****Advising WEEK**-- Oct 25 – Oct 29**

Please contact a COMM faculty member *prior to* this week so that you can set up a time slot during advising week. If you do not have a COMM faculty advisor, please let me know (or reach out to one of your instructors). We will help you. **DO NOT WAIT UNTIL THE END OF THE SEMESTER TO THINK ABOUT ADVISING.**

Course Policies and Procedures

Policies

This course adheres to the policies established by the Department of Communication & Performance and East Tennessee State University. You can learn more about these policies at <https://www.etsu.edu/reg/academics/syllabus.php>. The following additional policies are specific to this course.

ETSU Policy on Face Covering

Please wear a mask or other appropriate face covering to class. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses. For the safety of your classmates, if you forget your mask I will have a few available each day to distribute. If you choose not to wear a mask, you will not be able to attend class face-to-face. Students with medical conditions that inhibit their ability to wear masks should register through disability services.

Correspondence

All outside of class correspondence will be conducted through your official ETSU email. I will not open emails from addresses that are not official ETSU mail accounts. Your grades will be posted on D2L. It is important that you check both D2L and your university email regularly, as this is how I will communicate important updates.

Please allow 48 hours for email response. I check email sparingly – if at all – during weekends, so response time may be longer if you have emailed on Friday.

When requesting Zoom meetings, please follow these steps:

1. Suggest at least two times during my meeting hours that you are available (I recommend blocking out at least half an hour). If you have CLASS or WORK during my meeting hours, please see step 4.
2. Include a brief description of why you'd like to meet. This could be something as simple as "I had difficulty understanding this portion of the reading for Relational" or "I want to be sure that my Eleanor paper is shaping up in the right direction." Having an idea of what you need is essential to maximizing our productivity in a mediated context.
3. Make sure that your communication – **and all communication with ALL of your professors** – is professional and clear. Your email should include a greeting, a properly formatted, spell-checked, and grammatically correct message, and a signoff. Please also make sure that you include which class you are enrolled in – I teach multiple classes, so "I want to talk about my paper" is not going to be helpful for me.
4. In the event that you have another class or work during my meeting hours, let me know that and give me a few times that you are available. Note that my time outside of those hours is often dedicated to research, course prep, service on committees, or other meetings, so these are the *only* reasons that I will set up an appointment outside of meeting hours.

Academic Integrity

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sanctioned to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of East Tennessee State University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuring sanctions, please see the resources tab of the Academic Integrity page: <https://www.etsu.edu/academicintegrity/student.php>. Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please contact me *before* the assignment is due to discuss the matter.

By becoming a member of the campus community, students agree to live by the standards of the honor code and, thereby, pledge the following: "I pledge to act with honesty, integrity, and civility in all matters." (Honor Code and Pledge revised and adopted February 16, 2012.)

Attendance

Attendance is required for your success in this course. You are allowed 4 "no question" absences, which should be used in case of sickness, family emergency, etc. Each additional absence will result in a 2% deduction of your final grade. Regardless of your attendance record, you are responsible for all information presented in class, contained within the textbook, and conveyed by e-mail messages sent by me, including any change(s) related to the syllabus, the course schedule, or any other announcements. You are also responsible for obtaining any information missed due to absences from one of your classmates. I **do not** have notes for you to copy if you miss class, so I suggest that you make a friend in the class in the unlikely event that you have to miss class.

Late Work

I do not accept late work. All due dates are provided in the syllabus, and all students are expected to adhere to those deadlines.

Testing/Exam Policy

Exams are online. You may take the exam at any point over a 3 day period; however, once you begin the exam, you have only 90 minutes to complete it.

Paper Policy

Written assignments are due the day and time indicated on your schedule and must be submitted to the Dropbox on D2L. I do not accept emailed submissions.

Challenging Grades - 24/7 policy

I will not discuss any grades for any assignment on the day I release it to you. If you believe a grade to be inaccurate or wish to discuss a grade, please wait 24 hours. Students have one week (7 days) from the time the grade is posted on D2L to refute or discuss a grade. After one week has expired, no grade changes will be made.

Please note that I do not “give back” points on assignments. If you feel that you have unfairly been docked points, it is your responsibility to come to me with an argument for why this is the case. In other words, you must be able to explain to me how you met the requirements for the assignment (e.g., “I lost points for not including a counterargument, but in this paragraph I discuss alternate viewpoints and arguments”).

If you have concerns about this course or the instructor, you should take the following steps.

- 1. Discuss the matter *first* with the course instructor.** Talk with your course instructor about your concern. If your concern is unsatisfactorily addressed with your instructor, you can then take your concern to Step 2 below.
- 2. Discuss the matter with the Department Chair.** After you have attempted to work with your instructor on the matter, if a satisfactory resolution is not found, you can then contact Dr. Amber Kinser, Chair of the Department of Communication and Performance kinsera@etsu.edu. Be prepared to discuss what steps you have taken with the instructor. Except in confidential matters, the Chair will confer with the faculty member and review the course policies as stated in the syllabus to determine an appropriate response.

If your concern is unsatisfactorily addressed with the Department Chair, you may then take your concern to next step, which the chair can identify for you.

Academic Accommodations

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example, note taking assistance, exam time adjustment or seating placement, should meet with Disability Services. Faculty accommodation forms are provided to eligible students and should be shared with the instructor as early in the semester as possible. Disability Services can be reached via telephone at 439-8346, or web at <https://www.etsu.edu/students/ds/>

Technology Policy

This is a synchronous online course. You *must have access to* (a) a computer with strong Internet access, (b) a working webcam, and (c) functioning speakers. If you do not have access to a webcam, they are available for checkout at the ETSU library. You must also be able to attend class virtually during the assigned period of time. I do not have notes for you if you miss a session. If you anticipate any problems completing the course online, you should reach out to me immediately.

For class periods, I expect good Zoom etiquette. I understand that some students are uncomfortable with video, while other students find that being on-camera helps keep them focused. For these reasons, I allow you to decide whether or not you would like to keep your camera on during class time. Personally, I prefer that you have your cameras on, but it is not a requirement that you do.

Be respectful of each other and mindful that I can see not only what you say on-camera but also in the text chat.

Grading and Coursework

Exams (250 points): In this course, you will have three exams (see course schedule). These exams are designed to test your understanding of the material and ability to apply that material to “real-life” situations. Exams will be a combination of multiple choice, completion, short answer, and essay questions. Exams will be online, but you should study well – you will not have time to “hunt” for answers.

Exam 1 will be worth 50 points; exams 2 and 3 will be worth 100 points. You will have a period of 3 days over which you make take the exam, but once you begin, you will have 90 minutes to complete it. We will not hold class during the time period in which you take your exam.

Mini-papers (3 at 50 points each): Three times during the semester, you will be given prompts that relate to the course content. You will respond to each prompt in the form of a 3-4 page paper. Be sure to answer all parts of the prompt and follow formatting instructions (12-point, Times New Roman, double spaced, 1” margins). Please note that **spelling, grammar, and writing style count**. You may want to visit the writing center (or make a virtual appointment) before handing in your papers.

Quizzes (2 at 50 points each): Keeping up with your reading is essential to your success in this course. Quizzes will help you be certain that you are extracting the most important information from the book, while also preparing you for the types of questions that I may ask on an exam. Quizzes will be available for 24 hours, and **CANNOT** be made up. Quizzes will be comprised of multiple choice, true/false, and *very* short answer questions. Questions may cover any chapter that has been covered (including the chapter that you are supposed to read for that class period--make sure that you are doing your reading!). Quizzes may also contain information from lecture that is not in your readings.

Chapter Presentation (200 points): At the beginning of the semester, you will be put into groups and assigned a chapter from your text (potential presentation chapters are italicized on the syllabus, and I will do my best to assign you to the chapter of your choice). On your presentation date (see syllabus) your group will provide the class with a Guided Notes document and you will teach the chapter to the class. You will have the full class period and should plan to use it entirely.

Guided Notes (100 points): Your group will prepare a Guided Notes document similar to the ones I provide the class. Your document should contain: (a) a Pre-Class Worksheet in which you identify the important foundational concepts of the chapter, (b) a Class Notes section in which you provide an outline of the chapter presentation for the class to complete during your presentation, and (c) a Post-Class Reflection section in which you prepare at least three comprehensive discussion-type questions that would be appropriate for an exam. These questions should challenge the class to consider all of the information presented in the chapter and to make connections between concepts. You can – and should – use my Guided Notes documents as examples. Your Guided Notes document will be graded on its professionalism, comprehensiveness, and utility (in other words, does it align with your presentation? Is it useful to the class?). **Your group’s Guided Notes document is due two full days before you present.**

Class Presentation (100 points): On your presentation day (see syllabus), your group will have the entire class period to teach your chapter to the class. Your presentation should involve *all* group members equally, and should flow as a cohesive presentation; in other words, it should not be a disjointed presentation in which Person 1 covers the first five slides, Person 2 covers the next five, etc. I should not be able to identify “breaks” in which different students created different slides. Your group will be graded on how well you cover the entire chapter, the professionalism of your presentation, and the accuracy of your information. **Note that all group presentations occur after we shift to in-person lectures, so be prepared to present in-person.**

Grading Scale

A: 100-93%
A-: 93-90%
B+: 89-87%
B: 86-83%
B-: 83-80%
C+: 79-77%
C: 76-73%
C-: 72-70%
D+: 69-67%
D: 66-63%
D-: 62-60%
F: 59% and below

****Note: The number of points you earn reflects the grade you receive. Please do not email at the end of the semester asking for points.****

TENTATIVE COURSE SCHEDULE

CLASS MEETS ONLINE

CLASS MEETS IN-PERSON; SAM WILSON HALL 343

Date	Topic	Assignments
Tuesday, Aug 24	Introduction/Syllabus	
Thursday, Aug 26	Conceptualizing Relational Comm	Chapter 1
Tuesday, Aug 31	Conceptualizing Relational Comm (continued)	
Thursday, Sept 2	Communicating Identity	Chapter 2
Tuesday, Sept 7	Social Attraction	Chapter 3
Thursday, Sept 9	Managing Uncertainty	Chapter 4 Quiz 1
Tuesday, Sept 14	Uncertainty (continued)	
Thursday, Sept 16	Relationship Stages	Chapter 5 Mini-Paper 1 Due
Tuesday, Sept 21	Relationship Stages (continued)	
Thursday, Sept 23	Exam 1 available 9/22-9/24	Ch 1-5
Tuesday, Sept 28	Self-Disclosure and Privacy	Chapter 6
Thursday, Sept 30	Self-Disclosure (continued)	
Tuesday, Oct 5	<i>Closeness</i>	Chapter 7
Thursday, Oct 7	Love Styles and Attachment	Chapter 8
Tuesday, Oct 12	<i>NO CLASS – FALL BREAK</i>	
Thursday, Oct 14	Love and Attachment (continued)	Quiz 2
Tuesday, Oct 19	<i>Communicating about Sex</i>	Chapter 9
Thursday, Oct 21	<i>Maintenance</i>	Chapter 10
Tuesday, Oct 26	Review	
Thursday, Oct 28	Exam 2 available 10/27-10/29	Ch 6-10
Tuesday, Nov 2	<i>Conflict</i>	Chapter 11
Thursday, Nov 4	Dominance and Power	Chapter 12 Mini-Paper 2 Due
Tuesday, Nov 9	Dominance (continued)	
Thursday, Nov 11	<i>NO CLASS – VETERANS DAY</i>	
Tuesday, Nov 16	<i>Relational Transgressions</i>	Chapter 13
Thursday, Nov 18	<i>Relational Repair/Reconciliation</i>	Chapter 14
Tuesday, Nov 23	Review	
Thursday, Nov 25	<i>NO CLASS--THANKSGIVING</i>	
Tuesday, Nov 30	Disengagement and Termination	Chapter 15
Thursday, Dec 2	Termination (continued)	Mini-Paper 3 Due

	Exam 3 available 12/8-12/10 <i>NOTE FINAL EXAM DATE/TIME</i>	Chapters 11-15
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Note: The schedule is subject to change at the instructor's discretion.