

EASTERN ILLINOIS UNIVERSITY
DEPARTMENT OF COMMUNICATION STUDIES
CMN 5510: Interpersonal Communication

Term: Fall 2018, Section: 600, CRN: 93647

Location/Time: Online

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Office Hours: M 1:00 – 2:30, T and R 11:00 – 12:15, or by appointment

Welcome: Taking an interpersonal class as an undergraduate propelled me to change my major from music to communication studies. I'm excited about exploring the sub-discipline of interpersonal communication with you and learning new things as we appreciate its breadth and depth.

Course Description: CMN 5510 is a survey course designed to provide foundational knowledge of the theories and research related to interpersonal communication. More specifically, we are interested in the construction and negotiation of social reality, focusing on the fundamental processes that occur during interaction. We will examine the production, exchange, and interpretation of messages both in general and in a variety of relational contexts.

Course Objectives:

1. To provide a foundational and thematic overview of interpersonal communication
2. To provide a systematic but critical basis on which to discuss interpersonal communication issues and to analyze assumptions associated with related theories
3. To enhance students' research, analysis, writing, and presentational skills
4. To enhance students' abilities to understand their lived experience through an interpersonal communication lens

GRADING AND EVALUATION

Your grade will be based on the following:

ASSIGNMENT	WEIGHT
Participation	12.5%
Reading Reactions	30%
Reading Reactions Peer Feedback	10%
Annotated Bibliography	12.5%
Analysis and Application Paper	15%
Relational Analysis Paper	20%

Grading Scale: A = 90-100, B = 80 – 89, C = 70 – 79, etc.

Evaluation for graduate students will be appropriate to graduate level education.

COURSE MATERIALS AND RESOURCES

Textbook: *The Cambridge Handbook of Personal Relationships*

Additional readings will be posted on d2l

Technical Support and Resources: <https://www.eiu.edu/panthertech/>

COURSE POLICIES

Academic Integrity: The Student Code of Conduct states that students should meet the following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” As graduate students, you are considered scholars and members of the academy. You are expected to follow the principles of academic integrity as well as the ethical credo of the National Communication Association: <http://www.natcom.org/ethicalstatements/>. Any case of academic dishonesty will result in sanctions ranging from failing the assignment to failing the class. All cases will be forwarded to the Office of Student Standards.

Statement Regarding Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, religion, etc. Such language will not be accepted.

Late work:

1. Any assignment that is not submitted on time it will be subject to a 50% deduction.
2. Assignments can be turned in early.
3. Assignments will receive no credit if they are more than one week late.
4. When submitting assignments electronically: make sure the attachment/document is in the specified format/file type, make sure the submission is complete (go back and check to make sure it is there after you have completed the submission process).
5. Please do not blame technology for not having an assignment ready. If you avoid waiting until the last minute to complete assignments, you can proactively handle any technology snafus.

Make up work: Make-up privileges, where make-up is possible, will be granted to students who have properly verified absences, University approved absences, or made arrangements with the instructor. Otherwise, I will use my discretion to decide whether or not a student can make up work and how much of a penalty to impose. It is the student’s responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication:

- Students are expected to visit the course webpage (through d2l) daily to complete course assignments and activities and for announcements and updates.
- You may contact me through Panthermail, D2L email, or by phone. We can also set up appointments to meet via Skype or Blackboard Collaborate Ultra or in person. See my full contact information at the top of the first page of the syllabus and on the homepage for our course on d2l.
- Given that this is an online course, it is important that we follow netiquette, which is the same set of social norms and rules (etiquette) that we follow offline. Please communicate with your professor and your classmates in a professional manner (see “Safe Learning Environment” section above).

Guidelines for Written Assignments: Standard collegiate level criteria for writing assignments will be followed in this class. Typed assignments must adhere to the following criteria: (you may want to use this as a checklist to ensure you don’t lose points):

- ___ 12 point font size
- ___ 1” margins all around
- ___ Times New Roman font everywhere (including headers and page numbers)
- ___ double-spaced throughout (no extra spaces after headers, set “after” spacing to “0”)
- ___ APA Format

NOTE: Most computers do not default to 1” margins so you will have to manually change them, you may also have to manually change font or font size, and spacing, so always to make sure to double-check your formatting.

All assignments, unless specifically noted should be submitted as Word Document or PDF files.

All typed assignments must follow APA guidelines. In order to properly format to APA you should always consult the APA manual rather than relying on secondary sources/websites/tools to format for you (because they oftentimes contain errors). The one exception that I will endorse, and I’m not guaranteeing it is error free, is <http://owl.english.purdue.edu/owl/resource/560/01/>.

ASSIGNMENTS

E-Portfolio Requirement

Students in the online MA in Communication Studies and Graduate Certificate in Communication Processes programs are expected to achieve comprehensive knowledge in the area in which the degree is being offered. Comprehensive Knowledge will be assessed through a final e-portfolio demonstrating mastery of the knowledge and skills that a student is expected to learn in the program. Each online class will require an end-of-semester comprehensive exam style question, paper or creative project, which students may submit for their e-portfolio. See the New Graduate Student Orientation D2L site for more details regarding e-portfolio requirements.

Note: These are brief descriptions of all the assignments for the course. You will have access to more detailed instructions for each assignment on d2l.

Participation (12.5% of final grade):

Readings: I expect that you will read all of the assigned materials and use the readings to anchor your contributions to our class.

Seminar discussion: We should engage in class discussion and provide insights, grounded in the readings, and based on our relevant experiences. Contributions will be most meaningful when they are informed by the course readings. This includes using appropriate terminology, citing researchers, and applying theory. Well-prepared students who offer insights grounded in the readings, contribute to class discussion by describing salient experiences, offer oral references to relevant materials outside the course and are respectful of others will be successful contributors.

The readings and discussions in this class often lead to personal exploration and reflection. The class often leads us to share personal experiences, feelings, and thoughts about our own and others' teaching/life experiences. It is important to respect the contributions made by class members. Our comments are "for our ears only" in the sense that we understand that disclosures can lead to vulnerability and should be viewed and handled as "private" information. We should try to respect and understand one another and demonstrate appropriate empathy.

Application Activities: There will be at least one application activity in each unit. These will involve applying what we learned to prompts, popular culture, scenarios, current events, etc.

Reading Reaction Videos (30% of final grade): Students will receive "Reading Questions" for each week. Review these questions before you begin the readings. The reading questions will guide you to the most important parts of the reading. Students will respond to some of the reading questions in a "Reading Reaction Video" that will be submitted to the discussion forum. Students will receive feedback on their reactions from their professor and peers.

Reading Reactions Videos - Peer Feedback (10% of final grade): Each week, students will "reply" in writing to two of their peers' reading reaction videos. The feedback should be engaging, meaning that it should include something that furthers the conversation. Feedback should be varied and may include comments on: areas of agreement, areas of disagreement, something from the reading reaction video that was illuminating or informative, how the content of the reading reaction connects to their personal experiences or to current events, etc. Students will be graded on the relevance, completeness, and constructiveness of their feedback.

Annotated Bibliography (12.5% of final grade): The first five units of the semester will cover foundational concepts and contexts that make up the subfield of interpersonal communication. Students will choose a context and find and summarize primary source academic research related to that context.

Application and Analysis Paper (15% of final grade): Students will apply concepts and theories of interpersonal communication to a film that illustrates the "dark side" of communication.

Relational Analysis Paper (20% of final grade): This culminating assignment will help students realize the importance and impact of interpersonal communication by applying the concepts and principles discussed in class to a personal relationship and analyzing the relationship using scholarly research sources.

COURSE CALENDAR

Subject to revision as necessary
Due dates and unit assignments that are listed on d2l supersede
due dates and assignments listed here.

Date:	Readings:	Assignments:
Unit 1 10/11 – 10/15	<i>Interpersonal Introductions and Foundations</i>	Due: Introduction Videos Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Complete: Application Activity
Unit 2 10/16 – 10/22	<i>Interpersonal Communication Contexts</i>	Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Due: Reading Reaction Peer Feedback Complete: Application Activity
Unit 3 10/23 – 10/29	<i>Friendships</i>	Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Due: Reading Reaction Peer Feedback Complete: Application Activity
Unit 4 10/30 – 11/5	<i>Family Relationships</i>	Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Due: Reading Reaction Peer Feedback Complete: Application Activity
Unit 5 11/6 – 11/12	<i>Romantic Relationships</i>	Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Due: Reading Reaction Peer Feedback Complete: Application Activity Due: Annotated Bibliography
Unit 6 11/13 – 11/26	<i>The Dark Side of Relationships</i>	Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Due: Reading Reaction Peer Feedback Complete: Application Activity Due: Analysis and Application Paper
Unit 7 11/27 – 12/3	<i>Identity and Interpersonal Communication – Week 1</i>	Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Due: Reading Reaction Peer Feedback Complete: Application Activity
Unit 8 12/4 – 12/10	<i>Identity and Interpersonal Communication – Week 2</i>	Read: Assigned Readings Listed on d2l Due: Reading Reaction Video Due: Reading Reaction Peer Feedback Complete: Application Activity
Finals Week	<i>Work on Relational Analysis Paper</i>	Due: Relational Analysis Paper