

**EASTERN ILLINOIS UNIVERSITY**  
**SCHOOL OF COMMUNICATION AND JOURNALISM**  
**CMN 3640: Advanced Interpersonal Communication**

Term: Spring 2021, Section: 600, CRN: 36364  
 Location/Time: Online

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Virtual Office Hours: Mon, Tues, Thurs 9:00 – 10:30, and other times 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.

This course is designed to provide advanced understandings of interpersonal communication. Major theories and research findings are utilized to explain personal and professional interactions in multiple interpersonal contexts. Particular attention is given to relational aspects such as attraction, revealing and hiding ourselves from others, communicating closeness, love and affection, as well as how we influence, hurt, heal, and end relationships.

**Course Objectives:**

1. Develop depth of content knowledge of major interpersonal communication theories
2. Critically analyze interpersonal communication theory and research
3. Make links and identify contradictions between theories
4. Explain interpersonal interactions and processes by applying theory and current research on interpersonal communication
5. Apply theory and research to students own and others' interpersonal communication
6. Develop knowledge, skills, and abilities which facilitate effective interpersonal interactions with close relational partners and in the workplace

**GRADING AND EVALUATION**

Your grade will be based on the following:

<b>ASSIGNMENT</b>	<b>WEIGHT</b>
Application Activities	20%
Reading Reactions	30%
Reading Reactions Peer Feedback	10%
Analysis and Application Paper	20%
Relational Analysis Paper	20%

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

## COURSE MATERIALS AND RESOURCES

Textbook: Guerrero, L. K., Andersen, P.A., & Afiffi, W.A. (2014). *Close Encounters: Communication in relationships* (4<sup>th</sup> ed.). Los Angeles, CA: Sage Publications.

Additional Course Readings will be added to 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.

**Students with disabilities:** If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

**The Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/success](http://www.eiu.edu/success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

**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 Zoom. 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

**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:**

*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 (20% of final grade):* There will be at least one application activity in each unit. These will involve applying what we learned to prompts and media artifacts.

**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 and constructiveness of their feedback.

**Media 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.

<b>COURSE CALENDAR</b>
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*Subject to revision as necessary*

*Due dates and unit assignments that are listed on d2l **supersede** due dates and assignments listed here.*

<b>Date:</b>	<b>Content</b>	<b>Assignments:</b>
Week 1: 01/11 – 01/15	Unit 1: Introduction to Course and Each Other & Interpersonal Foundations	Review: Unit 1 Checklist  Submit: Introduction Videos  Read: Assigned Readings Listed on D2L
Week 2: 01/18 – 01/22		Submit: Unit 1 Reading Reaction Videos  Complete: Unit 1 Application Activity
Week 3: 01/25 – 01/29	Unit 2: Interpersonal Communication Processes	Review: Unit 2 Checklist  Read: Assigned Readings Listed on D2L
Week 4: 02/01 – 02/05		Submit: Unit 2 Reading Reaction Videos  Submit: Unit 2 Peer Feedback
Wellness day = 02/02		Complete: Unit 2 Application Activity
Week 5: 02/08 – 02/12	Unit 3: Friendships	Review: Unit 3 Checklist  Read: Assigned Readings Listed on D2L
Week 6: 02/15 – 02/19		Submit: Unit 3 Reading Reaction Videos  Submit: Unit 3 Peer Feedback  Complete: Unit 3 Application Activity
Week 7: 02/22 – 02/26	Unit 4: Family Relationships	Review: Unit 4 Checklist  Read: Assigned Readings Listed on D2L
Wellness day = 02/24		Submit: Unit 4 Reading Reaction Videos  Submit: Unit 4 Peer Feedback  Complete: Unit 4 Application Activity
Week 8: 03/01 – 03/05		

Week 9: 03/08 – 03/12	Unit 5: Romantic Relationships	Review: Unit 5 Checklist  Read: Assigned Readings Listed on D2L
Week 10: 03/15 – 03/19  Wellness day = 03/18		Submit: Unit 5 Reading Reaction Videos  Submit: Unit 5 Peer Feedback  Complete: Unit 5 Application Activity
Week 11: 03/22 – 03/26	Unit 6: Dark Side of Relationships	Review: Unit 6 Checklist  Read: Assigned Readings Listed on D2L
Week 12: 03/29 – 04/02		Due: Media Analysis Paper
Week 13: 04/05 – 04/09  Wellness day = 04/07	Unit 7: Identity and Interpersonal Communication: Race, Ethnicity, and Nationality	Review: Unit 7 Checklist  Read: Assigned Readings Listed on D2L
Week 14: 04/12 – 04/16		Submit: Unit 7 Reading Reaction Videos  Submit: Unit 7 Peer Feedback  Complete: Unit 7 Application Activity
Week 15: 04/19 – 04/23  Wellness day = 04/22	Unit 8: Identity and Interpersonal Communication: Gender, Sexuality, and Ability	Review: Unit 8 Checklist  Read: Assigned Readings Listed on D2L
Week 16: 04/26 – 04/30		Submit: Unit 8 Reading Reaction Videos  Submit: Unit 8 Peer Feedback  Complete: Unit 8 Application Activity
Finals Week: 05/03 – 05/07	<b><i>We do not have a final exam</i></b>	Due: Relational Analysis Paper and Presentation