

Interpersonal Communication Course Syllabus

This schedule is tentative and subject to change.

COMM 220 Distance Learning

Introduction to Interpersonal Communication

instructor: Merissa Ferrara

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Office hours: TBA- they may adjust during the course but you can always reach me by phone. I will get back to you within 24 hours of your phone call.

This course will examine theory and research on the role of communication in the development, maintenance, and termination of interpersonal relationships. This course is organized into two major sections. The first section consists of an overview of the major (meta)theoretical approaches employed by communication scholars in investigating relational communication. After this, the course will take on a topical organization, roughly tracking the progression of relationships from initiation through termination. The class will be conducted from a lecture/discussion format. Since virtually everyone in class has both personal and vicarious experience with relationships, the students are encouraged to actively participate.

Course Objectives:

1. Understand course concepts
2. Apply concepts to your life/relationships
3. Exhibit rational argument for your perspective

*****The beauty of this online course set up is you determine your own class lecture times- 8am or 2am or 3 pm. They will be posted on voicethread.com to view and respond to. It is your responsibility to make sure you are on top of deadlines. I will not give extensions for any reason. You take the exam in the designated time period.**

Topic Order	Readings/projects that complement topics
Getting to know you & me; Syllabus Review; how to use voicethread	READ: Syllabus Project: create a small voicethread with the person you are paired up with as a way to learn about someone else in the course You can use the about you worksheet if you would like to create some questions DUE 5/14 10 am
Slides: Why study interpersonal communication	Text pages 3-5; 159-166
Slides: Introductions	Text Chapter 1&2 Chapter Two Through page 62
Slides: Uncertainty Reduction Theory	Text Ch 3

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Slides: Attributions	Ch 12
Slides: Self-disclosure	Text 63-75
Slides: Family communication	
Slides: Conflict	
FIRST EXAM includes the above material. It is to be taken within the following time frame: 5/16 10 am -5/17 10 am. Once you log onto the exam you will have one hour and 30 minutes to complete the exam.	Review sheet will help prepare you!
Slides: Attraction	Text 329-362
Slides: Stages of relationships (stages of coming together and stages of coming apart)	
Slides: Social exchange theory	
Slides: Love and gender	
Slides: Love styles – take love styles test BEFORE class	TAKE: Love Styles Test from webct
Slides: Jealousy & Envy	
Slides: Deception	
Exam Two	
SECOND EXAM covers all the material above that was NOT on the first exam. It is to be taken within the following time frame: 5/22 10 am -5/23 10 am. Once you log onto the exam you will have one hour and 30 minutes to complete the exam.	
Read: Nonverbal communication and listening chapters	
Slides: Persuasion	Watch google video: Quite Rage The Stanford Prison Experiment

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SLIDES: Finale	
EXAM 3 covers all the material above that was NOT on the first or second exam. It is to be taken within the following time frame: 5/27 10 am -5/28 10 am. Once you log onto the exam you will have 35 minutes finish the exam.	

Student Evaluation

Exam 1	30
Exam 2	35
Exam 3	15
Voicethread who are you	15
Participation	5

Important Dates

Exam 1	16-17th	
Exam 2	22nd- 23rd	
Exam 3	27th-28th	
Voicethread who are you project	Part one a	13th
	Part one b	14th
	Part two	19th
	Part three	27th

Exams/Assignments must be posted by 11:59 pm on the assigned date. There is a letter grade point drop per day over the deadline.

Grading Scale

100-98 = A+	79-77 = C
97-95 = A	76-74 = C-
94-92 = A-	73-71 = D+
91-89 = B+	70-68 = D
88-86 = B	67-65 = D-
85-83 = B-	64-below = F
82-80 = C+	

Attendance/Participation

As this is an online course you are not required to be in a classroom. However, it is your responsibility to watch the lectures prior to the exam, take notes, and participate throughout the lectures using voicethread.

Materials

Reflect and Relate by Steve McCornack
Some readings and movie clips will be posted on Webct.

Exams: They will be multiple choice, true/false, matching, and short answer. They are based 90% on lecture and 10% of reading packet and text information that was not directly covered in lecture. They are NOT cumulative. They are NOT open book or open note exams!!!!

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Who are you: Voicethread project is cumulative. It is reflective. See the “who are you slides” on Webct to understand the complete assignment. Be aware of the due dates!

COURSE POLICIES

1. Consider the **syllabus** required reading. Any changes in the course schedule due to unforeseen circumstances will be discussed in class.
2. All correspondence for this course will be managed through WebCT. It is the student's responsibility to check their WebCT email on a regular basis.
3. **Late Assignments** – Assignments are due at 11:59 pm on the assigned date. There is a letter grade point drop per day over the deadline.
4. **Questions and Grading Concerns** – Should you have questions about any of your assignments, please feel free to talk with me. Sometimes students confuse an assignment evaluation with an evaluation of themselves as individuals. My comments about your work are a reflection of that assignment, not a reflection of you as a person.
5. I **NEVER** discuss a student's assignment immediately after returning a speech, outline, exam, homework assignment, etc. I spent time evaluating your work and you, in turn, cannot make an adequate assessment of your performance until you have taken the time to read my comments in light of your work. I am happy to discuss your grades with you 24 hours or more after your speech or assignment has been returned to you.
6. You must see me **WITHIN ONE WEEK** of receiving your graded assignment from me. We cannot accurately discuss specific details weeks or months after a work has been presented, and you cannot apply the lessons learned to a later work if you wait to ask me questions.
7. You must identify specifically what you disagree with in the evaluation, why you disagree with the evaluation, and how you think you met the requirements of the assignment. To help both of us clearly understand the issues in question, you must present your concerns in writing.
8. You must request a meeting with the instructor to discuss these outlined concerns.
9. **Classroom Climate** – You likely will hear class members express ideas and opinions very different from your own. You can listen to opposing viewpoints and respect other people's right to hold differing perspectives without compromising your own beliefs or values. Be polite. Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and useful comments in a helpful and supportive manner. You will find yourself receiving constructive feedback as well as giving it. Do not overreact to suggestions for improvement. No presentation is perfect and no critique is all knowing. We are all learning as we engage in this experience.
10. **Academic Dishonesty** – Dishonesty of any kind is unacceptable in this course. Academic dishonesty includes and is not limited to: “...cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.” In this course, cases of academic dishonesty may result in academic sanctions and may result in automatic failure of the course.
11. **Access** – CofC encourages qualified persons with disabilities to participate in its programs and activities. If a student enrolled in this course anticipates needing any type of accommodations or has a question about physical access, please notify the instructor as soon as possible.

STANDARD ANSWERS

I try to be as fair as possible to all of my students. This is why you will hear the below answers from me when you ask these questions.

My computer ate my paper:

Give yourself enough time to account for something going wrong. In any and all cases, technological failures (i.e., computer hardware/software malfunctions, alarms) are not accepted as excuses for missed attendance or any missing/incomplete/late coursework assigned/collected in class. ALWAYS back your work (email it, multiple saves) I do not give an extension. You will incur the late penalty.

I know this was already due but can I do the assignment now?

No. You received a list of all the assignments and due dates on day one. You are responsible for planning accordingly. You are being unfair to the other students in the class who were on their game and got it in on time.

But I had an interview, a family reunion, a friend who needed me...

The beauty of this online course set up is you determine your own class times- 8am or 2am or 3 pm. It is your responsibility to make sure you are on top of deadlines. I will not give extensions for any reason. If you had something else come up, I am happy that you made a decision. There are some events and people that take priority over class. I get that and respect your decision. I missed classes as an undergrad for a trip to Mardi Gras, a friend's funeral, my grandmother's 80th birthday bash, etc. Looking back, they were well worth the missed class days, and my grade penalty.

I know I should have talked with you earlier, but...

Yes you should have. This is a communication course.

I did not realize that I did not have all my assignments

You are responsible for keeping track of your work in this class.

But I did not understand the assignment or test question

Then you should have asked me about it prior to turning it in to be graded. No question is a bad question if you have it...so ask!