

COM 212: Interpersonal Communication – Syllabus
Fall 2011 (CRN: 17089)

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Office Hours:

Monday 11:30 am – 1:20 pm
Tuesday 10:30 am – 11:45 am
Also by Appointment

Textbook: Trenholm, S., & Jensen, A. (2008). Interpersonal Communication (6th ed.). New York: Oxford University Press.

Course Overview: Communication in face-to-face interaction is the focus of this class. In order to further the students' understanding of such interpersonal processes, a number of current theories and concepts will be introduced. Students are encouraged to draw connections between these ideas and their own experiences. It is hoped that each student will acquire a knowledge of current research and theory and will also become sensitized to the beauty and dynamics of the interpersonal interchanges in which he/she participates.

Readings: Content of assigned readings is important, and may not be reviewed in class. Tests and exams will include content from assigned readings, even if it is not discussed.

Attendance: Attendance is strongly encouraged. Attendance will be taken during the first two weeks, per university policy.

Academic Dishonesty: Academic Dishonesty will not be tolerated in this course. Purdue has strong policies against academic dishonesty. Anyone engaging in academic dishonesty will be reprimanded and subject to disciplinary action which can result in a minimum of a ZERO on an assignment but may include failure of the course or expulsion from the university. Academic dishonesty includes, but is not limited to:

A. Plagiarism, which includes:

1. Copying someone else's work and claiming it as your own.
2. Paraphrasing someone else's work and claiming it as your own.
3. Collaborating with another person and claiming the work solely as your own.

B. Using work from another course or from a previous semester. For example, you may not reuse papers from another course. The work must be original to this course and this semester.

C. Signing attendance sheets for other students.

D. Cheating on a quiz.

Students are advised to become familiar with Purdue's Student Code of Rights and Responsibilities to resolve questions about this matter. The following publication from the Office of the Dean of Students may prove helpful as well:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>.

Disabilities: Students with disabilities who need accommodation (seating placement, arrangements for examinations, etc.) should inform the instructor at the beginning of the course so that the appropriate arrangements can be made. Accommodations cannot be retroactive, so work from the beginning to get the most possible from this course. Students may also contact the Office of the Dean of Students for additional information on accommodation <http://www.purdue.edu/odos/drc/welcome.php>.

Grading Policy: Grades are a system of communication, and as such must be used in similar ways by everyone in order for them to have meaning. In general, modern society interprets grades as follows:

A	Far Above Average, No/Few Flaws, Innovative, Among the Best
B	Above Average, Has Some Flaws, Exceeds Requirements
C	Acceptable, Not Above Average, Met Requirements, Followed Directions
D	Substandard, Barely Sufficient, Missed a Few Requirements, Trying
F	Learned Essentially Nothing, Not Trying

In order to make sure that the grades assigned in this class conform to these expectations, assigning grades is a two step process. First, a Pass/Fail determination is made based on the objectives and requirements of the Assignment. Work which does not meet nearly all of these will receive an "F." Second, passing grades are assigned (i.e. A, B, C, and D) according to the performance of the class. Above average scores will receive grades of "B-" or higher. Grades in the "A" range are reserved for scores that are significantly above average. Below average scores will receive grades of "C+" or lower. Grades in the "D" range will be reserved for work which is significantly below average, and yet still meets most (but not all) of the objectives and requirements of the assignment.

Exams: There will be three exams. They will include a variety of question types, but most will be short answer. The last exam will be given during our assigned final exam slot and will be longer than the first two exams. The additional questions on the final will come from the first two exams. Exams will be graded according to the class average (mean). Exams scoring above the class average (mean) will receive a "B-" or higher. Exams scoring below the class average (mean) will receive a "C+" or lower. Exams which do not demonstrate progress in the course will receive an "F."

Quizzes: There will be several quizzes throughout the semester. The quizzes will cover both the reading and the content of lectures. Each quiz will be worth 12 points. If you come to class late on the day a quiz is given, you will not be able to take the quiz. If you leave class early (on any day) without discussing it with the instructor, you will also lose 12 quiz points. Quizzes can not be made up. Low quiz grades may be dropped as by participating in research or, if a student does not wish to participate in research, by completing additional skill-work field reports, as discussed in those sections. Your overall quiz grade is based on

the overall class quiz average (mean). Students with quiz averages above the overall class quiz average will receive a “B-” or higher for their overall quiz grade. Students with quiz averages below the overall class quiz average will receive a “C+” or lower for their overall quiz grade. Students who do not earn at least half of the available quiz points will receive an “F” for their overall quiz grade.

Skill-work Field Reports: Students will be responsible for turning in 5 skill-work field reports. These are an important part of the course because they are an opportunity to apply the principles discussed in class in the real world. These reports will be typed in 12 pt. Times New Roman font, and double spaced with 1 in. margins. They should be free of spelling, typographical, and punctuation errors. Each skill-work field report will be no more than one page long. Reports should display a clear understanding and application of the appropriate concepts. To receive full credit, these must be turned in on time. Reports that are turned in less than 24 hours late will receive half credit. Reports turned in after 24 hours late will receive no credit. Students may choose to turn in up to 2 additional skill-work field reports instead of participating in research to earn a maximum of 2 dropped quiz grades (one for each dropped quiz). Reports turned in to substituted for research participation should be clearly labelled. Additional guidelines will appear in the skill-work field report assignment sheets.

Reports will be graded on a 5-point scale. A paper that is free of errors and reflects a solid grasp of the topic will typically receive a “4”; a paper with exceptional insight and/or writing craft may receive a “5.” Your overall skill-work field report grade is based on the overall class report average (mean). Students with report averages above the overall class report average will receive a “B-” or higher for their overall skill-work field report grade. Students with report averages below the overall class report average will receive a “C+” or lower for their overall skill-work field report grade.

Important: Regardless of their performance on exams and quizzes, students must submit all five skill-work field reports in order to pass this course! All essays (even those you cannot receive credit for) must be submitted by the end of the last class period of the semester in order for you to pass.

Research Participation: Participation in research is not a requirement of this course. However, for each 1% a student earns through participation in research administered through the Department of Communication’s Research Participation System, that student’s lowest quiz grade will be dropped from the quiz average, up to a maximum of 2 dropped quiz grades. Students who do not wish to participate in research may also earn up to 2 dropped quiz grades by completing two additional skill-work field reports (one for each dropped quiz). This opportunity allows you to see how we develop the communication theories that underlie the principles and advice covered in this course. The sessions usually last between 30 minutes and one hour. For information about times and dates of specific studies visit the Department of Communication’s Research Participation’s website at <http://purdue-comm.sona-systems.com/>. The website will allow you to register for the study of your choice. Please note that if you sign up to participate in a study and fail to show up without canceling your appointment in advance (up to 2 hours before the study), you will be

automatically restricted from signing up for any studies for 30 days.

Extra Credit: Extra Credit is not available in this course.

Grading Disputes: You must wait twenty-four hours after receiving a grade to discuss it with your instructor. A meeting must be scheduled between the instructor and student. The classroom is not an appropriate place for these discussions. The instructor cannot discuss the grades of other students, and will not discuss student grades in the presence of other students, friends, family, etc.

Calculating Final Grades: Final grades are a weighted average of Exams, Quizzes, and Field Reports. Weights, and the relative point values of different grades, can be found in the following tables (these point values can be converted to a traditional 4-point scale by dividing by 3):

	Weight
First Exam	20%
Second Exam	20%
Quiz Average	20%
Skill-work Field Reports	15%
Final Exam	25%
Total	100%

Grade	Points	Grade	Points
A	12.00	C	6.00
A-	11.00	C-	5.00
B+	10.00	D+	4.00
B	9.00	D	3.00
B-	8.00	D-	2.00
C+	7.00	F	0.00

For example, a student has the following grades: Exam 1, A- (11); Exam 2, C+ (7); Quiz Average, B (9); Reports, A (12); Final Exam, B- (8).

The final grade would then determined as follows:

$$0.20(11) + 0.20(7) + 0.20(9) + 0.15(12) + 0.25(8) = 9.20 = B$$

Decimal points will be rounded in the traditional fashion. (So a final grade of 10.50 would round up to an A-, but a final grade of 5.49999... would remain a C-).

Classroom Environment: Please be respectful to other students. Electronic devices (including computers) will not be used in a way that is distracting. The instructor will determine what is “distracting.” Students who cannot show this level of respect will be asked to leave.

Campus Emergencies: In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to change that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Information about course changes related to campus emergencies can be accessed via Blackboard.

For all COM Majors & Minors: If you are planning to count this class toward your requirements for either the COM major or the COM minor, you must earn at least a C- in this

course.

#	Day	Date	Topic	Due
1	M	22 AUG	<i>First Day of Class,</i> Introductions & Course Intro Syllabus	
2	W	24 AUG	Defining Communication	Read Ch. 1
3	F	26 AUG	Communication Competence	
4	M	29 AUG	Communication in Relationships	Read Ch. 2
5	W	31 AUG	Intimacy and Disclosure	
6	F	02 SEP	Functions of Nonverbal Comm.	Read Ch. 3
-	M	05 SEP	<i>Labor Day</i>	(No Class)
7	W	07 SEP	Structure of Nonverbal Comm.	
8	F	09 SEP	Compensating Nonverbal Skill Work (in class)	
9	M	12 SEP	Language and its Functions Skill-work Field Report 1 Assigned	Read Ch. 4
10	W	14 SEP	Structure of Language	
11	F	16 SEP	Language and Reality	Skill-work Field Report 1
12	M	19 SEP	Types of Relational Messages	Read Ch. 5
13	W	21 SEP	Effects of Relational Messages	
14	F	23 SEP	Message Sequences	
15	M	26 SEP	Make-up and Exam Review Day	
16	W	28 SEP		First Exam
17	F	30 SEP	Social Cognition	Read Ch. 6
18	M	03 OCT	Processes of Interpersonal Perception	
19	W	05 OCT	Listening Listening Skill Work (in class) Skill-work Field Report 2 Assigned	
20	F	07 OCT	Social Roles	Read Ch. 7
--	M	10 OCT	<i>Columbus Day, October Break</i>	(No Class)
21	W	12 OCT	Social Role Effects on Comm. Social Role Expectations	Skill-work Field Report 2
22	F	14 OCT	Defining the Self	Read Ch. 8
23	M	17 OCT	Individual Differences	
24	W	19 OCT	Strategic Interaction Skill-work Field Report 3 Assigned	Read Ch. 9
25	F	21 OCT	Influence Theories	
26	M	24 OCT	Source Characteristics	
27	W	26 OCT	Message Strategies Goal Competence	Skill-work Field Report 3
28	F	28 OCT	Make-up and Exam Review Day	
29	M	31 OCT	<i>Halloween</i>	Second Exam

30	W	02 NOV	<i>All Souls Day</i> Defining the Family History of the Family	Read Ch. 10
31	F	04 NOV	Changes in the Family	
32	M	07 NOV	Family Communication Patterns	
33	W	09 NOV	Competencies in the Family Skill-work Field Report 4 Assigned	
34	F	11 NOV	<i>Veterans Day</i> Defining Intimate Relationships History of Intimate Relationships	Read Ch. 11
35	M	14 NOV	Formation of Intimate Relationships	
36	W	16 NOV	Intimate Relationship Development	
37	F	18 NOV	Relationship Maintenance	
38	M	21 NOV	Competencies in Intimate Relationships	Skill-work Field Report 4
--	W	23 NOV	Thanksgiving Break	(No class)
--	F	25 NOV	Thanksgiving Break	(No class)
39	M	28 NOV	Community and Public Contexts Skill-work Field Report 5 Assigned	Read Ch. 12
40	W	30 NOV	Workplace Contexts	
41	F	02 DEC	Professional Relationships	
42	M	05 DEC	Cultural Influences	Skill-work Field Report 5 Read Ch. 13
43	W	07 DEC	Culture Skill Work Historical Change	
44	F	09 DEC	<i>Last Day of Class</i> Make-up and Exam Review Day	
		TBD		Final Exam