

**Course:** BCOM4113/17846 – Interpersonal Communication – TR 12:30 p.m. - 1:45 p.m. (Fall 2017)  
**Location:** University of Central Oklahoma  
**Professor:** Dr. Jeanetta D. Sims, PhD, APR  
Professor, Marketing Department, College of Business  
Assistant Dean, Jackson College of Graduate Studies  
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**Office Hours:** Tuesdays and Thursdays  
10:30 a.m. to 12:30 p.m. and 1:45 p.m. to 2:45 p.m.  
Available other times via D2L, Skype, or phone by appointment

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**Required Text & Materials:**

Solomon, D., & Theiss, J. (2013). *Interpersonal communication: Putting theory into practice*. New York: Routledge.

A folder or notebook for organizing the Self-Evaluation & Written Reflection as well as a cell phone along with the use of other technology will be required in this class.

**Course Description:**

Interpersonal Communication is a theory, research, and application course for professional and work-related communication. During the course you will strengthen your knowledge of key interpersonal terms, processes, and conceptual frameworks, as you make personal assessments of your own communication style, improve your oral and written communication skills, and complete partner activities and assignments.

**Prerequisite: BCOM3143: Business Communication**

**Course Objectives:**

1. To provide a foundation of basic interpersonal communication processes, principles, theories, and research relevant to business situations.
2. To critically analyze key theoretical concepts in the field of interpersonal communication.
3. To apply major theoretical concepts in the field of interpersonal communication by evaluating interpersonal relationships.
4. To apply both practical and theoretical knowledge to assess his or her own interpersonal behavior and to improve competency in interpersonal communication skills.
5. To improve basic writing and critical thinking skills by learning to think through one's own writing as well as through dialogue with others.

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**University and College of Business Administration Information:**

The University and the College of Business are committed to providing students transformative learning experiences in six core areas: **discipline knowledge; leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.** This class supports these goals by: requiring students to demonstrate transformative learning through engaging in negotiations with their classmates and the professor about the design, direction, course schedule, and course requirements for this class; improving students' disciplinary knowledge associated with interpersonal communication and professional interaction; increasing students' research, creative, and scholarly activities through a theory research presentation and debate; giving students leadership opportunities through working in multiple teams and partnerships throughout the course; and providing an opportunity for interaction with professionals in the community through a class case-based facilitation.

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**Student Learning Objectives (SLOs):** The College of Business has established Student Learning Objectives for the BBA and BS programs. These SLOs represent a set of knowledge and skills each student should successfully demonstrate upon graduation. This course contributes to the mastery of one or more of the following SLOs:

- Students write a professional document.
- Students deliver a professional presentation.
- Students demonstrate professional behavior in business interactions.
- Students recognize different leadership styles.
- Students demonstrate the ability to lead and manage teams.
- Students demonstrate critical thinking skills.
- Students analyze global factors relevant to business decisions.
- Students critically assess ethical arguments relevant to business issues.
- Students identify sustainability-related situations and select an appropriate solution.
- Students demonstrate business core knowledge.

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## **Academic Integrity:**

### UNIVERSITY ACADEMIC INTEGRITY STATEMENT

Academic dishonesty includes, but is not confined to: plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing tests or other academic material; knowingly falsifying academic records or documents of the institution; accessing a student's confidential academic records without authorization; disclosing confidential academic information without authorization; and, turning in the same work to more than one class without informing the instructors involved. Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of academic dishonesty will be subject to disciplinary action. To help ensure academic integrity, faculty may employ a variety of tools, including, but not limited to, university-sanctioned Turnitin.com. More information concerning this policy can be found on page three of the UCO Student Code of Conduct located at: <http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

***Violation of academic integrity will result in a "0" for the assignment on the 1<sup>st</sup> offense and an "F" in the course on the 2<sup>nd</sup> offense.*** DO NOT ALLOW your work to be copied in whole or in part by another student. Plagiarism - using another person's thoughts or ideas and passing it off as your original work in an oral or written fashion - is dishonest. ALWAYS, cite your sources. If you are ever in doubt about the legitimate use of sources for assignments, check with me.

### **ADA 504 Statement Regarding Special Accommodations:**

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 ("Title IX"), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.

### **Classroom Dynamic & Communication:**

This class is a semester-long conversation about Interpersonal Communication with emphasis on the areas determined by the class. So class is designed around dialogue which mostly will take place in the classroom, but may continue with the use of D2L or with outside discussions in other settings. Your success is determined by your willingness to engage in the conversation. Good conversations have cooperation, contradictory remarks, and clarifications – all are needed to make conversations vibrant, challenging, and rewarding. Good conversations also *change* people. I expect to be changed for the better from our time together and hope you will as well.

### **Class Contract, Participation & Attendance:**

The students in the class will actively engage in negotiating the design of this course with the professor and will decide the level of in-class attendance and engagement required. Since students who are not present cannot engage in class

conversations, nor make up missed classes, attendance is extremely important. The instructor will keep a record of how frequently each student participates in class and contributes to class discussion. So, thoughtful comments or remarks based on class readings or discussions are welcome. For all in-class work, *it is your responsibility to know your assigned presentation dates, in-class facilitation dates, quiz dates, and assignment due dates since no make-up opportunity will be allowed past the due dates.*

**Assignments, Accuracy, & Late Work:**

The class will determine the percentages associated with each of the assignment categories. Given the tight schedule that will be followed to implement the class direction, no presentations or assigned facilitations can be made up. There are no exceptions to this “no make-up” policy. *It is your responsibility to know your presentation, assignment, and due dates. Unless instructed to do so, assignments directly e-mailed to me will be ignored. Lack of proofreading errors, accuracy carelessness, and grammatical errors on your assignments will result in a one-letter grade penalty.*

**Electronic Devices & Laptop Policy:**

The class contract that you will sign explicitly states that using your “phone or laptop, or text messaging for purposes unrelated to this class during class” is unprofessional behavior. This means cell phones, pagers, and other electronic devices should be handled with professionalism. If the student is not following the contract that he or she signed, the procedures for academic honesty will be followed.

**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Note: A grade tally sheet will be posted to D2L for students to record their grades. By recording your grades as they are returned, you can keep track of your grade and double-check my records. Simply total your grade for all assignments and divide this number into your total of all points possible for the corresponding assignments.

**Course Requirements:** The class will determine the requirements for our course, and these will be communicated to the class in writing and posted to the university’s learning management system, D2L. Below are the course requirements determined by the class.

<b>Final Requirements - based on agreement from the Class on 8/29/17</b>	
<b>Attendance/Presentations/Activities/Feedback/Quizzes</b>	<b>40%</b>
<b>Take-Home Exams (Midterm &amp; Final)</b>	<b>15%</b>
<b>Research Project</b>	<b>15%</b>
<b>Video Analysis</b>	<b>15%</b>
<b>Reflection Papers &amp; Written Assignments</b>	<b>15%</b>
<b>Total</b>	<b>100%</b>

**Reaction/Reflection Papers:**

In order to provide routine student work, to facilitate our discussions during class time of the assigned chapter readings, and to prepare you for the take-home exams, each student will be expected to bring to class a brief, but thoughtful reflection on the assigned chapter readings. This reflection might be a reaction, a question, a commentary, a proposed application, a theoretical extension, a critique, a disagreement, or a hearty AMEN to that particular assigned reading! Comments should reference an area(s) from the assigned readings, but should not summarize chapter content or directly quote chapter material. Grades for reaction papers are based on the quality of thoughtful engagement and discussion concerning assigned chapter readings. In any case, your reflection should never exceed a one-page memo in an 11-point font.

**Self-Evaluation Assessment:**

You will need a folder or notebook to submit your Self Inventory assessment materials. In order to complete your personal SWOT/Self-Evaluation and to assist you in improving your interpersonal communication behavior and interactions, multiple self-inventories will be required for your completion. These are designed for you to investigate or celebrate your strengths and recognize your own personal style or tendencies when considering the dyad in interpersonal interactions. You should also plan to receive feedback from another about your interpersonal communication behavior for *each inventory assessment that you complete*. The primary aim of this assignment is to help students understand their own communication behavior and style. Through assessing key interpersonal concepts, you can explore your beliefs about how communication functions in relationships as well as how this influences your interactions in business and non-business settings.

**Presentations & Activities:**

Several partnership, group, and individual presentations and activities are required in this course, and these cannot be made up. You will be assigned dates, and you will be expected to make your presentation or conduct your activity on the assigned date. If you know in advance that you cannot make your presentation date, you may trade with another student(s); however, *it is your responsibility to make the trade and to inform me*. Details on all presentations and activities will be provided in class. Critique sheets for each presentation will be provided as well.

**Course Schedule:**

Because this course is student-centered and student-driven in an effort to facilitate the areas of emphasis desired by the class, this course experience could evolve over the semester. Due to the dynamic nature of this course and to the process of securing guest speakers, we will undoubtedly alter our schedule from time to time. Although we will endeavor to stick to the scheduled presentation and activity due dates, your attendance in class is essential to be fully informed. *If you need more time to complete an assignment, ask for it! If you need additional examples for completing a project, make your request! If you would like to cover additional content that is not listed on the course schedule, let me know!* This course should help you develop as a professional and influence your future in business and non-business settings. An up-to-date course schedule will always be posted to D2L for you to review.

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**Interpersonal Communication  
Course Schedule**

<u>Class Day/Period</u>		<u>Class Event/Topic</u>	<u>Activity/Assignment Due</u>
Tue	08/22/17	Introductions, About Our Course, and Course Design; The Dyad	
Thu	08/24/17	Student Rankings Revealed; Course Learning Environment and Desired Assessments of Learning	<b>About Self &amp; Goals Memo Due</b>
Tue	08/29/17	Ch. 1 - Fundamentals of Interpersonal Communication; Review of Course Requirements and Learning Assessments	Read Ch. 1; QU1 - Chapter 1
Thu	08/31/17	Class Contract Signing; Ch. 1 C'td; Theory Debate Sign-Ups	QU2; Assignment Guidesheets Provided
Tue	09/05/17	Theory Lecture & Theory Debate Overview Sheets	Guidesheets Provided & Theory Debate Sign-Ups Confirmed; RP1 Due (Ch. 2)
Thu	09/07/17	Guest Speaker - David Weiss	3 Questions Due
Tue	09/12/17	Ch. 2 - Culture and Interpersonal Communication	Read Chapter 2; QU3; RP2 Due (Ch. 3); ACT1
Thu	09/14/17	Ch. 3 - Identity and Interpersonal Communication	Read Chapter 3; QU4; ACT2
Tue	09/19/17	In-Class Video Analysis One: Additional Time for Group Work Day	Video Analysis Due In Class
Thu	09/21/17	Theory Debate In-Class Workday	Classroom Available for Theory Mtgs
Tue	09/26/17	Ch. 4 - Perception and Interpersonal Communication	Read Chapter 4; QU5; RP3 Due (Ch. 4); ACT3
Thu	09/28/17	Ch. 5 - Language and Interpersonal Communication; Research Project Guidesheet Discussion	Read Chapter 5; QU6; RP4 (Ch. 5); ACT4
Tue	10/03/17	Theory Debate One: CAT vs. FNT with a focus on cross-cultural interactions	Debate Day 1
Thu	10/05/17	Ch. 6 - Nonverbal Communication; Research Individual PHRP & Team Summary Due	Read Chapter 6; QU7; RP5 (Ch. 6); ACT5
Tue	10/10/17	Ch. 7 - Emotions and Communication	Read Chapter 7; QU8; RP6 (Ch. 7); ACT6
Thu	10/12/17	Ch. 8 - Listening	Read Chapter 8; QU9; RP7 (Ch. 8); ACT7
Tue	10/17/17	<b>NO CLASS - Take Home Exam One Due to D2L by 2 p.m.</b>	<b>Exam One Due (Chapters 1-8)</b>
Thu	10/19/17	<b>FALL BREAK - NO CLASS</b>	<b>FALL BREAK - NO CLASS</b>
Tue	10/24/17	Ch. 9 - Relationships, Ch. 10 Intimacy and Interpersonal Communication	Read Ch. 9 pp. 238-255, Ch. 10 pp. 266-267; QU10; RP8 (Combined Readings from Ch. 9 & Ch. 10); ACT8
Thu	10/26/17	Theory Debate Two: URT vs. EVT with a focus on superior-subordinate interactions	Debate Day 2
Tue	10/31/17	Ch. 12 - Interpersonal Influence; Research Team Narrative Workday	Read Chapter 12; QU11; RP9 (Ch. 12); ACT9
Thu	11/02/17	Theory Debate Three: Relational Dialectics vs. SPT with a focus on networking interactions	Debate Day 3
Tue	11/07/17	Ch. 13 - Interpersonal Conflict	Read Chapter 13; QU12; RP10 (Ch. 13); ACT10
Thu	11/09/17	In-Class Video Analysis One: Additional Time for Group Work Day	Video Analysis Due
Tue	11/14/17	Ch. 11 - Families, Ch. 14 - Support and Comfort and Interpersonal Communication	Read Ch. 11 and Ch. 14; QU13; RP11 (Combined Readings from Ch. 11 & Ch. 14); ACT11
Thu	11/16/17	In-Class Video Analysis One: Additional Time for Group Work Day	Video Analysis III Due In Class
Tue	11/21/17	<b>In-Class Oral Self-Evaluation Reports</b>	<b>Self-Evaluation Notebooks Due</b>
Thu	11/23/17	<b>THANKSGIVING BREAK - NO CLASS</b>	<b>THANKSGIVING BREAK - NO CLASS</b>
Tue	11/28/17	Research Project Facilitations	Team Facilitation - Day One
Thu	11/30/17	Research Project Facilitations	Team Facilitation - Day Two
Tue	12/05/17	Research Project Facilitations	Team Facilitation - Day Three
Thu	12/07/17	<b>NO CLASS - Take Home Exam Two Due to D2L by 2 p.m.</b>	<b>Exam Two Due (Chapters 9-14 &amp; All Theories)</b>