

Introduction to Interpersonal Communication
COM 1101 – Spring 2019
MWF 11a-12:20p – Otto Miller Hall 227

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(NOTE: For all e-mail correspondence, please make the subject line look like this:

[COURSE NAME]: Subject of Message.

If you send an email to me, treat it as a professional means of communication. This means it should include a salutation, correct punctuation, and a proper closing. **In addition – if you send a message *without* a subject line, it goes directly to trash).**

Other Twitter: @achterman

Calendly <https://calendly.com/achterman>

Office hours can be used as a time to address problems, clarify ideas, request additional readings or materials, and review work in progress. If you are stuck, don't stay that way. Come see me.

Drop-in I'm often in my office until 5p
– just knock!

All students are asked to take a [Syllabus Quiz](#) and the [Interpersonal Self Assessment](#) at the beginning of the quarter (the due date and link will be on Canvas). This assures me that you have read the syllabus and understand the expectations of this course. There is one question on the quiz related to the links below. I suggest you read and listen to at least two of these. If you take this to heart it will make a difference in your final grades in all courses at SPU!

Please read [Student Email Guidelines](#) (you'll laugh- really).

Links for some questions on syllabus:

- [Multitaskers bad at Multitasking](#) (BBC article)
- [The Myth of Multitasking](#) (NPR – listen)
- [Multitasking Test](#) (Nat Geo – watch)
- [Multitasking and Learning](#) (Slate article)

If you are a freshman or at SPU for your first term, please read this piece too: [High School/College differences](#) AND this: [Getting Enough Sleep](#)

MISSION

Seattle Pacific University seeks to change the world and engage the culture by graduating students of competence and character, cultivating people of wisdom, and modeling a grace-filled community. In the *Department of Communication and Journalism* we are seeking understanding, ethical frameworks, and skills to manage conduct as communicators in mediated and unmediated forms.

COURSE DESCRIPTION – Introduction to Interpersonal Communication

In this fundamental course in communication between people, class sessions incorporate lectures with discussion and examples from popular culture and media. The focus of this course is on direct application of basic communication concepts essential to our daily lives. Topics include perception, gender, and culture and the effects on ourselves and others; self-expression and disclosure; friendship, family, and dating; verbal and nonverbal cues and their meanings; listening; and conflict management.

DR. A's COURSE DESCRIPTION!

Interpersonal Communication: Learn how to people-watch with purpose, argue with attitude (a better attitude), and become a flexible and fascinating friend.

LEARNING OBJECTIVES

This course meets the requirements for WKH (Ways of Knowing – Humanities) and therefore “addresses the kinds of knowing embodied in the uniquely human system of meaning and representation. Employing a foundational understanding of one disciplinary perspective in the humanities, students will examine selected profound human questions expressed by language and manifested in culture.”

By the end of the course students should be able to:

1. Show *competency* in creating and organizing effective messages for interpersonal contexts. They will study the nature of human perception, listening, and conflict management that is part of both our face-to-face *and* our digital lives.
2. Demonstrate their *character* in learning to communicate in a world of many cultures and faiths — showing how they can analyze interpersonal communication situations and make appropriate decisions based on those assessments.
3. Gain *wisdom* in articulating the complexity in a part of our lives that seem so “common sense.” Whether thinking about non-verbal communication, self-presentation, or relationship development, students will show the importance of effective interpersonal communication in jobs, within families, and in all relationships of modern life.
4. Model a *grace filled community* in synthesizing these lessons into a better awareness of audience and cultural sensitivities. They will use interpersonal skills to work effectively on a team and facilitate completion of group tasks.

REQUIRED RESOURCES

- Adler, R. B., Rosenfeld, L. B., Proctor, R. F. **Interplay: The Process of Interpersonal Communication.** New York: Oxford. (Edition 13)
- Coates, Ta-Nehisi, **Beautiful Struggle.** New York: Random House
- There may be miscellaneous readings posted for certain sections of the class – these will be made clear on Canvas.

RECOMMENDED RESOURCES

- Alda, Alan, (2017) **If I Understood You Would I Have This Look On My Face?** New York: Random House

(The above resources are cited using APA style – this is the citation style I would like you to use in writing for this course. A great resource for all writing and citation styles is [OWL at Purdue.](#))

GRADED ASSIGNMENTS & SCALES

Pre-Class Surveys	5	By Friday – end of week 1
Pretty Woman Exercise	75	End of week 2
Role-Play Presentation	100	Group presentation assigned for each chapter
Mind Mapping P/F	7	1 point each chapter (individual)
Mind Mapping Group Outline	175	25 points each chapter
Quizzes	70 *	Usually 7 quizzes – points vary
Midterm Exam	100	Online – end of week 5
Coates Responses	175	In-class writing - 25 pts each Paper due Sunday of that week - 100
“Joined-at-the-Hip” Exercise	150	Due to Canvas on last day of regular classes
Final exam	150	Finals week
TOTAL	1007*	

A	940 - 1000	C	736 - 769
A-	906 - 939	C-	702 - 735
B+	872 - 905	D+	668 - 701
B	838 - 871	D	634 - 667
B-	804 - 837	D-	600 - 633
C+	770 - 803	F	599 or below

* this scale will slide depending on quiz variance

DETAILS

Pre-Class surveys (5 pts total – must do both): links for two Survey Monkey surveys are on Canvas. Please complete by Friday night of the first week of class.

Pretty Woman Exercise (75 pts): Observing non-verbal communication out in the world and writing a short paper on your experience.

Role-Play Presentation (100 pts): As a group you will design prompts for the other groups to execute. These will be around the theme of your chapter.

Mind Mapping Exercises: (207 pts – 25 pts each for group, 1 point each for individual upload): As individuals you will construct a mind-map (or concept map) and bring it to class. As a group you will then take the “best-ofs” and create a group mind map to be turned in.

Quizzes (Approx 70 pts): Every Monday on the past chapter (weekly-online).

Midterm Exam (100 pts): Multiple choice like the quizzes plus a dialog analysis.
(Between Friday and Monday morning at end of week 5 - **online**)

Coates Responses (175 pts): Four parts – three in-class writing sessions (25 pts each) and a follow-up paper on *Beautiful Struggle* and a talk by Coates (100 pts).

(Week 6 in-class with paper due by that Sunday night).

“Joined-at-the-Hip” Exercise (150 pts): You will be attached to one person for 8 hours to observe communication behavior. Followed by a paper in response.
(Completed between Week 8 and Week 10 with paper due by midnight on **the last day of regular class**).

Final exam (150 pts): much like the midterm but first part in-class and written part online during class.

Learning Objectives & Goals

Learning Objectives	Group Presentations	Reading Responses/Papers	Midterm Exam	Quizzes	Misc	Final Exam
Competency		X	X	X	X	X
Character	X	X		X		
Wisdom		X			X	
Community	X		X		X	X

Course Schedule* - please check Canvas for latest

Week	Date	Lecture and Learning	Assignments <i>Read in preparation for class date</i>
1	Monday, March 25	Introductions – syllabus Further assignment details & Intro to Comm Process	<ul style="list-style-type: none"> • See check-off handout for start-of-class requirements. READ: Adler, Rosenfeld, Proctor (ARP) – xiv, Chapter 1
	Wednesday, March 27 Communication Process	Comm Process (cont)	Be sure you read Chapter 1 before Friday this week.
	Friday, March 29	Comm Process (cont) <ul style="list-style-type: none"> • Practice mind-mapping. • Intro to role plays 	<ul style="list-style-type: none"> • Complete quiz (1) online before start of class Monday • Week 1 Checklist • READ: ARP – Chapter 6 in preparation for Monday and do Mind Map as you go.
2	Monday, April 1 Nonverbal Communication	Non-Verbal Communication Chapter 6	<ul style="list-style-type: none"> • READ: ARP – Chapter 6 • Mind Map A due in class (this is on Chapter 6 reading) • Sometime during the week – conduct the Pretty Woman Experiment (don’t save to the end)
	Wednesday, April 3	Non-Verbal (cont)	
	Friday, April 5	Non-Verbal (cont)	<ul style="list-style-type: none"> • Complete quiz (6) online before start of class Monday • Green group leads role play Pretty Woman – due @ midnight Sunday 4/7
3	Monday, April 8 Culture & Interpersonal	Communication & Culture	<ul style="list-style-type: none"> • READ ARP – Chapter 2 Mind Map B due in class (this is on Chapter 2 reading)
	Wednesday, April 10	Culture (cont)	
	Friday, April 12	Culture (cont)	<ul style="list-style-type: none"> • Complete quiz (2) online before start of class Monday Blue group leads role play
4	Monday, April 15 Communication & Self	Communication & the Self	<ul style="list-style-type: none"> • ARP – Chapter 3 Mind Map C due in class (this is on Chapter 3 reading)

	Wednesday, April 17	Self (cont)	
	Friday, April 19	Self (cont)	<ul style="list-style-type: none"> • Midterm review posted • Complete quiz (3) online before start of class Monday <i>Orange group leads role play</i>
5	Monday, April 22	NO CLASS – ½ day off-post Easter	
	Wednesday, April 24	Others (cont)	<ul style="list-style-type: none"> • ARP – Chapter 4 Mind Map D due in class (this is on Chapter 4 reading)
	Friday, April 26	Others (cont)	NO QUIZ <i>Purple group leads role play</i> MIDTERM – online due by Sun night 4/28 @midnight: Chapters 1, 2, 3, 4 & 6
6	Monday, April 29	Coates Week	<ul style="list-style-type: none"> • TC Chapters 1 - 3 In-Class Writing
	Wednesday, May 1	Coates Week	<ul style="list-style-type: none"> • TC Chapter 4 - 6 In-Class Writing
	Friday, May 3	Coates Week	<ul style="list-style-type: none"> • TC Chapter 7 & 8 In-Class Writing Paper Due 5/5 @midnight
7	Monday, May 6	Listening	<ul style="list-style-type: none"> • ARP – Chapter 7 Mind Map E due in class (this is on Chapter 7 reading)
	Wednesday, May 8	Listening (cont)	
	Friday, May 10	Listening (cont)	<i>Pink group leads role play</i>
8	Monday, May 13	Conflict (Sometime between 5/13 and 5/31 you must do the “joined at the hip” exercise and paper).	<ul style="list-style-type: none"> • Complete quiz (7) online 12n on Monday • ARP Chapter on Conflict (varies by edition) • Mind Map F due in class (this is on Conflict chapter)
	Wednesday, May 15	Conflict (cont)	
	Friday, May 17	Conflict (cont)	<i>Gold group leads role play</i>
9	Monday, May 20	Communication & Relationships	<ul style="list-style-type: none"> • Complete quiz (Conflict) online before class • ARP – Chapters 9 & 10 • Mind Map G due in class (this is on Chapter 9&10 reading)
	Wednesday, May 22	Relationships (cont)	
	Friday, May 24	Relationships (cont)	
10	Monday, May 27	NO CLASS	
	Wednesday, May 29	Relationships (cont)	<i>Turquoise group leads role play</i>

	Friday, May 31	NO CLASS Dr. Achterman out of town	• “Joined at the Hip” paper due @ midnight 6/2
FINALS	June 3-6	The group portion of the final will start at 10:30 a.m. on June 4th -followed by an online portion that will be completed in class	

*This class may be tailored to fit the level of experience of class members. Accordingly, the schedule may have to be revised as we go along. If it's revised, it will be on Canvas

Bold lettering indicates important due dates, including assignment deadlines.

ASSESSMENT

- In the professional world, if you can't show up on time and make your deadlines, you won't keep your job. **Assignments must be completed on time in the format specified.** Projects and homework are due at the beginning of class on the due date unless otherwise specified in Canvas or online. *Your grade on an assignment will drop 10% each day it is late.*
- Reading assignments are to be completed by the day they are assigned.
- Spelling and grammar count, in your assignments and your e-mails. Grades will be reduced for spelling and grammar errors. *If it is clear you have not proofread your work (spelling errors, capitalization errors, etc.) your mark will have 20% taken off right away.* A great resource for all writing and citation styles is [OWL at Purdue.](#))
- If you know you will be absent when an assignment is due, arrange to complete and hand in the assignment early.
- You are responsible for keeping all handouts and graded assignments.
- If my recorded grade differs from yours, the only way to get your grade changed is to show the grade marked (or the Canvas record) on the assignment. ***You must see me in person to contest a grade.***
- Please note that the number of exercises, assignments, and quizzes is not set in stone. This means that it is impossible at the outset of the semester to determine how much each individual quiz or assignment will be worth.

Remember that attendance is highly recommended and missing too many classes can result in a grade reduction or even a failing grade. We only meet about 28 times – *many assignments are in-class and cannot be made up.* *If you are absent due to a university-approved activity, we will work out an alternative but you must have a letter from the department (athletics, music, theater, debate, etc).* ***I will not excuse you unless I know about it prior to the event. IF YOU MISS MORE THAN 12 CLASSES (40%) YOU WILL FAIL THE COURSE –*** even if you turn in assignments. *Learning is more than a set of check-boxes.*

ACADEMIC INTEGRITY & GENERAL CONDUCT

- By being **present and on time**, reading the assigned material, making study notes, and participating in discussions, you'll increase your opportunities to learn the course material. Active participation is critical to learning; passive learning is quickly forgotten. As trite as it sounds, the more you devote to this course the more you will benefit from this course. Some class sessions will involve group exercises in which everyone is expected to participate.
- **Laptop computers or tablets** - while not necessary for the course, may be used for the sole purpose of note taking while class is in session. It is often apparent to the instructor when someone is digitally multi-tasking during class, and research is clear that such multi-tasking is detrimental to focus, learning, and memory, and distracting to others (see links above). ***Therefore, if you use an electronic device for a purpose other than note taking during class, e.g. for web surfing, chatting, Insta, Snap or texting, you do so at risk of your grade.*** Reading newspapers and other non-course texts during class is also distracting for others – not to mention simply rude. Any student who is distracted by another student's behavior during class should ask the other student to refrain from the distracting behavior, or report the behavior to me.

- **Emailing Dr. Achterman:** Please pay attention to the [email guidelines](#). Emails without subject lines end up in spam folders. *Grades will not be discussed via email or text (it is a violation of FERPA)*. Email will not be answered after 9pm on weekdays nor between Friday at 9pm and Sunday at 5pm. **Therefore, it is a good idea to do the 3-prong test before you write:**
 1. **Did I check on Canvas/website/syllabus for the answer?**
 2. **Did I review my notes?**
 3. **Did I ask a classmate?**
- You must use your **SPU ID & Email account:** All readings and assignment instructions for this course will be posted on the Canvas site or on a separate course website if indicated. Most assignments will be submitted online via Canvas. Additionally, I often post/email extra instructions or reminders via Canvas's email system. Thus – *you must keep up-to-date on your university email. We cannot use alternative emails – if you must use something else, arrange to have your SPU mail forwarded to that address.* In addition: “my internet connection was down” is not an excuse for a late assignment. There are hundreds of alternatives for free broadband/Wi-Fi connections. You must get your work in on time.
- **Class clock and disruption:** I will start class on time and end it on time. I realize that you have many demands on your time, but you signed up for this class at this time and I expect you to schedule around it. You may think that arriving late/leaving early is simply a personal issue; that you can get in or out of class without disturbing class. This is false. It disturbs everyone, *so please do not arrive late and do not leave early (this includes packing up) unless you let me know prior to class. Coming and going from class as if it's a coffee shop is disrespectful to me and to your classmates. Your work schedule is not an excuse to arrive late or leave early. You are a student. If you arrange with me – that is fine, but please let me know – this is a communication class!*
- This classroom will remain a **tolerant space** where we reason through opposing arguments and encourage difficult discussions. I will not tolerate oppressive comments in the classroom that make it difficult for any student to have fair and equal access to education.
- To request **academic accommodations** due to a disability; please contact Student Academic Services and the DSS office. They will work with you to document this for class, so I can help you with assignments and presentations.
- As a student at Seattle Pacific University you have made a commitment to live in [Christian community](#). As such, **plagiarism** is a significant violation of this commitment and will be dealt with severely. It is important for you to know that *plagiarism is any representation of another person's words or ideas in a manner that makes it seem as if they were your own, in either oral or written form.* This means that you may not copy another person's paper or post without citation. Your work should be entirely your own. If it becomes evident that you have collaborated with another student and/or plagiarized work, the matter will be immediately turned over to the Provost's office. Seattle Pacific's policy is [here](#).
- **Illness and Attendance:** If you develop a fever or cough, do not come to class until you have fully recovered. Instead, notify me via email or text of your illness as soon as you become ill.
- **Illness and Assignments:** You are responsible for managing the deadlines for this course, including taking into account the possibility that you might fall ill at an inopportune time. Many assignments and projects are to be submitted online; this enables you to turn them in regardless of any circumstances that might prevent you from coming to class. If you are unable to complete an assignment by its due date because of illness, you must email me at least 24 hours before the due date in order to receive a deferred due date. All deferred assignments must be completed as arranged with me prior to the deferred due date. Any assignment not turned in by the original due date without advance notification will not be accepted for credit. After the last day of class, any missing assignments will be reflected in grades. *Therefore it is a good idea to review your marks during the semester, not just at the end.* If you overdosed on M&Ms and it made you sick – well, be more disciplined about your candy intake – and if you have read this far and quietly tell Dr. Achterman that you *need* M&Ms in the first week of class in person – your wish will come true.
 - Incompletes may only be given for personal or family emergencies and must have approval of the professor and advising.

- **Problems or Complaints:** If you have concerns or problems related to the course, please talk with me first, but try to do it in person. If you have an issue that needs attention beyond me please make an appointment with Dr. Purcell (Chair) or Dr. Sequeira (Dean).
- **Student Athletics and Other University Activities:** Student athletes, debaters, musicians, and government leaders must inform me of their **travel schedules (if they cause absences) by the second week of the semester so that we can work around any issues.**

CRITIQUES

Critiques are a vital part of learning. You can learn a lot from reviewing the work of others and evaluating their strengths and weaknesses. Critiques also provide the opportunity to put concepts to words, and to help you learn how to speak intelligently and knowledgeably (a necessary skill for survival in the workplace!). We will critique published work and your work. This will provide you with fresh insights and perspectives.

SUGGESTIONS FOR SUCCESS

- Get enough sleep! It is tempting to cut down on this, [but research is very clear that anything under 6-hours causes significant cognitive and memory issues.](#) Good sleep also helps your immune system and you'll avoid the bugs that race through campus every quarter.
- Attend class regularly.
- Remember I am available to help you. Ask for help immediately if you don't understand something. Waiting to "get it later" doesn't always work and could get you into trouble. It is one of the advantages of a smaller university, help is available, and your profs are helpful.
- Back up your work. Have two backups. Memory sticks/thumb drives work but can break. Dropbox is a good option and SPU servers keep things in your document folders.
- Consider saving your work under different names *literally* each time you work on a project. It just takes one click and could save you lots of time and frustration.
- Expect the unexpected.
- Try to do work for this class ahead of time. This will give you some cushion in case you have problems.
- **Be nice. No one likes a jerk and at some point you'll want someone to be kind and patient with you too.**
- Sometimes things will go smoothly, other times they won't – the important thing is to have fun and practice thinking and working with all we have been given intellectually.

WEATHER & SAFETY

- **Inclement Weather or other university closing:** In the event of inclement weather or an emergency that might close the university, check the SPU website. You may also call the emergency closure hotline (206-281-2800). Both will be updated before 6:00 a.m. Please insure that you have updated your emergency information into banner so that you can receive a text if other university emergencies arise. **Weather-related closings do not mean you're not responsible for material – in many cases a lecture will be posted or class might be held via other online means.**
- **Emergency Response Information**
 - Report an Emergency or Suspicious Activity
 - Call the Office of Safety & Security (OSS) at 206-281-2922 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will immediately be dispatched to your location. If needed, the OSS Dispatcher will contact local fire/police with the exact address of the location of the emergency.
- **Lockdown / Shelter in Place – General Guidance**
The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System as text messages

(to people who have provided their cell phone numbers as described below), emails, announcements by Building Emergency Coordinators (BECs), announcements over the outdoor public address system, and electronic reader board messages.

- If you are in a building at the time of a lockdown:
- Stay inside unless the building you are in is affected. If it is affected, you should evacuate.
- Move to a securable area (such as an office or classroom) and lock the doors.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).
- If you are unable to enter a building because of a lockdown:
- Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to further danger.
- Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System)
- **Evacuation – General Guidance**
 - Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.
 - Once you have evacuated the building, proceed to the nearest evacuation location. The “Stop. Think. Act.” booklet attached to each classroom podium contains a list of evacuation sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give the BEC your full cooperation whenever they issue directions. They will be the first line of contact during an actual emergency and cooperation with them should be immediate and complete.
- **SPU-Alert System**
 - The SPU-Alert System provides free notification by email and text message during an emergency. Text messaging has proven to be the quickest way to receive an alert about a campus emergency. To receive a text message, update your information through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System. Contact the CIS Help Desk if you have questions concerning entering your personal contact information into the Banner Information System.
- **Additional Information**
 - Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety & Security at 206-281-2922.

Final Caveat: I reserve the right to change any part of this syllabus for any reason. This includes changing or deleting assignments. Sufficient notice will be given to you if changes to the syllabus are necessary.

By accepting this syllabus and staying enrolled in this course, you are indicating that you understand and accept the terms of this syllabus.