CMST 2318.001: Interpersonal Communication
Spring 2024

Dr. Dennis Cali

Office Location:	**CAS 227**
Office Phone:	**903-566-7440**
Office Hours:	**Mondays 2:30 – 4:30 and by appointment** *Always email ahead please!*

Texts (Required):

Ronald B. Adler and Russell F. Proctor II (2023). *Looking Out, Looking In,* 16th ed. (Boston, MA: Cengage Learning).

Sherry Turkle. (2015). *Reclaiming Conversation: The Power of Talk in a Digital Age.* (New York: Penguin Press).

Welcome to the Senior Seminar in Interpersonal Communication! You have embarked on a field of communication studies that will fascinate you as it enlightens you to role of communication within relationships and other interpersonal exchanges. And you could not have chosen a more suitable time to take this course than at this point in your studies and at your level of personal development! As we "look in and look out," I'm looking forward to all the personal and interpersonal discoveries we'll make together as we examine interpersonal communication concepts, theories, and practice!

Course Objectives

This course seeks to familiarize students with principles of interpersonal communication and to equip students with communication skills for improving interpersonal relationships. Through lectures, reading, class exercises and presentations, the course attempts to increase students' awareness of their own present ways of communicating and of the influences particular communication behaviors exert on interpersonal transactions.

More specifically, the Student Learning Outcome that this course seeks to achieve is:

Practice Application: The student will be able to analyze how communication theory and/or research function in society, contribute to solving real-world problems, and how communication phenomena manifest outside of the classroom. The application of communication theory and/or research is correctly applied in the student's analysis to propose logical conclusions and solutions to address the identified problem.

The "Listening Assignment" will be signature assignment for achieving and assessing the above Student Learning Outcome.

Toward fulfilling this major outcome of this course, students minimally must be able to demonstrate their ability to:

- ✓ identify the elements and characteristics of the transactional model of communication
- ✓ identify the content and relational aspects of messages

- ✓ recognize how people's psychological make-up, personal needs, interests, biases, social roles, culture, and the like shape the way that they perceive others and communicate with them;
- ✓ engage in perception-checking communication
- ✓ understand characteristics of language
- ✓ identify and describe non-verbal communication
- ✓ understand listening response styles and apply empathic listening principles in a class session with a classmate;
- ✓ understand the effects on conversation that social media have wrought and to explore solutions.

Graded Assignments and Weighted Values

"Role Reversal" Assignment	20%
Listening Assignment	20%
Specialized Population Report	20%
Reclaiming Conversation Chapter Report	20%
Participation/Attendance	10%
Final Exam	10%

To figure the weight of a graded assignment, multiply the numeric value of that grade by the percentage that assignment carries. For example, if you scored a B on your Listening Assignment, you would multiply 3.0 (the numeric value of a B) times 20% (the percentage the exam carries) and arrive at .60. At the end of the semester, each graded assignment will be tallied and divided by 100 to determine your overall grade. That number grade will be converted to a letter grade according to the scale on Canvas.

COURSE POLICIES

Participation and Attendance

This course places high value on the dynamics between individuals in small communication settings. Often some of the most rewarding experiences of this course arise spontaneously and unexpectedly. Your attendance and active participation in this course thus contribute substantially to everyone's educational experience in the course. I therefore urge you to attend every course session. Both your classmates and you suffer when you are absent or fail to contribute to class discussion and activities.

I grant all students the same excused-absence privilege as that of student athletes: Three class absences are allowed without penalty to the Participation/Attendance Grade. After 3 absences (for any reason whatsoever), the grade for Participation and Attendance drops one letter grade for each additional absence. For example, if a student misses 4 classes, that student's grade for Participation/Attendance will be a B.

Your Participation/Attendance grade will be based on attendance and active engagement in class and will be assigned at the Instructor's discretion. Absences can adversely affect the grade for this category.

Late Work

Performing work on-time is essential to efficient management of this course. Remaining on-schedule relies on your cooperation. Therefore, all work must be handed in or presented on the date assigned. No late work will be accepted. A student who fails to

present work as assigned receives an F for the missed assignment. Any exceptions to this policy—which would be very rare!—would be at my discretion; in this case, the student:

- must be prepared to present the missed work at the very first class meeting I make available after the student's return
- must provide appropriate documentation that his/her failure to complete the assignment on the assigned date was unavoidable
- may be penalized for failure to present work as assigned.

Please note that in some cases, a make-up will not be possible.

Course Assignments (Expectations of particular assignments will be provided at the announcement of each respective assignment).

Academic Integrity: Honesty and integrity are essential values in interpersonal and intercultural understanding, and you are expected to maintain these same ethical standards in all of your work in this class. Any betrayal of these values violates a basic expectation of the student's performance in this class. Therefore, a student engaging in ANY form of academic dishonesty shall receivean automatic F at minimum for that assignment or examination. For a statement of the University of Texas at Tyler's policy on academic integrity, see this link to the pertinent section of the Undergraduate/Graduate Catalog: https://uttyler.smartcatalogiq.com/2023-2024/catalog/student-success/student-responsibilities/

Artificial Intelligence: I will ask that written work be submitted electronically and will run it through Artificial Intelligence detector software. If the detection software indicates that 25% or more of the student work was likely generated by Artificial Intelligence, the paper will be very suspicious of plagiarism and could result in a failing grade for the assignment. To keep this from happening, cite ALL sources and avoid block quotes.

Use of Cell phone or other electronic devices

Any use of cell telephones, pagers, and all other electronic devices during class time is forbidden. It is the students' responsibility to make sure that their telephones or pagers do not ring, vibrate, or otherwise create the possibility of a class disruption. A student whose telephone rings, vibrates, or otherwise creates a distraction during class will be counted as absent for that class period, along with the attendant attendance policy ramifications. A student using any electronic device during testing shall be subject the policy on academic integrity.

Use of Cell Phone or Other Electronic Devices: Any use of cell telephones, pagers, Ipads, and all other electronic devices during class time is forbidden. It is the students' responsibility to make sure that their telephones or pagers do not ring, vibrate, or otherwise create the possibility of a class disruption. **A student whose telephone rings, vibrates, or otherwise creates a distraction during class will be counted as absent for that class period. A student using any electronic device during testing without prior approval shall be subject the policy on academic integrity.**

Laptops or Ipads. The use of laptops in class for any purpose other than taking notes (e.g., instant-messaging, emailing, surfing the Internet, playing Solitaire) is strictly forbidden. Students caught engaging in any forbidden laptop activity shall be counted as absent that day.

Audio/Video Recording of class lectures is prohibited without prior approval. However, on occasion the instructor may arrange recording for instructional purposes.

Oral and Written Work: Assignments may have an oral and/or written components. Especially since this is a communication class, grading of oral and written work will consider quality and thoroughness of analysis, style, adherence to format, and proper mechanics (grammar, spelling, organization, clarity, cohesiveness). All work submitted to me should be typed and double-spaced. All work should be stapled (Please! NO PLASTIC REPORT COVERS WITH SPINES, NO DOG EARS, NO FOLDED CORNERS, AND NO PAPER CLIPS! **PLEASE STAPLE PAGES!)** The quality of both your written and oral work will figure into your grade for the assignment.

Reading Assignments: In class lectures, I will ordinarily highlight portions—not the entirety—of the chapters assigned in your readings. However, you are responsible for the entire contents of all chapters and may be tested on any portions of those readings.

"Outside" Participation: Because much of what this course teaches is learned in personal reflection and application, some activities or preparation for in-class activities take place outside of class.

The Use of Artificial Intelligence:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course, any use of artificial intelligence (AI) tools such as ChatGPT must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information MLA Style Citation Information Chicago Style Citation Information. If AI is used but not acknowledged, you will not receive credit for the assignment.

Other Information regarding University Policies and Information is found in the Syllabus Modulewithin Canvas.

CLASS CALENDAR (TENTATIVE)

Date	Class Unit
	Looking In
Tue., Jan. 14	Orientation to Class: Overview of Assignments; Introductions
Thu., Jan 16	A First Look at Communication (Chapter 1, LILO)
Tue., Jan. 21	Interpersonal Communication and Social Media (Chapter 2, LILO): Assignment: Chapter Report on Turkle, Reclaiming Conversation
Thu., Jan. 23	Communication and Identity (Chapter 3, LILO)
Tue., Jan. 28	Perception (Chapter 4, LILO); Assignment: Role Reversal
Thu., Feb. 2	Emotions (Chapter 5, LILO)
Tue., Feb. 4	**Role Reversal Presentations**
Thu., Feb. 6	**Role Reversal Presentations**
	Looking Out
Tue., Feb. 11	Language (Chapter 6, LILO)
Thu., Feb. 13	Non-Verbal Communication (Chapter 7, LILO)
Tue., Feb. 18	Listening (Chapter 8, LILO)
Thu., Feb. 20	Empathic Listening
Tue., Feb. 25	Empathic Listening
Thu., Feb. 27	Listening
Tue., Mar. 4	Listening
Thu., Mar. 6	Listening
Tue., Mar. 11	Listening
Thu., Mar. 13	**In-Class LISTENING Graded Assignment**
Mar. 17-21	**SPRING BREAK**
Tue., Mar. 25	**In-Class LISTENING Graded Assignment**
Thu., Mar. 27	**In-Class LISTENING Graded Assignment**
	Looking At Close Relationships
Tue., Apr. 8	**In-Class LISTENING Graded Assignment**
Thu., Apr. 10	*Give Assignments: (1) Research on IPC in Specialized Relationships and (2) Reclaiming Conversation: Overview Chapters 9 and 10*
Tue., Apr. 15	Communicating and Relational Dynamics (Chapter 9, LILO) Interpersonal Communication in Close Relationships (Chapter 10, LILO)
Thu., Apr. 17	Improving Communication Climates (Chapter 11, LILO)
Tue., Apr. 22	**Interpersonal Communication in Specialized Contexts**
Thu., Apr. 24	Workshop: Preparation for Chapter Reports on *Reclaiming Conversation*
Tue., Apr. 29	**Reclaiming Conversation Chapter Reports**
Thu., May 2	LAST DAY OF CLASS; FINAL EXAM