Advanced Interpersonal Communication
COMM 40001-600
Call #: 12104
Spring 2012

MW 12:30-1:45 p.m., Main Hall 212
Instructor: Erin E. Hollenbaugh, PhD
Office: Main Hall 458
Office Phone: 330-244-3458
Email Address: ehollen2@kent.edu
Office Hours: M 2-3:30 p.m., T 1-2:30 p.m., W 2-4 p.m., or by appointment

Course materials…
- **Required Text**
  Boston: Cengage.
- **Recommended Texts**

Student responsibility…
It is the responsibility of the student to know and follow all policies in this syllabus. You are urged to read the syllabus and raise any questions you might have with me. This syllabus is a contract. If no objections are raised after the first week of class, I will assume you have read the syllabus and agree to submit to all of the policies within it.

Course description and goals…
This course will include advanced treatment of interpersonal communication theory and research. Interpersonal principles are applied to group, organizational, and computer-mediated contexts. Upon the completion of this course, students should:
- Understand how meanings and behavior are formed through communication
- Understand how communicative choices affect interpersonal communication
- Understand theories central to interpersonal communication, and be able to apply the theories, concepts and methods of interpersonal communication to a variety of relational contexts.
- Gain enhanced research writing style and analysis skills consistent with APA 6th edition standards.
Writing intensive graduation requirement…
This course may be used to satisfy the Writing Intensive Course (WIC) requirement. The purpose of a WIC is to assist students in becoming effective writers within their major discipline. A WIC requires a substantial amount of writing, provides opportunities for guided revision, and focuses on writing forms and standards used in the professional life of the discipline. Students who take this course to fulfill the Writing Intensive Course (WIC) requirement for graduation must pass this course with a grade of C (not C-) or better in order to satisfy the requirement and graduate.

Course website…
This course will make use of Blackboard Learn. The website will be one way I will make important announcements (such as syllabus changes or class cancellations) and a forum for discussion. In addition, this website will contain a record of your grades and grading rubrics that may inform your assignments. You will submit most of your assignments on this website, as well. Therefore, it is important you familiarize yourself with the website as soon as possible, and check it frequently. To access Blackboard Learn, visit learn.kent.edu and log in with your Flashline user ID and password, or access it via Flashline directly. Contact the Helpdesk at helpdesk-stark@kent.edu or 330-672-HELP with Blackboard problems.

My teaching philosophy…
I believe that the pursuit of knowledge is a privilege and a joy, and that college is perhaps the only time in a person’s life in which knowledge can be acquired and constructed without any other purpose than to make one a better, more well-rounded human. My attitude toward education does not mean, of course, that I think students should not be future-minded and eager to apply class content to their lives. Quite the opposite, in fact. In every class I teach, I strive to help students see how the knowledge and critical thinking skills they are acquiring in the classroom transcends the university’s walls to inform their lives. Theory, research, and application must all come together to create a more complete education. I believe that as an instructor, it is my responsibility to help students see how learning is not only a means to an end, but an end in itself.

Emergency closings and class updates…
Announcements of class cancellations and/or campus closings will be made on the campus home page. In the case of an emergency, weather-related or otherwise, please check the web page at http://stark.kent.edu for information on the buildings and times of the closing. While information may be broadcast by radio and television, this should be confirmed by the web page, which is the official announcement of the campus and which will be the information used to determine issues related to student attendance, rescheduling of tests, and other concerns.

For your convenience, you should consider signing up for Flash ALERTS. This system sends you a text message whenever there is a campus closing or emergency. See http://www.kent.edu/studentlife/safety/flash-alerts.cfm for step-by-step instructions to sign up.
In Case of Emergency…
Campus Security may be reached by dialing x53123 on campus, or 330-705-0430. As always, 911 is an option for medical and other emergencies. You may wish to program this number in your cell phone so it is accessible if and when needed.

Class Policies

Students with Disabilities: Kent State University recognizes its responsibility for creating an institutional atmosphere in which students with disabilities can succeed. In accordance with University Policy Subpart E…104.44, if you have a documented disability, you may request accommodations to obtain equal access in this class. Please contact the disability coordinator on campus, Amanda Weyant in Student Accessibility Services, located in the Student Success Center, lower level of the Campus Center, phone (330) 244-5047, or aweyant1@kent.edu. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help us know best how to assist you. Students with disabilities will be required to take quizzes on the same day and, if at all possible, at the same time as the scheduled test in class.

The 24-Hour Rule: As a student myself, I understand there are times you may wish to contact me to discuss a grade on a particular assignment, whether via email, phone, or face-to-face. In fact, I encourage you to contact me if you do not understand your graded work, as this is an important learning tool. I will not discuss the rationale behind grades until 24 hours after I have returned feedback to you. This is to allow ample time to think about the feedback, rather than simply reacting to what you may initially feel is an unfair grade.

Attendance: Attendance is an important component of this course. Not only do you need to be in class to better understand the course content, but your participation will contribute to your peers’ learning, also. Although there is no formal attendance policy, your attendance and participation in this course is expected. You will need to attend regularly in order to succeed.

An unexcused absence is one that you take at your discretion. Excused absences are those which you could not control. For example, illness, auto accidents, and deaths in the family are considered excusable; sleeping in and being called into work are not. If you miss an assignment due to an excused absence, please supply documentation (e.g., a note from your doctor or the health center, or a traffic ticket) upon return to class. Accumulating numerous absences and then miraculously providing documentation at the end of the semester will not be tolerated.

It is also important to be in class on time. We have a lot of content to cover this semester, so it is necessary to begin class at the published time. Students who consistently arrive late to class will receive reductions in their participation grades.

Although there is not an attendance policy, I still need to take attendance. It is the student’s responsibility to daily sign the attendance sheet, which will be passed around at the beginning of class. Claims that students did not receive the sign-in sheet for previous
absences will not be tolerated. If you are having problems with attendance, please keep me informed. Do not wait until the end of the semester to tell me you have consistently been absent for a really good reason (e.g., a family member is terminally ill). I am pretty understanding, and will work with you to help you succeed in this class.

**Academic Honesty:** Use of the intellectual property of others without attributing it to them is considered a serious academic offense. Cheating or plagiarism will result in a failing grade for the work or for the entire course. Students who plagiarize may be asked to attend a workshop on plagiarism, sponsored by the library. Repeat offenses result in dismissal from the University. University guidelines require that all infractions be reported to the Student Conduct Officer on our campus. The full policy for dealing with plagiarism can be found at [http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=505](http://imagine.kent.edu/policyreg/view.asp?BackURL=/policyreg/archive.asp?ChapterID=4&Table=Archive&ID=505).

**Course Registration:** It is the policy of Kent State University that students are not permitted to attend classes for which they are not officially enrolled. It is the student’s responsibility to ensure proper enrollment in classes, so please review your schedule before the published add/drop date to make sure you are properly enrolled. Should you find an error in your class schedule, you must fix it before the published add/drop date. If registration errors are not corrected by that date and you do continue to attend and participate in classes for which you are not officially enrolled, you will not receive a grade or academic credit at the conclusion of the semester.

If you are considering withdrawing from this course, please consult with a staff member in the Student Services Office, 134 Main Hall. Withdrawal from a course can affect financial aid, student status, or progress within your major. For withdrawal deadlines, please refer to [http://www.registrars.kent.edu/home/TermUpdate/sche_adj.htm](http://www.registrars.kent.edu/home/TermUpdate/sche_adj.htm).

**Writing Policy:** It is not enough just to have good ideas; you must be able to clearly and effectively communicate those ideas. Therefore, the quality of your writing is crucial in this and other communication courses. Grammar, spelling, punctuation, and format will be considered when grading your assignments. You are allowed three mistakes before points will be deducted.

All assignments must be typed unless otherwise specified. Use 12-point, Times New Roman font with 1” margins on all four sides. (NOTE: This is NOT the default in Microsoft Word.) Please double-space your papers. You should adhere to 6th edition APA style when formatting your papers. Include a title page and headings in each paper. See “APA Guide – Title Page and Headings” on the course website for a guide.
Assignments…

There will be several graded assignments throughout the course of the semester. Grading rubrics for most assignments and presentations will be available on the course website.

Written assignments are due to be submitted on the course website at the beginning of class, unless otherwise specified. Assignments turned in by 5 p.m. on the day they are due will receive a 5% grade reduction; assignments turned in later than that will receive a 10% grade reduction for each calendar day they are late, unless it is due to an excused absence.

When at all possible, please inform me ahead of time of an absence on a day an assignment is due, and still submit the assignment online. All assignments should be typed unless otherwise specified. When submitting assignments online, please include your last name in the file name and save the document either as a .doc, .docx, or .rtf file. I cannot grade any other file types.

Quizzes (6 @ 25 pts each = 150 pts)

Throughout the semester, there will be six scheduled quizzes covering the Wood readings. You will have at least 15 minutes to complete the quizzes, and they will be open-notes, open-book. Quiz questions are likely to be essays that challenge you to not just recall information, but to apply it to your life. Quizzes missed due to unexcused absences may NOT be made up, so please be present on quiz days. Quizzes missed due to excused absences may be made up with documentation of the absence at the instructor’s convenience.

Theory Paper (150 pts total)

This semester, you will choose a theory from the list below and write an 8-10 page summary of the theory and analysis of the scholarly literature on the theory. Choose from one of the following theories, each of which are discussed in the Baxter and Braithwaite (2008) text:

- Action Assembly Theory
- Attribution Theory
- Constructivism Theory
- Goals-Plans-Action Theory
- Imagined Interaction Theory
- Uncertainty Management Theories
- Uncertainty Reduction Theory
- Communication Accommodation Theory
- Face Theory
- Information Manipulation Theory
- Interpersonal Deception Theory
- Narrative Theories
- Politeness Theory
- Speech Codes Theory
- Affection Exchange Theory
- Attachment Theory
- Critical Feminist Theories
- Comm Privacy Management Theory
- Relational Dialectics Theory
- Stage Theories of Relationship Develop’t
- Social Exchange Theories
- Social Information Processing Theory
- Expectancy Violations Theory/Interaction Adaptation Theory

NOTE: The theories in bold are considered fundamental to the foundation of our discipline.

You may use the associated reading from the Baxter and Braithwaite (2008) text as a source in your paper. However, you should also use the seminal work for your theory.
Advanced IPC Syllabus 6

(Hint: Baxter and Braithwaite provide a primary reference for each of the theories they review. I can help you identify it, if you are having trouble.) In addition to reviewing the theory itself, you will also report on at least FIVE empirical articles from peer-reviewed journals that have tested the tenets of the theory. This assignment will be completed in three parts:

Annotated Bibliography and Outline (25 pts)
As the first step in this paper, you will submit an annotated bibliography and outline of the major components of the paper. The more specific your outline is, the better.

An annotated bibliography is set up much like a regular reference page in APA. However, each entry in the references is followed by several sentences summarizing the study’s finding in your own words. Additionally, you may wish to indicate how you plan to use each entry in the references. You should review at least one source (the primary source for that theory) that lays out the theory AND at least five scholarly studies on your topic (for a total of six sources minimum). These sources should be empirical in nature (meaning they are data-focused, such as an experiment, interviews, surveys, case studies, etc.) and should be from scholarly journals or book chapters. If you are concerned about whether or not your articles are appropriate, please email them to me.

On the outline, include your name, the date, the theory, and your thesis statement in a heading. You should use a standard outlining format, incorporating Roman numerals, capital letters, numbers, and lowercase letters to indicate subordination of major and minor points, as well as their evidence. Be sure to include citations to indicate the sources of your points/evidence. No reference page is necessary, as all of your sources should be on the annotated bibliography.

Draft of Theory Paper (25 pts)
Several weeks before the final paper is due, you will turn in a complete draft of your research report. I suggest you write the draft as if it is your final paper to be graded. I will provide comments and suggestions for you to improve your paper during an individual meeting. You are expected to take the constructive criticism to heart, revising the paper and turning in a better version as your final paper. Although this paper will not be formally graded as the final paper is, points will be assigned to the draft as follows:

- 25 points – draft is turned in on time, includes at least 7 pages, uses at least 6 sources (5 studies and at least one source to describe the theory)
- 20 points – draft is turned in within 24 hours of the due date, includes at least 6 pages, uses at least 5 sources
- 15 points – draft is turned in more than one day late, includes at least 5 pages, uses at least 4 sources
- 10 points – draft is turned in more than one day late, includes at least 4 pages, uses at least 3 sources
- 5 points – minimal effort was made to complete the draft
- 0 points – draft was not completed
**Theory Paper (100 pts)**

Your theory paper should be an 8-10 page summary and analysis of an interpersonal communication theory and the scholarly literature on that theory.

The sections of your paper should include:

- An introduction, which includes a brief introduction to the topic, a purpose statement, and a specific preview of the major parts of the paper.
- The body of the paper, which includes an explanation of the major tenets and development of the theory and a review of the scholarly literature on your theory. Divide the body of the paper further into appropriate sections, using subheadings as needed to help guide the reader through your analysis. To ensure that you have sufficient resources, you must cite the theory’s seminal work AND a minimum of five additional empirical articles (original studies) from acceptable peer-reviewed journals. (There should be a minimum of six sources, total.) You may use additional sources, such as theoretical papers, textbooks, or internet sources, but they will NOT count toward your required empirical sources.
- A discussion section, which includes a summary statement concluding your findings and any reflections you have on the paper. You may wish to propose areas for future research, point out flaws in the existing research, note any agreement and/or contradictory findings, and further interpret the findings of your literature review.
- A reference page, which includes only those sources cited within the body of your paper. The entries should adhere to 6th edition APA style.

Follow the guidelines of APA strictly as you write this paper, including the construction of your title page and references. You should also use headings (see pp. 62-63 of the 6th edition APA manual, and the resource on the course website) to demarcate the major sections of your paper.

**Theory Presentation (50 pts)**

To bring your theory to life for the class, you will teach the class about your theory in a presentation of approximately 20 minutes. In the presentation, you should complete five requirements:

- Use the Baxter and Braithwaite (2008) chapter and/or the seminal work for your theory to explain the central tenets of the theory.
- Choose at least one of the studies you reviewed in your paper and present it to the class. Be sure to talk about the methods and results of this study to show the class how the theory has been tested.
- Help the class apply the theory to their lives. What does this theory really mean for us?
- Use your time creatively. Consider how you might use a combination of discussion questions, media clips, movies, and activities to keep the class engaged.
• Prepare a short handout for the class designed to help us understand the theory. On the back of the page, include your references from the theory paper.

Class Research Project (150 pts total)
The discipline of interpersonal communication is characterized by LOTS of research! One of the most exciting things about this discipline is that scholars have a chance to answer most any question they have about people in relationships. A major component of this class will be completing a research project, start to finish. This project will be a collective effort; the entire class will be contributing toward the project. Given my research agenda, I would like the class to work on a research problem related to computer-mediated communication. However, the specific topic will be decided by the class as a whole.

Points for this project will be earned in the following ways:

**Literature Review (50 pts)**
After deciding on the topic, each member of the class will write a portion of the literature review. Details will follow in class and on the course website. Because this is a collaborative document, we will use either the course website or Google Docs to complete the literature review.

**Data Collection/Analysis (25 pts)**
Students will earn up to 25 points for their participation in designing the methods of the study, collecting data, and analyzing the data. I will take the lead on this part of the project, as it is not expected that you have advanced knowledge in research methods or statistical analysis. However, you should get as involved as possible to learn more about the research process.

**Results/Discussion (25 pts)**
Students will each write a paragraph or two reporting the results, implications, limitations, or future research directions of the study.

**Project Contributions (50 pts)**
The bulk of this project will be completed during class time. However, individual contributions will also be made outside of class or via the course website. Your participation in the project will be worth 50 points. If at any time you wish to receive feedback on your project contributions, please contact me.
Grading...

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<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Your Grade</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>25</td>
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<td>Quiz 2</td>
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<td>Quiz 3</td>
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<td>Quiz 4</td>
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<td>Quiz 5</td>
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<td>Quiz 6</td>
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<tr>
<td>Annotated Bibliography &amp; Outline</td>
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<tr>
<td>Draft of Theory Paper</td>
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<tr>
<td>Theory Paper</td>
<td>100</td>
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<tr>
<td>Theory Presentation</td>
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<tr>
<td>Class Research Project</td>
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<tr>
<td>Literature Review</td>
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<tr>
<td>Data Collection/Analysis</td>
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<td>Results/Discussion</td>
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<tr>
<td>Project Contributions</td>
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<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td>(need to earn at least 365 points to pass with a C)</td>
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<thead>
<tr>
<th>Grade</th>
<th>% Limits</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D+</td>
<td>67-69%</td>
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<td>D</td>
<td>60-66%</td>
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<td>F</td>
<td>Below 60%</td>
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Course Schedule...

The following schedule is subject to change, at the discretion of the instructor. Any changes in the schedule will be announced in class and on the course website.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Jan. 9</td>
<td>Course introductions</td>
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<tr>
<td>Jan. 11</td>
<td>Introduction to theory</td>
<td>Baxter &amp; Braithwaite (2008) – Ch. 1 (reading online)</td>
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<tr>
<td>Jan. 16</td>
<td><strong>Martin Luther King Jr. Day – no class</strong></td>
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<tr>
<td>Jan. 18</td>
<td>A first look at interpersonal communication</td>
<td>Ch. 1</td>
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<tr>
<td>Jan. 23</td>
<td>Finding and understanding empirical research</td>
<td>Sign up for theory online</td>
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<tr>
<td>Jan. 25</td>
<td>Empirical research, cont’d; introduction to class research project</td>
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<tr>
<td>Jan. 30</td>
<td>Brainstorming topics for research project</td>
<td>Three ideas for research project due online</td>
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<tr>
<td>Feb. 1</td>
<td>Communication and Personal Identity</td>
<td>Ch. 2</td>
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<tr>
<td>Feb. 6</td>
<td><strong>Quiz 1 (Chs. 1-2); Writing literature reviews</strong></td>
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<tr>
<td>Feb. 8</td>
<td>Perception and communication</td>
<td>Ch. 3</td>
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<td>Feb. 13</td>
<td>The world of words; <strong>Quiz 2 (Chs. 3-4)</strong></td>
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<tr>
<td>Feb. 15</td>
<td>Research project workshop (intro/lit review)</td>
<td>Bring articles for research project</td>
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<tr>
<td>Feb. 20</td>
<td>The world beyond words</td>
<td>Ch. 5; research project literature review due (dates differ per student)</td>
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<td>Feb. 22</td>
<td>The world beyond words, cont’d</td>
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<tr>
<td>Feb. 27</td>
<td>Research project workshop (method)</td>
<td>Revise research project literature review (final revisions due March 3)</td>
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<td>Feb. 29</td>
<td>Mindful listening; <strong>Quiz 3 (Chs. 5-6)</strong></td>
<td>Ch. 6</td>
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<td>March 5</td>
<td>Emotions and communication</td>
<td>Ch. 7; Annotated bibliography/outline due</td>
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<td>March 7</td>
<td>Communication climate; <strong>Quiz 4 (Chs. 7-8)</strong></td>
<td>Ch. 8</td>
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<tr>
<td>March 12</td>
<td>Managing conflict in relationships</td>
<td>Ch. 9</td>
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<tr>
<td>March 14</td>
<td>Theory paper workshop; Research project workshop</td>
<td>Data collection for research project</td>
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<tr>
<td>March 19</td>
<td><strong>Spring Break!</strong></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Assignments/Information</td>
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<tr>
<td>March 21</td>
<td>Spring Break!</td>
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<tr>
<td>March 26</td>
<td>Theory paper workshop; research project workshop (data collection)</td>
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<tr>
<td>March 28</td>
<td>Friendship in our lives; <strong>Quiz 5 (Chs. 9-10)</strong></td>
<td>Ch. 10; Theory paper draft due</td>
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<tr>
<td>April 2</td>
<td>Committed romantic relationships</td>
<td>Ch. 11</td>
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<tr>
<td>April 4</td>
<td>Research project workshop</td>
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<tr>
<td>April 9</td>
<td>Individual meetings for theory paper (meet during appointment time)</td>
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<td>April 11</td>
<td>Communication in families; <strong>Quiz 6 (Chs. 11-12)</strong></td>
<td>Ch. 12</td>
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<tr>
<td>April 16</td>
<td>Research project workshop</td>
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<tr>
<td>April 18</td>
<td>Research project workshop</td>
<td>Research project results/discussion due</td>
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<td>April 23</td>
<td>Research project workshop</td>
<td>Theory paper due</td>
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<tr>
<td>April 25</td>
<td>Research project wrap-up; create proposal for Ohio Communication Association</td>
<td>Revise final research project</td>
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<tr>
<td>May 2, 1-3pm</td>
<td><strong>Theory presentations</strong></td>
<td>Theory presentations due</td>
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