

SPC 2300: Spring 2020**Syllabus Addendum**

Instructor:	Dr. Emily Rine Butler
Meeting Time:	MWF Period 7 (1:55-2:45)
Classrooms:	Rolfs 314
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Office Hours:	Wed & Fri 1-1:45pm and <i>by appt.</i>
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COURSE DESCRIPTION:

Whether making small talk with a classmate, discussing Gator sports with your friends, communicating with family, or asking someone out on a date, you engage in interpersonal communication on a daily basis. Your ability to communicate with different people in different contexts, be it within the same culture, cross-culturally, or inter-culturally, will increase your ability to achieve goals (e.g., getting a raise at work or securing a donation for a program). In this course, you will learn what interpersonal communication is, how to analyze its different aspects, and how to improve your own interpersonal communication skills. We will cover such topics as communication and self-concept, perception, language, culture, nonverbal communication, conflict management, and listening.

GENERAL EDUCATION OBJECTIVES AND STUDENT LEARNING OUTCOMES:

This course is a **Social and Behavioral Sciences (S)** subject area course in the UF General Education Program. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.

Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

These general education objectives will be accomplished through:

1. Acquiring and applying knowledge that demonstrates effective intrapersonal (self) and interpersonal (relational pair or small group) communication in various contexts
2. Demonstrating sensitivity to gender and intercultural differences in communication
3. Analyzing how people use verbal and nonverbal cues to achieve their own interpersonal goals.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

Content:

Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline. Students will acquire a basic knowledge of theories of interpersonal communication across various contexts and social groups. Achievement of this learning outcome will be assessed through three exams covering each of the chapters in the textbook, an intercultural communication paper, and a group project that illustrates depth in one of the topic areas we cover during the semester.

Communication:

Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in small-group discussions and class exercises during the semester, along with analysis of various interpersonal scenarios. At the end of the semester, students will present their in-depth analysis of one topic area we have covered in class as part of an interactive group presentation. Achievement of this learning outcome will be assessed through student discussions during class time, as well as during group presentations on a specific topic at the end of the semester. Participation grades will reflect how well a student communicates during these tasks.

Critical Thinking:

Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. Students will prepare and complete several in-class and homework assignments, where they apply the terminology and techniques learned in class to new communicative situations. For example, students will analyze how the concept of “listening” is transformed by social media. Achievement of this learning outcome will be assessed by a graded homework assignment asking students to demonstrate evidence on how the components of listening are or are not achieved in social media contexts. Furthermore, assessment of awareness of non-verbal communication skills will be assessed by an activity where students create and reflect on breaching non-verbal communication norms around campus.

REQUIRED TEXTBOOK:

Adler, R., Rosenfeld, L., Towne, N. and Proctor, R. (2015). Interplay: The Process of Interpersonal Communication. New York: Oxford University Press (13th Edition).

*Students are responsible for all assigned readings as well as any supplemental materials provided by the instructor.

GRADING SCALE: (TOTAL: 650 POINTS)

100 pts	Exam 1
100 pts	Exam 2
100 pts	Exam 3
100 pts	Group Project
100 pts	Attendance & Participation
150 pts	Homework & Other Assignments
	* Listening HW (20 pts)
	* What's in a Name HW (30 pts)
	* Non-Verbal Report & Reflection (50 pts)
	* Intercultural paper (50 pts)

(25 pts) Extra Credit

LETTER GRADE DESCRIPTIONS

A/- = Excellent! In addition to excellent quality and performance, work that earns an “A” exceeds minimum requirements and expectations.

B+/- = Very good! A grade of “B” indicates successful completion of all assignment requirements with little room for improvement. Please note that all minimum requirements must be satisfactorily completed to earn a grade of “B” or better. Writing skills and overall performance are above average

C+/- = Good! It indicates work in good standing. All minimum requirements are met, although some might need improvement. Writing skills are average to excellent.

D+/- = Passing...but below average. The assignment’s minimum requirements are not met and/or quality of work is less than average.

E = Not passing. Minimum requirements are not met and quality of work is poor, or work displays plagiarism

Scale for Final Grades:

A=93-100%
A-=90-92%
B+=87-89%
B=83-86%
B-=80-82%
C+=77-79%
C=73-76%
C-=70-72%
D+=67-69%
D=63-66%
D-=60-62%
F=0-59%

UF grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

General Education Grading Policy: A minimum grade of C is required for general education credit.

COURSE POLICIES AND ASSIGNMENTS:

Attendance and Participation: A combination of lecture, discussion, and exercises are necessary to understand and analyze interpersonal communication and is significant to your success in the class. Therefore, attendance is mandatory. Attendance will be taken daily. It is your responsibility to look for and be sure you have signed the roll sheet by the end of class. If you have not signed the roll sheet, you will be counted as absent.

How absences affect your grade: You are allowed 3 absences (or 3 hours in the case of T/TH classes) for whatever reason, so it is not necessary to explain why you missed class. However, you do not get extra sick days excused if you used the 3 hours for visiting people, vacation, studying for an exam, etc. Therefore, use your 3 hours wisely. Students on official university business (e.g. conferences, athletics) do not count towards the 3-absence policy. In those cases, and in cases in which you are hospitalized and expect that to exceed your 3 hours of class, you must provide documentation. Additionally, **you are allowed only 6 total absences (excused + unexcused) and still be able to pass this course.** Here is the point deduction for absences over 3 hours:

4th absence = automatic 20-point deduction from participation grade, 5th absence another 20 points deducted from the participation grade; and so on for all absences after 3. Once all participation points are used up, points will be deducted from your final grade.

How tardiness affects your grade: Again, your presence impacts your ability to integrate and contribute to the discussion. Excessive tardiness or leaving early will therefore affect your grade. **You must be in class at least 40 minutes for each 50-minute segment to get credit for that 50-minute block.** Three (3) tardies (entering late or leaving early) will count as one absence, as described above.

ATTENDANCE: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

LATE ASSIGNMENTS: Late assignments or make-up exams will not be permitted without a University-approved absence. Late work for excused absences will be considered, and a new deadline scheduled, on a case-by-case basis. No late work is accepted for unexcused absences. **If you miss more than one exam unexcused, your grade will be an automatic 0 for that assignment.**

STUDENT CONDUCT: The Dial Center for Written and Oral Communication strives for a classroom climate that is comfortable for all. Students are expected to behave according to the UF student code of conduct in their classes. This means treating their instructors and fellow classmates with respect. To ensure a positive learning environment, students should not: make complaints publicly (in front of other students); attack the instructor verbally, physically, or in written form; or express reactions in the classroom that would bring harm to other students. Failure to meet the UF code of conduct can impact a student's class participation grade or result in referral to the UF judicial office. Class atmosphere can be made or broken by the approach that students take to the challenges of the course. Students that support others, show good humor in the face of obstacles, show dedication in the face of setbacks, and show grace when others are not doing as well will help to create a positive communication climate.

In a communication class, it is especially important for each of us to:

- Display respect for all members of the classroom – including the instructor and students;
- Pay attention to and participate in all class sessions and activities;
- Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom;
- Avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the internet, doing work for other classes, making/receiving cell phone calls, text messaging, etc.).

ACCOMMODATIONS: Please inform me if I can do anything to make sure physical circumstances don't get in the way of your work. UF's official statement on ADA issues includes: " Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester." I'd appreciate your paperwork the first week of class.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

U MATTER, WE CARE: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

HONOR CODE: UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.' Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor for this class." For more information, refer to UF's Student Conduct & Honor Code, <https://sccr.dso.ufl.edu/students/student-conduct-code/>

COURSE EVALUATIONS: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summery results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Description of Assignments

I. Extra Credit (up to 10 pts. each)

I will use some of the questions for each exam based on questions you have submitted. For extra credit, create 20 questions & answers based on the Chapters IN THE BOOK (NOT the lectures). Use multiple choice (with 4 choices) or True/False questions **ONLY**. Indicate the answers below each question or (**Note: Separate and label questions by chapter.**)

Example: A couple is holding hands. This is an example of *haptics*.
A. TRUE B. FALSE

You must turn in a copy on CANVAS on the day it is due before midnight (no exceptions & no late submissions). Plan ahead. Each set of extra credit questions is worth up to 10 points added to your total point score (out of 650) for the course. You can get credit for up to 2 of the 3 exams.

II. Intercultural Paper (50 pts)

Interview someone from a different culture than your own for 45 minutes and discuss how communication is different between your cultures. Use concepts discussed in the book in Chapter 2 (p. 43-50) and Chapter 6.

You will be writing 8 paragraphs. In the first paragraph, introduce the person you interviewed and discuss why the person you interviewed feels part of a certain culture. The next five paragraphs should cover the five cultural norms discussed in Chapter 2 (p. 43-50). For example, the second paragraph would cover low versus high context, the third would cover individualism vs. collectivism, the fourth would cover power/distance, the fifth would cover uncertainty avoidance, and the sixth would cover achievement versus nurturing. The seventh paragraph should include any nonverbal differences and any other interesting information you found. You should also have a short conclusion paragraph of 2-4 sentences.

This paper should be approximately 4-6 pages in length (double spaced, 1" margins, 12-pt, Times New Roman font). The paper is worth 50 points.

III. Group Project (100 pts)

At the end of the semester each group is to take 15-20 minutes (max!) to demonstrate what has been learned over the course of the semester. Each group should demonstrate proficiency in one major area of concentration (e.g. relationship development, nonverbal communication). Dress code on presentation day is business casual (e.g. no jeans, shorts, t-shirts, tank tops, PJs, etc.).

The form of the project is up to each group. Be creative. Use combinations of skits, some *YouTube* clips, game shows, etc., to get your knowledge across to the audience. You are more than welcome to get the audience involved through games, etc. You are NOT allowed to only lecture with a PowerPoint (for example, stand up and just read a definition of each concept). During each skit, or talk show, etc., it is necessary to both show the concept and then *explain* to the audience how *what* they just saw was an example of the concept. Be specific in your explanation!

Example: You could have one person approach another person sitting on a bench and sit way too close. The narrator (or interpersonal wizard) could freeze the scene and say, "That was a violation of intimate space. Only people who know each other very well should sit 0- 18 inches apart. Poor Lee is really making a bad impression on Shawn, who is a stranger, by sitting so close. See how Lee's face and body language show how uncomfortable he is? Okay, back to Lee and Shawn." You must stop and explain after each concept. So you will stop 21 times. Do NOT try to show and explain two concepts at once. Have a different example for each concept. It makes it less confusing for the audience.

Typed list of specific concepts:

Each group will turn in a list of 10-20 concepts for their topic area. The checklist of concepts should be easy for me to quickly check that you have correctly demonstrated the concept. When you turn in your list, at the top of the sheet make sure to include the group's #, topic area, and names of group members. Make the font size at least 14. Physically insert a box for me to check off in front of each concept, number each concept, and bold the concept. Underneath and tabbed to the right I want three items:

- 1) **DEFINITION** -A brief definition
- 2) **SHOW ME**- Tell me how you are specifically going to show the concept (be detailed!!!!) and
- 3) **EXPLANATION**- Write how you are going to explain to the audience how what they just saw/heard showed your concept (again be detailed). You must specifically say the words and/or actions in the SHOW ME that exemplify the concept. It is better to have too much than too little. A sample entry is on the next page (it needs a box in front of the number one but I don't know how to make the computer make one!)

Example: **ETHNOCENTRISM**

DEF- An attitude that one's own culture is the best.

SHOW ME- Lee says, "You Americans are interesting, but of course, everyone knows That the French are the best people in the world."

EXPLANATION- Lee is French and is showing he thinks his culture is superior to Americans and all other cultures by saying, "the French are the best people in the world."

While Presenting Your Group Project:

- 1) Each group member may have info written on one side of a 4 x 6 index card. Failure to comply will result in 20 points being subtracted from your individual part of the group grade!! (i.e. If your group earns 90 points, but you use an entire 8 by 11 piece of paper, your grade will drop to a 70!!!)
- 2) You must identify for the audience every concept covered EXACTLY when it occurs. Do this through posters or "Voice overs", etc. You cannot put up a poster with more than one concept written on it.
- 3) On the day of your group speech, each group must also turn in a typed sheet that has each concept in the order it will be demonstrated. Be detailed! This is the sheet I will use to grade you. Make sure you do not switch the order of the concepts or leave one out during your presentation or points will be deducted. Remember to be detailed!
- 4) Your group must go on the day you are assigned. Be prepared to go even if a group member does not show up. In case of equipment failure, make sure you can do your assignment without PowerPoint, and/or make sure you can explain your video clips even if we can't see the video clips in class.

IV. HOMEWORK & OTHER ASSIGNMENTS (150 pts)

Over the course of the semester, you will be required to turn in a number of homework assignments and short reflection papers. Each assignment will be given out in advance.

Weekly Schedule

(Note that revisions may occur during the semester. I'll notify you of any changes).

**Unless otherwise stated, all assignments are due on Canvas before midnight*

Date		Topic	Assignments due today*
Week 1 1/6-1/10	M W F	Syllabus Chapter 1: Interpersonal Process -----	
Week 2 1/13-1/17	M W F	Chapter 7: Listening ----- -----	<i>*Last day for Drop/Add at 11:59pm Mon</i>
Week 3 1/20-1/24	M W F	NO CLASSES – MLK DAY Chapter 3: IC Comm. and the Self -----	Listening HW due* Extra credit (Exam 1) due* (opt.)
Week 4 1/27-1/31	M W F	----- ----- EXAM 1 (CH. 1, 3, 7)	
Week 5 2/3-2/7	M W F	Chapter 4: Perceiving Others ----- -----	
Week 6 2/10-2/14	M W F	Chapter 9: Dynamics of Interpers. Relationships ----- -----	
Week 7 2/17-2/21	M W F	----- Chapter 5: Language NO CLASS – ALT. ASSIGNMENT	“What’s in a Name” HW due*
Week 8 2/24-2/28	M W F	----- ----- Intro Group Project & Sign-up	
Week 9 3/2-3/6	M W F	NO CLASSES – SPRING BREAK!! NO CLASSES – SPRING BREAK!! NO CLASSES – SPRING BREAK!!	
Week 10 3/9-3/13	M W F	Chapter 6: Nonverbal Communication ----- -----	Final Project topic selection due* (one per group) Extra credit (Exam 2) due* (opt.)

Week 11 3/16-3/20	M	NV Exercise on campus (DO NOT MISS CLASS)	
	W	NV exer. de-brief; Chapter 2: Intercultural comm.	
	F	EXAM 2 (CH. 4, 5, 6, 9)	NV reflection due Sun*
Week 12 3/23-3/27	M	Ch. 2 cont.	
	W	-----	
	F	Chapter 10: Comm. in Close Relationships	IC paper due Sun*
Week 13 3/30-4/3	M	-----	
	W	-----	
	F	Group Project in-class work day	Group concept sheet draft due* (one per group)
Week 14 4/6- 4/10	M	Chapter 11: Communication Climate	
	W	-----; Chapter 12: Managing Conflict	Extra credit (Exam 3) due* (opt.)
	F	-----	
Week 15 4/13-4/17	M	-----	
	W	Exam 3 (CH. 2, 10, 11, 12)	
	F	GROUP PRESENTATIONS (Grps 1 & 2)	
Week 16 4/20-4/24	M	GROUP PRESENTATIONS (Grps 3 & 4)	
	W	GROUP PRESENTATIONS (Grps 5 & 6)	

There is no exam during final exam week. Your last test is Exam 3.