

**SPC 2300: Fall 2021****Syllabus Addendum**


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<b>Instructor:</b>	Dr. Emily Rine Butler
<b>Meeting Time:</b>	MWF Period 7 (1:55-2:45)
<b>Classroom:</b>	Rolfs 207
<b>Office:</b>	Rolfs 402
<b>Office Hours:</b>	Tuesdays 2-4pm and <i>by appt.</i> (Zoom: <a href="https://ufl.zoom.us/j/8300868113">https://ufl.zoom.us/j/8300868113</a> )
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**Teaching Assistant (TA):** Lauren Hahn ([laurenhahn@ufl.edu](mailto:laurenhahn@ufl.edu))

**TA Office Hours:** TBD

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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. (2018). Interplay: The Process of Interpersonal Communication. New York: Oxford University Press (14<sup>th</sup> 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 HW (50 pts)
	* Intercultural paper (50 pts)

(25 pts)      *Extra Credit*

**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%

**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

**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 & PARTICIPATION:**

Your attendance and participation in class is significant to your success in the class. Attendance will be taken daily. If you come to class unprepared, you may be asked to leave and counted as absent for that class period. 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>

**NOTE:** In the rare case of class being canceled, you will likely be given an assignment to do instead. In order to receive credit for your attendance/participation grade for that day, you must submit that assignment by Midnight on Canvas on the day it is due. Always check your email before class for updates from me.

#### **How absences affect your grade:**

A student is allowed to miss three hours of class material without incurring a penalty. There are not 'excused' and 'unexcused' days. You can use your 3 hours for any reason, but after that, penalties start to accrue. If all of your absences are due to documented emergencies and exceed two, you should communicate with me in a timely manner.

For each hour missed beyond the 3 allowed hours, a total of 20 points will be deducted (i.e. 4 hours absent= -20pts; 5 hours absent= -40pts). If the penalty exceeds the 100 participation points, the 20 points per absence will then come off the total grade out of 600 in the class.

If a student misses more than 6 'unexcused' hours during a semester, they will fail the entire course. The Dial Center exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

#### **How tardiness affects your grade:**

If students are not on present at the start of class, this disrupts the entire class, and students will be considered late. If a student leaves class early, this will also be considered as a 'tardy.' Three instances of tardiness count as one absence. If a student is only in attendance for under 40 of the 50 minutes of class, the student will be counted as 'absent' and not just 'tardy.'

**GRADING POLICIES:**

**“No Name”:** Any and all assignments that do not have your full name on each document will receive an automatic 2-point penalty.

**Late Assignments:** You are permitted to submit 1 late assignment during the semester without penalty (to be turned in no later than 24 hours after the due date in order to receive credit). Except for this one-time allowance, no assignments or make-up exams will not be accepted (*even for partial credit*) without a University-approved absence.

**“Re-Do” Assignments:** I do not allow students to “re-do” an assignment once it has been graded or to do an additional assignment in place of another assignment (e.g. homework).

**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.).

**CLASS RECORDINGS:**

While this is a face-to-face course, some of our sessions will occur over Zoom, around campus, or will be in the form of a pre-taped lecture for you to watch. The dates for these lectures are indicated on the day-by-day part of the syllabus.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**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/](http://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](mailto: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. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**COMMUNICATION STUDIES MINOR:**

The Dial Center offers a minor in Communication Studies (CMS). Our CMS minor is consistently one of the largest minors within the College of Liberal Arts and Sciences. Employers increasingly want to see oral communication skills, and students find the minor pairs well with any major or even fulfills their requirement for an outside concentration. The total minor is just 18 credit hours. Your Public Speaking course counts as one of the core courses for the minor. You can find more information at [https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS\\_UMN/](https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS_UMN/).

**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 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. 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, you will work with 2-3 of your classmates to create a 10-min multimedia presentation (with narration) to demonstrate proficiency in one major area of concentration (e.g. relationship development, nonverbal communication) that we learned over the semester. In addition, each person will write up a 2-page (double-spaced) summary of their contribution to the project, etc. More details will be discussed in class as the semester goes on.

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 NOT allowed to only lecture with a PowerPoint (for example, stand up and just read a definition of each concept). Your job is two-fold: (1) to inform and (2) to entertain. As part of your presentation, you will need to cover between 8-10 concepts related to the chapter or area you are covering. For each concept, it is necessary to both show the concept in use as well as explicitly define each concept. Be very specific in your explanation!

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 NOT allowed to only lecture with a PowerPoint (for example, stand up and just read a definition of each concept). Your job is two-fold: (1) to inform and (2) to entertain. As part of your presentation, you will need to cover between at least 8-10 concepts related to the chapter or area you are covering. For each concept, it is necessary to both show the concept in use as well as explicitly define each concept. Be very 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 explain after each concept, but 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 their list of 8-10 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) Every person must present/narrate equally in the presentation.
- 2) You must identify for the audience every concept covered when it occurs.
- 3) On the day your speech is due, each group must also turn in a final concept 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) You will need to provide **working** links to your project. I'm assuming these will be large files, so use MediaSite, YouTube, UF DropBox, or somewhere it will be easy to keep a large multimedia file.

**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	Mtg	In-class Activities	HW Prep	HW due today
Week 1 8/23- 8/27	M	1.0 Welcome & small talk		1.1 Small Talk	Read Ch. 1	
	W	1.1 Why study communication?				
	F	1.2 The Nature of IC		1.2 What is IC	Read Ch. 7	
Week 2 8/30-9/3	M	7.1 The Nature & Challenge of Listening		7.1 Factual Listening		Student Info sheet
	W	7.2 Components of Listening				
	F	7.3 Types of Listening Responses	TAPED LECTURE			
Week 3 9/6-9/10	M	<b>NO CLASSES – LABOR DAY</b>			Read Ch. 3	
	W	3.1 Self-Concept				Listening HW
	F	3.2 Presenting the Self		3.2 Accentuate the positive		
Week 4 9/13- 9/17	M	3.3 Disclosing the Self			Read Ch. 4	
	W	4.1 The Perception Process		4.1 What do you notice?		Extra credit (Exam 1) (opt.)
	F	4.2 Influences & Cultural Tendencies on Perception		4.2 He's not snarling		
Week 5 9/20- 9/24	M	4.3 Synchronizing Our Perceptions				
	W	<b>EXAM 1 (CH. 1, 3, 4, 7)</b>			Read Ch. 9	
	F	9.1 Why we form relationships				
Week 6 9/27- 10/1	M	9.2 Relationship Models				
	W	----				
	F	9.3 Communicating about relationships	TAPED LECTURE		Read Ch. 5	
Week 7 10/4-	M	5.1: The nature of language		5.1 How often?		

10/8						
	W	5.2: Naming, identity, & power				
	F	<b>NO CLASS – Homecoming</b>				
Week 8 10/11-10/15	M	5.3 Precision, Vagueness & responsibility				
	W	5.4 Gender, Lang. & Social Media				
	F	Intro Group Project & Sign Up Online	TAPED LECTURE		Read Ch. 6	“What’s in a Name” HW
Week 9 10/18-10/22	M	6.1 What is NV Comm?		6.1 Space Invaders		
	W	6.2 Functions of NV Comm.				
	F	6.3 Types of Nonverbal Comm				Extra credit (Exam 2) (opt.)
Week 10 10/25-10/29	M	-----				Group Project topic selection (one per group)
	W	NV Assignment	Around campus			
	F	<b>Exam 2 (CH. 5, 6, 9)</b>			Read Ch. 2	Nonverbal HW due Sun
Week 11 11/1-11/5	M	2.1 Culture & Comm.				
	W	2.2 Cultural Values, Norms, & Co-Culture Comm.				
	F	2.3 Codes & Culture	TAPED LECTURE		Read Ch. 10	
Week 12 11/8-11/12	M	<b>10.1:</b> Comm. In Friendship				
	W	<b>NO CLASS – VETERAN’S DAY</b>				
	F	<b>10.2:</b> Comm. In Families			Prep 10.2 Boundaries	IC paper
Week 13 11/15-11/19	M	-----		10.2 Boundaries		
	W	<b>10.3:</b> Comm. In Romantic Relationships				

	F	Group Project Work Day				Group concept sheet draft (one per group)
Week 14 11/22- 11/26	M	Group Project Work Day			Read Ch. 11; 11.1.1 Conflict Style Survey	
	W	<b>NO CLASS –</b>				
	F	<b>THANKSGIVING BREAK</b>				
Week 15 11/29- 12/3	M	<b>11.1: Conflict Styles</b>		11.1.1 Conflict Style Survey; 11.1.2 Percept. of conflict		
	W	<b>11.2: Conflict in Relational Systems</b>				Extra credit (Exam 1) (opt.)
	F	<b>11.3: The 4 Horsemen &amp; Style Variables</b>			Read Ch. 12	
Week 16 12/6- 12/10	M	<b>12.1: Comm. Climate</b>				
	W	<b>EXAM 3</b>				Group Project due Sun 12/12

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