

ACS 103 Interpersonal Communication Winter Session 2022-2023 Online Course
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Office Hours: Virtual Hours Mondays & Wednesdays 11:00 a.m.-
12 noon p.m., 3:00 p.m. -4:00 p.m.

And by appointment

“Just because you have baggage doesn’t mean you have to lug it around.”

~ Richie Norton

Welcome

Hello everyone! I hope you are excited as I am about this adventure we are about to embark upon. I will be your tour guide for this journey. So, fasten your seat belts and get ready to rock and roll!!

Bio

I am passionate about provoking students to think outside of the box. You can think of me as sort of a maverick. I have taught everything from preschool to prison inmates. I am an alumnus from SIUE receiving both undergrad and grad degrees in Speech Communication. I just graduated with my Doctorate most recently from Anchor Theological Seminary. I have 6 adult kids, 18 grandkids, love butter pecan ice cream, and love Star Trek.

Teaching Philosophy

My teaching style is dynamic in that I love to have stimulating discussions on ideas that garner creativity and style in everyday life. I like to take theory and make practical application. I like to utilize the teacher scholar model in an active learning environment. Therefore, I will use the scholarly perspective this winter as well as integrate the dynamics of human interaction.

Communicating with the Instructor

See my statement above. I will keep you posted of any changes.

Course Description

Principles and practices of introductory interpersonal communication emphasizing students to be self-reflective about interpersonal knowledge and abilities. A second purpose is to relate to the scholarship of the field to the interpersonal challenge's students face in their lives. A final purpose is to be relevant to the current social reality of today's learners. This is a 3-week course. You will receive 3 credit hours earned upon completion.

Course Goals and Objectives

The goals of this course are to help you:

- Understand and apply key concepts and processes in interpersonal communication.
- Develop an understanding of scholarly research in interpersonal communication.
- Analyze and improve your interpersonal communication.

Course Textbook and required readings

McCornack S. (2019) Reflect & Relate (5th ed.) Bedford/St. Martins.

Other Course Materials

Readings and assignments are located in weekly folders in Blackboard.

Course activities/assessments

Quilt Block Project

This assignment will be your **“icebreaker”** to introduce yourself to the class. You will have an opportunity to discuss and respond **to at least three of your peers** in the discussion board. In this course, we will begin to better understand our “self,” the sources of “self,” and the ways in which we present our self and open up to others. This project will give you the opportunity to examine these concepts and share them with the class. A detailed description of this assignment will be posted on Blackboard.

Taken from Dr. Laura Perkins (2010)

Quizzes

You will take weekly quizzes over each Chapter listed in your Syllabus. The quizzes will consist of **5** questions per chapter each worth **1 point**. **Each quiz will open on Monday at 12:00 am and due by Friday at 11:59 p.m.** A detailed description of this assignment will be posted on Blackboard.

Discussions

You will participate in **(3)** “weekly insights” in which you will be given a set of questions to discuss with your peers. You are expected to respond to at least three other participants on the discussion board. **Discussion prompts are due on Wednesdays by 11:59 pm. Your replies are due on Fridays by 11:59 pm.** A detailed description of this assignment will be posted on Blackboard.

Reflective Journals

The reflective journal assignment will help you in developing your interpersonal skills in this online course. Literature on personal development suggests that reflective writing about yourself and your interpersonal experience supports this integration of new learning. You are expected to keep a journal, writing three entries each week. **Your Journal entries are due on Fridays by 11:59 p.m.** A detailed description of this assignment will be posted on Blackboard.

Submitting Work

Since this is an online class you will be expected to submit your assignments to me on a weekly basis. You will use the stated tools for assignment submission. A detailed description for submitting work will be posted on Blackboard.

Online discussions

Online class civility is essential to productive discussions. So **Please**, conduct yourself in an appropriate, non-threatening way that respects all class members. People and ideas must be treated with respect. While freedom of speech is an important privilege, it is also important that we create a safe environment for all individuals in this class.

Online class behavior (Ropes)

ROPES: The Ground Rules

R = Respect/Risk

- Treat each other with respect, even if you disagree.
- No putdowns.
- Listen carefully to each other.

O = Openness/Ouch

- Speak honestly. The most respectful thing we can do tighter is to be real. Be willing to say what you really think about each topic. If you hold back, we cannot learn from you.
- If someone or something offends you, it is your responsibility as a member of this Diversity circle to say, “Ouch.” Tell the group how you were hurt or angered and why.

P = Participation/Pass

- Stay on the topic at hand.

E = Education/Escuchar (Spanish: to listen)

- The facilitators are not experts. They are here to help facilitate the process.
- Everyone has come to the table to learn, grow, and share.

S = Sensitivity/Safety

- Use “I” Statements. Speak only for yourself, rather than as a representative for any group. Remember the others are only speaking for themselves.
- Confidentiality is important. Speak about what is happening, not who said it. [See this “netiquette” site for more tips on communicating effectively online.](#)

Grading

Grades are determined on a straight percentage scale based on the number of points earned out of a maximum of 450 points. Final grades are calculated as follows:

A =	90%-100%	(450-440)
B=	80%-89%	(339-329)
C=	70%-79%	(338-318)
D=	60%-69 %	(317-307)
F=	below 59%	(306 & below)

Discussion Board - “Weekly Insights”	12 @ 10 points each	120 points
Reflective Journal Writings	12 entries @ 20 points each	240 points
Self-disclosure Quilt Block		30 points
Reading Quizzes	60@ 1point each	60 points
		450 points

Grading Rubrics

A detailed description of each assignment rubric will be posted on Blackboard.

Feedback and grading timeline

Discussion board grades with rubric feedback will be posted within 48 hours of the discussion due date. Other assignments may take longer to grade. You can find your grade by clicking the My Grades link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments

Each late assignment will receive a **5-point** deduction beyond the due date. Each missed assignment will receive a **zero**. Unless you have notified me in advance of extenuating circumstances then this policy will be strictly enforced.

Participation

Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that you adhere to the deadlines given as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Technology requirements

At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than Mbp.
- Media player such as Quick Time or Window Media Player.
- Adobe Reader or alternative PDF reader (free):
- <http://get.adobe.com/reader/?promoid=HRZAC>
- Java plugin (free): <http://java.com/en/download/index.jsp>
- Any other specialized software or basic software (e.g., MS Office etc.)
Students can download MS Office here at no charge here:
<http://office365.siue.edu>

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class.
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to solve problems

Course and University Policies

Academic integrity/plagiarism

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the **SIUE academic dishonesty policy**. Students are responsible for complying with

University policies about academic honesty as stated in the **University's Student Academic Conduct Code.**

Accessibility

If you have a documented disability that requires academic accommodations, please go to Disability Support Services for coordination of your academic accommodations. DSS is located in the Student Success Center, Room 1270; you may contact the office to make an appointment by calling 618-650-3726 or sending an email to disabilitysupport@siue.edu. Please visit the DSS website located online at www.siue.edu/dss for more information.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.



Tentative Schedule

Week 1 Readings	December 19th - December 23rd M-F Chapter 1; Chapter 2; Chapter 3; Chapter 4. • Take weekly Quiz-Opens Monday @12m; closes Friday@ 11:59 p.m. • Discussion Board- Do Ice Breaker-Quilt Block-Due Wednesday by 11:59 pm--Respond on Friday by 11:59 pm. • Discussion Board—Do (4)(weekly “insights”) on Wednesday by 11:59 pm—Respond on Friday by 11:59 pm. • Do Reflection Journals-(4) Journal entries due on Friday by 11:59 pm.
Week 2 Readings	December 26th – December 30th M-F Chapter 5; Chapter 6; Chapter 7; Chapter 9. • Take weekly Quiz-Opens Monday @12m; closes Friday@ 11:59 p.m. • Discussion Board—Do (4)(weekly “insights”) on Wednesday by 11:59 pm –Respond on Friday by 11:59 pm. • Do Reflection Journals –(4) Journal entries due on Friday by 11:59 pm.
Week 3 Readings	January 2nd – January 6th M-F Chapter 10; Chapter 11; Chapter 12; Chapter 14 • Take final weekly Quiz-Opens Monday@12m; closes Friday @11:59 p.m. • Discussion Board-Do final (4) (weekly “insights”) on Wednesday by 11:59 pm—Respond on Friday by 11:59 pm. • Do final Reflection Journals—(4) Journal entries due on Friday by 11:59 pm

Winter Session Ends-January 8th, 2023

Discussion Prompts

Week 1

Chapter 1 Question: One of the characteristics of communication is its use of modalities. What types of online modalities---email, text-messaging, instant-messaging, and social networking sites—do you use to communicate regularly? How effective are these for communicating? Do you change the online communication forms you use, depending on the message you are sending?

Chapter 2 Question: Self-awareness is important to developing yourself, your communication, and your relationships. One example of not understanding yourself very well is repeating the same mistakes over and over. What other personal and interpersonal problems can occur if you don't know yourself very well?

Chapter 3 Question: How do the concepts of in groupers and out groupers help you understand experiences of race relations? Religious differences? Political differences? Social-class differences? Employee-group differences? Social cliques? Sexual-orientation differences?

Chapter 4 Question: Using emoji in mediated communication, such as text-messaging and email, has become commonplace. Why do people use them? Why not just say what you really feel? What happens if a receiver does not understand the emoji?

Week 2

Chapter 5 Question: Discuss prejudice. How is prejudice threatening and destructive?

Chapter 6 Question: What kind of pressures do women face today compared to women a decade ago? Do young men face similar pressures that didn't exist years ago?

Chapter 7 Question: What are some advantages and disadvantages of each of the four listening styles in professional or work settings?

Chapter 9 Question: Employers and recruiters now do most of their initial screening through email, texting, and video conferencing. How would you convey confidence and suitability for the position through nonverbal signaling in these contexts?

Week 3

Chapter 10 Question: Do you view conflict as a negative factor or a positive factor in relationships? What are some negatives associated with conflict? What about positives?

Chapter 11 Question: How can the definition of a romantic relationship be applied to explain romances that emerge through online dating services like eHarmony or Match.com?

Chapter 12 Question: Maintaining healthy families has become a challenge given the pace of modern life. In fact, it is unusual for families to sit down to dinner together these days. In what ways do you use e-mail, text messaging, written notes, or phone calls to communicate with your family? Does the use of these communication tools maintain relationship health?

Chapter 14 Question: Career strategists often discuss the importance of paying attention to “office politics” when taking on a new job. How is this idea related to the concept of organizational networks as it’s presented in the chapter?

Journal Questions

Week 1

Chapter 1 Journal Question: How would evaluate your ability to communicate online? Do you see yourself as effective, appropriate, and ethical in your online communications? What are examples of times when it is challenging to meet all three criteria?

Chapter 2 Journal Question: Examine all the elements of how you present yourself online (photos, personal profile, videos, comments, blogs, etc.). if a current or future employer were to use social media to investigate you, what impressions would they form about you? Would they discover anything that might cause them to question whether they should hire you? What, if anything, might you change?

Chapter 3 Journal Question: How are you most likely stereotyped? What characteristics of the stereotype would be generally true about you? What characteristics would be completely untrue? What does this tell you about the role of stereotyping in communicating with others?

Chapter 4 Journal Question: Think of a time when you lost control over your behavior and emotions. Describe what happened, how others reacted, and what, if anything, you wish you had done differently?

Week 2

Chapter 5 Journal Question: Think of a culture that you consider significantly different from your own. Now imagine that you have been assigned to work on a school project with a person from that culture. How would you put the principles of communication accommodation theory into practice, and what would be the benefit of doing so?

Chapter 6 Journal Question: Why is it important to recognize nonbinary gender categories? How does moving away from binary ways of thinking about gender help us interpret and understand people better?

Chapter 7 Journal Question: What is one situation, relationship, or subject in your life when you are prone to incompetent listening? What is one idea from the chapter that you can apply to prevent or overcome your incompetent listening in this particular circumstance?

Chapter 9 Journal Question: Choose one of the nonverbal gender difference research findings that you most identify with and explain how it helps you in understanding your own nonverbal behavior.

Week 3

Chapter 10 Journal Question: Provide an example of a situation in which you used technology incorrectly to handle a conflict? How did you handle the situation?

Chapter 11 Journal Question: When we are involved in intimate relationships, we often experience relational dialectics, which can manifest in three forms: (1) openness versus protection, (2) autonomy versus connection, and (3) novelty versus predictability. When you encounter these tensions, how do you deal with them?

Chapter 12 Journal Question: What were your experiences with your parents' or caregivers' approach to balancing autonomy and connection? Were they "helicopter parents"? Are they still?

Chapter 14 Journal Question: Would you continue working if you didn't need to? Why or Why not? If you chose not to work, what consequences can you envision for your life? How would not having a job affect your sense of purpose? Your happiness?

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2020)

Health and Safety

Consistent with the Illinois Board of Higher Education guidance contained in “Safely Launching Academic Year 2020” released on June 23, 2020 and guidelines established by Governor J. B. Pritzker and *Restore Illinois*, Southern Illinois University Edwardsville has implemented a new policy to help ensure the safety of all students, faculty and employees during the pandemic. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siu.edu/policies/Covid.shtml>.

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students shall practice social distancing measures by maintaining a distance of at least six feet from others in the classroom and wearing a face covering. Extra care should be taken upon entering and leaving the classroom spaces. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face mask or face shield will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have COVID-19 symptoms, but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information is available on the [SIUE COVID-19 website](#).
- Frequent washing or disinfecting of hands.
- Social distancing by maintaining a distance of at least six feet from others.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain social distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- Adhere to directional signs and traffic flow patterns in buildings and offices. Doors for entering and exiting buildings will be designated. Where multiple doors exist, in and out doors will be marked with “Entrance” and “Exit” signs.
Plans that consider traffic flow in and out of buildings, and within buildings (i.e. stairs, hallways, etc. where possible) will be marked.

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.