
COMM 304
Interpersonal Communication
Summer 2014 (term II: July 2nd-August 12th)
Tu/Th 12:00pm-4:10pm, GFS Room 104

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Office: G6 (PhD office – basement of ASCJ west lobby)

Office hours: By appointment (Skype, FaceTime, and Google Hangout are also options for brief meetings)

Course Description

This class provides an introduction to the field of interpersonal communication—an area of research that focuses on relationships. The term “relationship” refers broadly to friendship, romantic relationships, families, work, etc. While this class emphasizes major concepts, issues, and theories related to research and scholarship in the field, we will also learn a lot about ourselves during the course, and I hope this will lead to useful learning on a personal level as well.

Course Goals

1. Learn about the fundamentals of interpersonal communication and how they apply to real world situations we encounter regularly
2. Learn about ourselves as communicators (as friends, family members, significant others, employees, leaders, listeners, perceivers, negotiators, etc.)
3. Discover ways to improve our interpersonal interactions
4. Improve our critical thinking, writing and presenting skills

Required Text

Canary, D.J., Cody, M.J., and Manusov, V. (2008). *Interpersonal Communication: A goals-based approach*. NY: St. Martin's Press (4th edition).

⇒**DO NOT BUY THIS BOOK!** Since Dr. Cody, one of the co-authors, is an Annenberg professor, he graciously loans these books out to students so that you don't need to purchase one for the course. I will check a book out to you on the first day of class.

NOTE: All other readings will be posted on Blackboard

Course Policies

Attendance: Attendance is really important, especially during the summer term when we have long class sessions over the course of just 6 weeks. If you miss a day of class, you will miss two topic sessions. Also, we have a small class, so each one of you will play an important role in making every class useful and interesting to your peers. If you need to miss a class for illness or other personal reasons, please email me in advance and be sure to ask your classmates what you missed. Although I won't take formal role at the beginning of each class, it's easy to tell whose missing from a class this size, and if you miss often, it will affect your grade.

In class: I realize there's a great temptation to check and respond to text messages in class or to browse the interwebs when class feels long or boring. I will make an effort to keep class interesting so this temptation isn't so strong, but I would ask that you also make an effort to stay focused on class while we're in class. I won't go so far as to ban all devices in the classroom provided you demonstrate responsibility and respect when using them. This means laptops should be used for notes—or even to look up interesting examples or information related to what we're talking about. Laptops shouldn't be used for random browsing, checking Facebook, tweeting (unless you're tweeting something from class, which I think is great!), etc. It's also really obvious when you're taking notes and paying attention vs. focusing on something non-class related (nonverbal communication!), so if I see you doing it, I'll find a way to let you know. As for cell phones, I don't see how these

are useful during class time (though if you feel differently, let's discuss after class!), so please leave these in your bag.

Late Papers/Assignments: Late papers/assignments are not acceptable. Assignments are due on the designated day at the designated time listed in the syllabus or discussed in class. There are rare circumstances in which I will grant extensions. If your paper is handed in late and you haven't previously discussed an extension with me, it will be docked 5 percentage points for each day it is late.

Missed Exams: You must be present in class on exam days to take exams. The only exception is serious medical emergencies (self or immediate family). If you find yourself in an emergency situation, please contact me directly via email or phone. I will need written verification of the emergency in order for you to retake the exam.

Please know that I don't lack trust in any of you individually, but in general from experience I've learned that there's a small percentage of students who have no problem creating excuses to skip and retake exams. For this reason, it is essential to have a standard policy that any student with a medical emergency provides written documentation of the issue/event in order to be granted a make-up.

Participation: We have a smaller class this semester, which is great for discussion! But it means everyone will need to be engaged and participating in every class. Participation involves actively joining in discussions and activities as well as asking questions and practicing active listening during short lectures. It also involves regular reading reflection posts on Blackboard (see the "Assignments" section for more details).

Grading: I don't like grades because I think they sometimes do a poor job of evaluating students' real knowledge and abilities. But I also know they provide necessary motivation and of course they're required by the university, so here's what I think grades on assignments reflect:

"A" → Work is of excellent quality

"B" → Work is of good quality

“C” → Work is satisfactory (for written work, this means correct grammar, punctuation, spelling, and sufficient clarity)

“D” → Work is unsatisfactory

Grades will be determined according to this breakdown:

Final Exam	30%
Midterm	30%
Short paper	25%
Participation/postings	10%
Informal presentations	5%

NOTE: You have to complete all assignments in order to pass the course.

School of Communication Academic Integrity Policy

The School of Communication is committed to the highest standards of academic excellence and ethical support. It endorses and acts on the SCampus policies and procedures detailed in the section titled: "University Student Conduct Code." See especially Appendix A: "Academic Dishonesty Sanction Guidelines." The policies, procedures, and guidelines will be assiduously upheld. They protect your rights, as well as those of the faculty.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone but yourself. If you have doubts about any of these practices, confer with a faculty member or the Director of Undergraduate Studies.

ADA Compliance Statement

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. –

5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

Tentative Course Schedule (subject to change):

NOTE: Assignments and readings are due ON THE DAYS they are listed.

Wk	Date	Topic(s)	Assignment/Exam/ Activity	Readings
1	JUL 3(1)	Course Orientation	Introductions	N/A
	JUL 3(2)	Intro to Interpersonal	TBD	Blackboard
2	JUL 8(1)	Verbal comm	TBD	Chp. 2+BB
	JUL 8(2)	Nonverbal comm	TBD	Chp. 3+BB
	JUL 10(1)	Listening skills/EQ	TBD	Chp. 4+BB
	JUL 10(2)	Social cognition	TBD	Chp. 5+BB
3	JUL 15(1)	Self-presentation	TBD	Chp. 6+BB
	JUL 15(2)	Self-disclosure	TBD	Chp. 7+BB
	JUL 17(1)	Defending self/face maintenance		Chp. 8+BB
	JUL 17(2)	Culture + interpersonal	TBD	Blackboard
4	JUL 22(1)	MIDTERM	MIDTERM EXAM	N/A
	JUL 22(2)	Relationships (getting in)	TBD	Chp. 9+BB
	JUL 24(1)	Relationships (maintaining)	TBD	Chp. 10+BB
	JUL 24(2)	Relationships (conflict)	PAPER ASSIGNED	Chp. 13+BB
5	JUL 29(1)	Relationships (getting out)	TBD	Chp. 11+BB
	JUL 29(2)	Family relationships	TBD	Chp. 15+BB
	JUL 31(1)	Personality	TBD	Chp. 14+BB
	JUL 31(2)	Perceiving others	TBD	Chp. 16+BB
6	AUG 5(1)	Organizations	PAPER DUE	Chp. 12+BB
	AUG 5(2)	Leadership comm	TBD	Blackboard
	AUG 7(1)	Teams/groups	TBD	Blackboard
	AUG 7(2)	Inter-generational	Marshall ELC	Blackboard
7	AUG 12(1)	FINAL EXAM	FINAL EXAM	N/A

Assignments

Short paper: The short paper will be assigned in class on July 24th. It will be due at the beginning of class on August 5th. Please use APA formatting (title page and reference list included)—though you need not write an abstract for this short paper. The paper should be 3–5 pages double-spaced (using APA font, spacing, margins). Please ensure that your paper is printed and stapled before class on August 5th. The paper will require you to demonstrate understanding and application of course concepts. More details will be provided when the paper is assigned.

For a quick guide to APA formatting, use this website:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Please note that APA provides style guidelines, information about how to format the paper, font, margins, spacing, etc., so please look through this website thoroughly and follow ALL guidelines for style and formatting in addition to APA citations.

Topic presentations: These informal “discussion-starter” presentations will be done alone or in pairs and will involve short presentations around the topics/readings for each session. Each of you will select 3 of these to do throughout the term. Details will be provided in class.

Postings: The postings will not be a requirement UNLESS it becomes clear in class that people aren’t doing the readings. If you all do the readings and participate in discussions, you will not be required to do reading reflection posts. However, there will be a space for postings on Blackboard, and I encourage you to post reading reflections for your own purposes, especially if there’s something you want to remember to bring up in class.

Exams

The midterm and final exams will cover the readings and lectures/discussions. There will be some multiple choice and true/false as well as short answer and essay. We will talk more about the exams in class.