Introduction to Interpersonal Communication  
SPC 2300: Fall 2017  
Section: 9144  
Syllabus Addendum

Instructor: Dr. Emily Rine Butler  
Meeting Time: TR Periods 4 & 4-5 (10:40-11:30a Tues. & 10:40-12:35p Thurs.)  
Classroom: Rolfs 211  
Office: Rolfs 412  
Office Hours: T 12-1pm; W 1-2pm  
Phone: 352-392-5421  
E-mail: erbutler@ufl.edu  
Website: http://lss.at.ufl.edu (follow log-on for e-learning in CANVAS)

COURSE DESCRIPTION:
You engage in interpersonal transactions with many different people on a daily basis. Arguing with your roommate, discussing Gator sports with your friends, or asking someone out on a date are all examples of interpersonal communication. Your ability to communicate with different people (i.e. strangers, friends, lovers) in different contexts (i.e. home, school, work) will increase your ability to achieve a variety of goals (such as making friends, getting a raise at work, etc.). In this course, you will learn what interpersonal communication is, how to analyze different aspects of interpersonal communication, and how to improve your interpersonal communication skills.

REQUIRED TEXTBOOK:

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

SEMESTER SCHEDULE:
This schedule includes university holidays and drop deadlines. See your instructor’s addendum for the day-to-day schedule of readings and assignments.

GRADING SCALE: (TOTAL: 600 POINTS)

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Exam 1</td>
</tr>
<tr>
<td>100</td>
<td>Exam 2</td>
</tr>
<tr>
<td>100</td>
<td>Exam 3</td>
</tr>
<tr>
<td>100</td>
<td>Group Project</td>
</tr>
<tr>
<td>100</td>
<td>Attendance &amp; Participation</td>
</tr>
<tr>
<td>50</td>
<td>IC paper</td>
</tr>
<tr>
<td>50</td>
<td>Homework &amp; Other Assignments</td>
</tr>
<tr>
<td>(10 pts x 2)</td>
<td>Extra Credit</td>
</tr>
</tbody>
</table>

You get the grade you earn, so earn a grade you want to keep!
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 (3 hours) 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. If you have university business, or are hospitalized and expect that to exceed your 3 hours of class, you must provide documentation that shows you had to use up your 3 absences and then some. Here is the point deduction for absences over 3 hours:

- 4th absence = automatic minus 20 points 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.
- (see all-department syllabus for further info)

*** Note: the first few weeks of class, you are responsible for looking for and asking about the roll if you don’t see one. I cannot prove you were in class and you will be marked absent if your name is not on the roll even if you say you were there.

YOU MUST MAKE SURE YOU SIGN IN FOR EVERY CLASS YOU ATTEND! THIS IS YOUR RESPONSIBILITY!

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. If you ask permission to leave early to study for an exam or other, I will always say yes, but you will still be considered ‘leaving early’ and receive a 1/3 absence. You are accountable for your choices, so I will always accept your right to choose what is best for you, but will also uphold a standard across the board for all students. It is not fair to those that come to class on time and forego preparation for other classes, to excuse some students.

Missing and making up an assignment: I do not accept assignments that are turned in late without prior approval by me. Prior approval means before the due date and not on or after it is due. Do not try to turn in an assignment late and hope for partial credit. I do not accept late assignments.
If you miss one exam, there is an automatic **24-point deduction off the exam**. If you have to miss an exam, you have one week to make up the exam during an agreed-upon time with the instructor. Failure on your part to reschedule the exam within one week will result in a grade of a 0. You can reschedule only one exam with the point deduction. **If you miss more than one exam, your grade will be an automatic 0 for that assignment.**

**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 requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation." I’d appreciate your paperwork the first week of class.

**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.

**Problems or Concerns:** If you have any questions or concerns regarding this course, please first contact Dr. Butler (erbutler@ufl.edu).
Weekly Schedule
(Note that revisions may occur during the semester. I’ll notify you of any changes).

WEEK 1 (AUGUST 21-25):
Chapter 1: Interpersonal Process

Tuesday  Review Syllabus
Thursday  Nature of Interpersonal Communication

WEEK 2 (AUGUST 28-SEPTEMBER 1):
Chapter 7: Listening – Receiving & Responding

Tuesday  Listening
Thursday  Listening cont.

WEEK 3 (SEPTEMBER 4-8):
Chapter 3: Interpersonal Communication and the Self

Tuesday  Self-Concept (Ch. 3)  *Listening assignment due (hard copy & on CANVAS)
Thursday  Self-Concept cont.

WEEK 4 (SEPTEMBER 11-15):
Chapter 4: Perceiving Others

Tuesday  NO CLASSES - IRMA  *Extra credit due Tuesday (CANVAS) for Chapters 1, 3, 4, 7
Thursday  Perception

WEEK 5 (SEPTEMBER 18-22):
Chapter 9: Dynamics of Interpersonal Relationships

Tuesday  Perception cont.
Thursday  Exam 1 (Chapters 1, 3, 4, 7)

WEEK 6 (SEPTEMBER 25-29):

Tuesday  Relational Development cont.
Thursday  Relational Development cont.

WEEK 7 (OCTOBER 2-6):
Chapter 5: Language

Tuesday  Language
Thursday  Language cont.

WEEK 8 (OCTOBER 9-13):
Chapter 6: Nonverbal Communication

Tuesday  Language cont.
Thursday  Nonverbal communication
WEEK 9 (OCTOBER 16-20):

Chapter 2: Culture & Interpersonal Communication

Tuesday  Nonverbal communication cont.  *Extra credit due Tuesday (CANVAS) for Ch. 5, 6, 9
Thursday NV exercise & discussion  *NV assignment due Friday (CANVAS)

WEEK 10 (OCTOBER 23-27):

Tuesday  Exam 2 (Chapters 5, 6, 9)
Thursday  Intercultural Communication; Intro group project

WEEK 11 (OCT 30-NOV 3):

Chapter 10: Communication in Close Relationships

Tuesday  Intercultural Communication cont.
Thursday  Communication in Close Relationships  *IC paper due Fri by midnight (CANVAS)

WEEK 12 (NOVEMBER 6-10):

Chapter 11: Communication Climate

Tuesday  Communication in Close Relationships cont.
Thursday  Communication Climate

WEEK 13 (NOVEMBER 13-17):

Chapter 12: Managing Conflict

Tuesday  Communication Climate cont.
Thursday  Managing Conflict cont.  *Draft group concept sheet due Friday (CANVAS)

WEEK 14 (NOVEMBER 20-24):

Tuesday  Managing Conflict cont.  *Extra credit due Tuesday (CANVAS) for Ch. 2, 10-12
Thursday  THANKSGIVING (NO CLASSES)

WEEK 15 (NOV 27- DEC 1):

Tuesday  Exam 3 (Chapters 2, 10, 11, 12)
Thursday  Groups 1-4

WEEK 16 (DECEMBER 4-8):

Tuesday  Groups 5-6

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

I. Extra Credit (10 pts. each, up to 20 points total)

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 (Note: Separate questions by chapter, with each chapter labeled.)

Example: 1. Emily and Kevin are holding hands. This is an example of haptics.
   A. TRUE          B. FALSE

You must turn in a copy to me on CANVAS on the day it is due before midnight (no exceptions). Plan ahead. Each set of extra credit questions is worth up to 10 points added to your total point score (out of 600) for the course (up to 20 points). There are 3 opportunities to earn extra credit, but you may only do 2 of them. If you do all 3 sets, you will still only receive only up to 20 points total.

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 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). I have already done that this semester. Do something different!!!!!!!!! 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! Remember, explaining the concepts should be done to support demonstrating proficiency in a sub-area. They are not your entire project.
**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 Emily is really making a bad impression on Kevin, who is a stranger, by sitting so close. See how Kevin’s face and body language show how uncomfortable he is? Okay, back to Kevin and Emily.” 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:**

As part of your project, 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. Actually put a box for me to check in front of each concept, number each concept, and bold the concept. Underneath and tabbed to the right I want three items:

1) **DEF** - 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**- Kevin says, “You Americans are interesting, but of course, everyone knows that the French are the best people in the world.”

**EXPLANATION**- Kevin 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. I cannot grade you without a grade sheet, so make sure you do not rely on just one person to bring this the day you are to present. 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 (50 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 and is worth 25 points.