

COM 1101: Introduction to Interpersonal Communication¹

____ Quarter 20xx

Assistant Professor Lorem Ipsum

MWF 11- 12:20

Demaray Hall 353

Office:

Phone:

Email:

Office Hours:



University Mission Statement:

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.



Course Description:

In this fundamental course in communication between people, class sessions incorporate lectures with discussion and examples from popular culture and media. The focus of this course is on direct application of basic communication concepts essential to our daily lives. Topics include perception, gender, and culture and their effects on ourselves and others; self-expression and disclosure; friendship, family, and dating; verbal and nonverbal cues and their meanings; listening; and conflict management.

Course Objectives and Learning Outcomes: By the end of the course students should be able to:

Introduce communication modes

1. Describe the different types of communication modes
2. Produce a message in three different modalities

The craft of rhetoric

3. Analyze a letter from Birmingham Jail to its logos, pathos and ethos

Understand interpersonal communication

4. Demonstrate interpersonal sensitivity through successful group work
5. Complete a group project analyzing the narratives found in recent political discourse
6. Complete an interview of a friend or family member about a time when something went wrong and they felt or did not feel comforted by someone else. Analyze the response in light of the Campolo book

¹ This syllabus is fictional and in no way reflects the fine work of the communications faculty at SPU

**Required Resources:**

Campolo, A., & Darling, M. A. (2019). *Connecting like Jesus: Practices for healing, teaching, and preaching*. San Francisco, Calif: Jossey-Bass.



Trenholm, S. (2017). *Thinking through communication: An introduction to the study of human communication*. 8th Edition: NY: Allyn & Bacon.

**Recommended Resources:**

Blah blah blah

**Course Standards:*****Participation in Community***

SPU is a University that values the development of Competence as well as Character. According to Theologian Stanley Hauerwas, Character is best developed through the stories that we are able to tell in interaction with others in community. To develop Character, we cannot be mere bystanders. We must encounter each other as human beings rather than things among things that are instrumental to our own goals. To this end, I want us to use this class as the opportunity to encounter each other as human beings who have greater life roles than student and professor. I want us to be willing to talk to each other in dialogue and I want to form a sense of community among us that goes beyond sharing time and space. Part of building community is what Martin Buber called “trustful knowing.” Part of that trustful knowing for me is that you come to class prepared, having completed any required prep work, thought about the day’s issues and are ready to respect your classmates work and dialogue in community with the material. Plan on attending class, being on time, working with your group and participating with the entire class– you will indeed miss something; we will all miss something, if you do not attend class.

Food and drink

Yada yada yada

Studying

Plan on spending 2 additional hours associated with class preparation / studying for each undergraduate credit. Because this is a five credit course, you should expect to devote, on average, an additional 10 hours of studying each week to successfully complete this course.

Use of Technology

You are welcome to bring your laptop and smart phone to class to use as learning tools. However, when you switch between class and personal work (e.g. texting, social media use) you are causing a distraction to others around you (even if you think you are being discreet). Subsequently, using your phone or computer for any other reason besides purposes directly related to class is a violation of the practice of community.

Questions?

Please do email me and come by during my office hours. If you have a question pertaining to course requirements, check this syllabus and the course Canvas site first to see if you can find

the answer before you ask. If you miss a class session, please check with a classmate to get notes, and to find out if you missed any announcements. Also, check the Canvas site regularly.



Grading

96-100	A
90-95	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 & ↓	E

Student Learning Assessment:

- 1) **The BIG question 25%**
Each class will start with a question on the overall theme of the class readings due for the day. The quiz will start promptly at 11am at the beginning of class.
- 2) **Multiple modality presentation 10%**
Using your favorite on-line video program, create a five-minute video convincing others that they should move to your hometown after graduation. You must speak (or voice over) at least 3 minutes of the video and use three communication modes. Be creative. If you are worried about being too creative – just ask.
- 3) **Mid-term 20%**
- 4) **Group presentation 15%**
Research a small group, cultural or social issue; Identify major points from three different perspectives, draw two conclusions and make three recommendations one each, for yourself, for others students and for society
- 5) **Teamwork – 10% peer evaluation** (see rubric & rating form on Canvas).
- 6) **Reflective Essays 5% each**
Analyze letter from a Birmingham Jail and Interpersonal relationship reflection – full assignments on Canvas

Extra Credit 5% --- look at the lecture series at Town Hall, Benaroya Hall or lectures here at SPU (Feel free to check with me for appropriateness). Attend and write a two page summary noting the topic and context (why was this person giving the lecture; describe the setting). What was the communication strategy? What were the main points and what were the conclusions? Did emotion play a role? Was there a vividness and narrative to the lecture? Who do you think was the modal audience for this talk? Were there examples which

you could relate to? What did you learn? Will this event change your thoughts, values or future action?



Learning Outcomes and Assessment

Learning Outcomes	Big question	Multiple modalities	Mid-term	Group presentation	Peer evaluation	Reflective essays.
Describe the different types of communication modes	X	X	X			
Produce a message in three different modalities	X	X				
Analyze a letter from Birmingham Jail to its logos, pathos and ethos						X
Demonstrate interpersonal sensitivity through successful group work				X	X	
Complete a group project analyzing the narratives found in political discourse				X	X	
Complete an interview of a friend or family member about a time when something went wrong and they felt or did not feel comforted by someone else. Analyze the response in light of the Campolo book						X



Course Policies:

1. **Academic Integrity:** As a University that promotes character as well as student competence, SPU expects that graduates will embody personal and professional integrity by serving the public good in doing what is right and doing so with an awareness of consequences. The current edition of the SPU *Undergraduate Catalog* describes the University's commitment to academic integrity, which is breached by academic dishonesty of various kinds. Among these is turning in another's work as your own and committing plagiarism, which is the copying of portions of another's words from a published or electronic source without acknowledgement of that source. The penalty for a breach of academic integrity is a failing grade for the work in question on the first offense and a failing grade for the course as a whole with repeated offenses.
2. **Academic Schedule Religious Accommodation Policy:** Students who would like to request an accommodation for a religious holiday (e.g., request that an exam scheduled for a religious holiday be rescheduled) should make a written request within the first two weeks of the course pursuant to SPU's Academic Schedule Religious Accommodation Policy. The policy is posted in the undergraduate Student Handbook at <https://spu.edu/administration/office-of-student-life/handbook/behavioral-community-expectations/university-policies> and on page

16 of the 2019-20 Graduate Student Handbook, which is posted at <https://spu.edu/catalog/graduate/20190/student-life>.

3. Exam policy: Exams cannot be rescheduled except in the case of mitigating circumstances which in my judgment warrant rescheduling the exam. For the final exam, if you have two or more exams scheduled on the same day as this class's final, you and I may reschedule this exam at a mutually convenient time prior to the scheduled exam period; although I am under no obligation to reschedule and so I recommend that you also check in with your other instructors to see if they might be willing to reschedule. Additionally, as with other exams, if you have a mitigating circumstance you may request to take the final exam *early* if you contact me via email at least two weeks before the regularly scheduled final exam period to reschedule. If I agree to reschedule your final exam, you can expect that it will occur no earlier than four working days prior to the last day of the final examination period.
4. Due dates are firm; exceptions will be made only for dire illness or emergencies, not poor planning or lots of work.
5. Grades for late work will be lowered one grade (from A to A-) for each 24-hour period, including weekends.
6. Incomplete coursework: You may request an incomplete grade if you are unable to complete all course requirements by the end of the quarter given unexpected personal need and you have already completed at least 80% of the course requirements. You must initiate this request for an incomplete grade no later than the 9th week of the quarter. I am under no obligation to grant an incomplete and I can ask for verification of the rationale behind a request (e.g. medical documentation). If I offer you an incomplete, I will also create a completion plan outlining the requirements to complete the course which may differ from the course requirements which will then need to be approved by the Department Chair. If you do not meet the completion plan by the end of finals week the following quarter, I will calculate your course grade based upon the work completed in the course and completion plan. Once this grade has been submitted it cannot be changed, except by petition as outlined in the *University Catalog under Academic policies and Procedures*. If the grade is not changed within a year, the University will automatically change the grade to "E."
7. Disability statement: SPU students with documented disabilities should contact Disability Support Services (DSS) in the Center for Learning (Lower Moyer Hall). The DSS coordinator will meet with you to confidentially discuss how your disability impacts your academics. Faculty will be notified of approved accommodations. Call x2475 or email dss@spu.edu.
8. Student Feedback: Plan on completing the student feedback survey of this course and its instructor in a thoughtful and constructive manner. I am the chief recipient of your feedback so feel free to address your comments to me. Your evaluation is used to make improvements in the course, and I will use your feedback when selecting resources, designing teaching methods and preparing assignments. Courses are evaluated using the Smart Evals system in Canvas. All responses are completely confidential - your name is not stored with your answers in any way. In addition, I will not see any results of the evaluation until after my final grades are submitted to the University.
9. Inclement Weather or other university closing: In the event of inclement weather or an emergency that might close the university, check the SPU website. You may also call the emergency closure hotline (206-281-2800). Both will be updated before 6:00 a.m. Please insure that you have updated your emergency information in Banner so that you can receive a text if other university emergencies arise.

Emergency Preparedness Information²

Report an Emergency or Suspicious Activity

Call the Office of Safety and Security (OSS) at 206-281-2911 to report an emergency or suspicious activity. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the OSS Dispatcher will contact the police and/or fire department with the exact address of the location of the emergency.

SPU-Alert System

The SPU-Alert System is SPU's emergency notification system. It can send information via text messages, emails, electronic reader boards, computer pop-ups (for SPU computers), loudspeakers, and recorded cell phone messages. In order to receive text messages from SPU-Alert, your cell phone number must be entered in the Banner Information System on the web, <https://www.spu.edu/banweb/>. To check if your number is entered, select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk (206-281-2982) if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators ("BECs").

Lockdown / Shelter in Place – General Guidance

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown and you are NOT in immediate visible danger:

- Stay inside and await instruction.
- Move to a securable area (such as an office or classroom) and lock the doors and silence your phone.
- Close the window coverings then move away from the windows and get low on the floor.
- Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

If you are in a building at the time of a lockdown and you ARE in immediate visible danger:
Run to escape or hide in a securable area, and plan to defend yourself if necessary.

- If you are outside at the time of a lockdown: Leave the area and seek safe shelter off campus. Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

Evacuation – General Guidance

Everyone should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In an evacuation,

² This section is official language from the University's Risk Management Department (8/26/2019) – Do not edit. You can include in your syllabus or post as a separate document with your syllabus)

gather your personal belongings quickly and safely proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use an elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. The assembly sites are also listed online at: <https://emergency.spu.edu/campus-emergency-procedures/evacuation-and-assembly-areas/>. Check in with your instructor or a BEC (they will be recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

Additional Information

Additional information about emergency preparedness can be found on the SPU website at <https://emergency.spu.edu/>.

Course Outline:

Below is a schedule of the course sessions. However, changes to the schedule, pre-course work and assignments may be modified over the course of the quarter based on our progress, emergencies, acts of God, etc.

Date: Topics, pre-class assignments, class activities and assignment due dates**1. Describe the different types of communication modes**

April 5:	<i>You don't say! Introduction to different types of communication modes</i> Group assignments and charades (see instructions for class on Canvas)
April 12	<i>Whatever, meh and TMI: Ins and outs of verbal communication</i> Trenhom ch. 1 First quiz