

Communication Studies 403-01
Interpersonal Relations
Spring 2012
Mondays, Wednesdays, and Fridays from 12:00 to 1:10 p.m.
Class Location: UH-263

Instructor: Dr. Brian Heisterkamp
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Office hours: Mondays, Wednesdays, and Fridays from 10:40 a.m. to 12:00 p.m. and by appointment

Required Course Materials

Guerrero, L. K., Andersen, P. A., & Afifi, W. A. (2011). *Close encounters: Communication in relationships (3rd Ed.)*. Los Angeles, CA: Sage.

Course packet available at Campus Print Center (1331 Kendall Dr.; 909-880-3939).

Additional reading may be assigned.

Recommended Reference Material

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: American Psychological Association.

Catalog Description: An overview and examination of current concepts, issues and research in the study of human relationships. Primary focus on relational development, maintenance and disengagement in a variety of contexts.

Course Objectives: This course is designed to introduce students to current theories in the study of interpersonal communication. The reading, discussions, assignments, and exercises are designed to make you think about yourself in relationships with others. Focus is given to issues related to relational development, maintenance, and disengagement in a variety of contexts. Students will develop an understanding of theory and concepts related to close, intimate relationships.

Course Policies, Procedures, and Requirements

Attendance: Please arrive for class on time and plan to stay for the entire class period. Much of the exam content and concepts about which you will be expected to include in your written work will be covered in class. While some of this material is also covered in your text, you will be evaluated on some material that is only discussed in class. Regular attendance is strongly recommended. You are responsible for all material presented during class, whether you attend or not. Attendance is taken each class period. If you arrive after attendance has been taken, it is your responsibility to let me know you arrived. You should do this at the end of the class period.

University Excused Absences: Students participating in University-sponsored activities need to identify themselves prior to missing class. Students should provide the instructor with a copy of their travel schedule during the first week of class. A statement explaining your procedures for making up missed work is also required. You must identify yourself at the beginning of the quarter.

Academic Integrity: The highest standards of academic integrity are expected of all students. All students are expected to comply with the Academic Regulations and Procedures found in the University Bulletin. All work completed for this course must be your original work and cannot have been created – in part or whole - for any other course. Students who do not comply with this policy may be subject to disciplinary procedures, including receiving an “F” for the assignment or the course, being suspended from the University, or being expelled from the University.

Course Withdrawal: Please refer to the Academic Regulations and Procedures section of the University Bulletin for information on withdrawing from this course.

Support for Students with Disabilities: Students with disabilities needing academic accommodation should register with and provide documentation to the Services to Students with Disabilities office. Students seeking accommodation should bring documentation from SSD to the instructor indicating the type of accommodation sought. For more information about services available to students with disabilities, contact the Services to Students with Disabilities office in UH-183.

Electronic Devices: In order to foster a classroom where a priority for education is valued, students in the course may not use any electronic device during the class period unless approved by the instructor. This includes cellular telephones, CD players, MP3 players, radios, pagers, cameras, gaming devices, recording devices, Wi-Fi devices, etc. Exceptions may include notebook computers or tablets used for in-class note taking purposes. Wireless devices should only be connected to the campus network when specified by the instructor for course purposes. Student who use laptops/computer tablets to take notes must sit in the first two rows of the classroom. Students may earn extra credit (10 points) if they alert the instructor to a student who is using the laptop/computer tablet for purposes other than note taking. Student will lose the privilege of using the laptop if they are using the laptop for purposes other than note taking.

Assignments: General Information: All assignments are to be typed in American Psychological Association Publication Manual Sixth Edition (APA) format, double-spaced, with one inch margins. Spelling, punctuation, and grammar are as important in effective writing as content. Therefore, these items will be considered when your assignments are graded. Reading assignments should be completed prior to each class meeting. This is a lecture/discussion class and you are expected to participate in a substantive manner. You are responsible for all assigned course readings, whether covered in class or not, and all material covered during class discussions. All assignments must be completed in order to receive a passing grade in the course.

Late assignments. All assignments must be turned in at the beginning of the class period when they are due. Assignments sent by email or fax will not be accepted. The grade on late papers will be reduced by 10% for each day they are late – including weekends. Assignments are considered late if they are not turned in at the beginning of class. Do not leave assignments at my office unless handed to me personally. If you will be absent

on the date an assignment is due, you should turn it in before the due date in order to avoid the late penalty. Very few exceptions (i.e., medical emergencies verified by a physician or mandated court appearances) apply to the late penalty. Late assignments should be turned into the department office (UH-018). No late assignment will be accepted after the date/time of the course final exam.

Materials that students create and turn in to this course may be used by the instructor for examples (in class or on the web). Please notify the instructor if you do NOT want your materials to be used in this way.

Senior Project: Students majoring in Communication Studies should save both their graded papers and their course syllabi for possible use in COMM 499: Senior Project. Assignments are used to demonstrate that students have meet the Department's goals and objectives for undergraduates.

TurnItIn: The written assignments for the course must be submitted electronically to TurnItIn. Submit your paper through Blackboard under the "Assignments" section. Papers must be submitted to TurnItIn prior to the start of class on the due date of each paper.

Exams: There will be three examinations during the course. You will be responsible for items from the text, class discussions, supplemental readings, and any information arising from in-class activities. The final exam is not comprehensive. Exams will be administered via the Blackboard web site. Make-up exams, which will be entirely lengthy essay questions, will only be given in very extreme circumstances and with proper documentation approved by me. You must notify me at least one week in advance if you cannot take an exam on the scheduled day.

Class Announcements: Announcements pertaining to the course are made during class, through Blackboard announcements, and by email. Be sure to check Blackboard on a regular basis. Be sure that you enter an email address that you check regularly in the Blackboard "personal information" section. And, be sure to add your instructor's email address to your 'safe list' so that email sent by the instructor does not go into your junk or spam folder.

Grading: All grades are assigned on the basis of a total point system. There is no curving. The following are some general criteria for each letter grade.

A – Excellent; meeting course requirements with a superior level of performance.

B – Good; meeting course requirements with a high level of performance.

C – Satisfactory; meeting course requirements with an acceptable performance.

D – Passing; meeting course requirements with minimally adequate performance..

F – Failing; inadequate performance or not meeting course requirements.

Grades are assigned according to the following scale:

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 = 59 % and below

Grade Appeals: If you disagree with my evaluation of your work, let's discuss the issues.

Remember, this is a learning process and if you do not understand something, it is in your best interest to ask me. I will not take class time to discuss any disagreements you may have with a grade. The guidelines for appeals are as follows:

1. Have a typed appeal prepared that clearly addresses the reasons why you are appealing the grade.
2. Explain in detail how you believe you met the requirements for the assignment.
3. Appeals must be made within 3 days after an assignment is returned or by the date of the final exam, whichever is sooner.

Course Evaluation Plan

All student work must demonstrate academic and research rigor of undergraduate-level quality.

Students are evaluated in the following areas: research paper writing, participation, and examinations. The two research papers will count toward 40% of a student's final grade. The first paper will involve an evaluation of the ethical aspects of a personal relationship experience. The second paper will involve the application of an interpersonal communication theory to a personal relationship experience. The papers will be evaluated based upon the thoroughness and accuracy of the review of literature, understanding of the literature, understanding of relevant theory and/or ethical considerations, effectiveness and appropriateness of the literature selected and reviewed, evidence of critical thinking, clarity of writing, and use of APA style.

Participation and quizzes will count toward 15% of a student's final grade. Participation is evaluated based upon active and substantive participation in the course. Students may also participate using the Blackboard discussion board. Participation should be regular and consistent throughout the term. Student participation should reflect a critical understanding of the course reading and should engage other classmates in discussion. Unannounced quizzes are also a part of this grade. Quizzes will be based upon the day's assigned reading.

The examinations will count toward 45% of a student's final grade. The examinations will include multiple choice, true/false, and essay questions. Responses will be evaluated based upon accuracy and upon a student's ability to express effectively and appropriately the concepts covered in the course and upon clarity of writing.

Point Scale

The following is a listing of each assignment and the possible points that may be earned for each. There is no extra credit available for this course.

<i>Assignment</i>	<i>Points Possible</i>	<i>Percentage</i>
Ethics and Interpersonal Relations Paper	180	18%
Theory Application Paper	220	22%
Participation/Quizzes	150	15%
Exam #1	150	15%
Exam #2	150	15%
Exam #3	150	15%
Total Points Possible	1,000	

Course Schedule

Date	Class Activity	Readings Covered/ Assignments Due
Monday, 2-Apr	Welcome and introduction to the course	
Wednesday, 4-Apr	Introduction to communication in relationships	Chapter 1
Friday, 6-Apr	Identity management in relationships	Chapter 2
Monday, 9-Apr	Ethics and Relational Communication	Ethics reading on Blackboard
Wednesday, 11-Apr	Ethics and Relational Communication (con't)	
Friday, 13-Apr	Forces of social attraction	Chapter 3
Monday, 16-Apr	Forces of social attraction (con't)	
Wednesday, 18-Apr	Coping with uncertainty and expectancy violations	Chapter 4
Friday, 20-Apr	Coping with uncertainty and expectancy violations (con't)	
Monday, 23-Apr	Initiating and intensifying relationships	Chapter 5
Wednesday, 25-Apr	Exam #1	Covers chapters 1-5 and ethics readings
Friday, 27-Apr	Affection, Immediacy, and Social Support	Chapter 6 DUE: Ethics Paper
Monday, 30-Apr	Affection (con't)	
Wednesday, 2-May	Styles of love	Chapter 7
Friday, 4-May	Styles of love (con't)	
Monday, 7-May	Communicating sexuality	Chapter 8

Wednesday, 9-May	Maintaining intimate relationships	Chapter 9
Friday, 11-May	Interdependence and equity	Chapter 10
Monday, 14-May	Interdependence and equity (con't)	
Wednesday, 16-May	Exam #2	Covers chapters 6-10
Friday, 18-May	Dominance and Influence	Chapter 11
Monday, 21-May	Dominance and Influence (con't)	
Wednesday, 23-May	Privacy in relationships	Chapter 12
Friday, 25-May	Privacy in relationships (con't)	
Monday, 28-May	No class - Memorial Day Holiday	
Wednesday, 30-May	Relational transgressions	Chapter 13
Friday, 1-Jun	Relational transgressions (con't)	
Monday, 4-Jun	Interpersonal conflict	Chapter 14 DUE: Theory Application Paper
Wednesday, 6-Jun	Interpersonal conflict (con't)	
Friday, 8-Jun	Relationship disengagement and termination	Chapter 15
Monday, 11-Jun	Relationship disengagement and termination	
Wednesday, 13-Jun	Exam #3 at 10:00 a.m.; content: chapters 11-15	

This schedule is tentative and is subject to change. If any changes are made, you will be notified with ample time to complete assignments.

**Ethics and Interpersonal Relationships Paper
Assignment Guidelines
Worth 180 points – Due 4/27/2012**

To begin this assignment, consider three goals that you think are important to focus upon in close, romantic relationships. Be sure these focus on romantic relationships (not friendships, co-worker relationships, sibling relationships, etc.) and focus on interpersonal communication (not organizational communication, public communication, etc.). These three goals will form the foundation of this ethics paper. The content of your paper should address the following: “How do I use my own set of values or ethics to take responsibility for achieving these romantic relationship goals?” Specifically,

- Briefly describe your three goals.
- Briefly describe why you feel ethics or values are important in interpersonal communication interactions as they relate to your goals. Describe your set of ethics and values.
- Describe how you approached each goal according to your set of values or ethics and provide a self-assessment of your progress and/or achievement in these areas.
- Describe what others (i.e., scholars) have said about the concepts included in your goals. Describe any guidelines they offer in terms of ethics and/or the effectiveness or appropriateness of your given concept. For example, if a scholar found a certain type of social support is effective, does that form of social support conform to your set of ethics and values. In addition to other scholarly readings you locate, it would also be appropriate to cite the course ethics reading.
- Summarize what you have learned overall about ethical communication and reveal how you plan to approach new goals according to your ethical considerations.

Examples of goals might include being truthful in self-disclosures, conveying an identity to romantic partners that is true, conveying romantic attraction appropriately, offering needed social support to a romantic partner, etc.. Look through your textbook for concepts that are interesting to you that you believe are relevant to goals in romantic relationships.

It is appropriate to state that the desired progress was not achieved. In essence, this is an exploration of what you consider ethical communication. It is also an assessment of your own progress towards being an ethical communicator. Your grade will not be based on how well you have progressed or accomplished these goals, but on how you articulate what you have learned in the process and how well you understand the part that your values and ethics have played in your interpersonal communication interactions. When you use concepts from scholarly sources, remember to cite the page and source (APA Format) and if they are direct quotes, use quotations. Your title page should have the title of your paper, student's name, course name, and date. Page numbers should be in the upper right corner and should start on the title page. Each paper must include an introduction, thesis statement, body, and conclusion with proper punctuation, grammar, and spelling. In short, edit your work.

Other items to consider:

- Examine the other guidelines found in the syllabus that relate to assignments in general.
- Consult the documents found on the web site (under “course documents”) that will assist you with formatting your paper and references with APA.
- You should only use scholarly sources. You may use sources from communication scholarly sources and scholarly sources from other disciplines such as psychology or

sociology. Do not use popular press publications, newspapers, or books. See the “external links” on Blackboard for a description of scholarly sources.

- Do not over-rely upon your textbook. You may use the text to locate the sources that the textbook uses to describe relevant concepts. You should also avoid using other textbooks.
- Average papers (“C”) use fewer sources than excellent (“A”) papers. In general, average papers will cite and reference 4-5 sources. Keep in mind, however, that using sources in a substantive manner is more important than the mere number of sources you cite and reference.
- This paper should be 4-6 pages in length – not including title and reference pages.
- Your paper will be submitted electronically through Blackboard. Your instructor will provide you with instructions.
- Also, submit an electronic copy of your paper to TurnItIn through Blackboard under the “Assignments” section by the due date/time.

**Theory Application Paper
Assignment Guidelines
Worth 220 points – Due 6/4/2012**

To begin this paper, you should select one theory and apply it to your personal experience. To begin, select one of the following theories: Communication Privacy Management Theory (chapter 12), Dialectics Theory (chapter 9), or Attachment Theory (chapter 6). You may need to read ahead in order to grasp and understanding the theory you select. Please, do not hesitate to speak to me if you do not understand any part of the theory you select.

Your paper should address the following items:

Description of the theory. Describe the fundamental aspects of the theory. Consider the aspects/parts of relationships that it presumes to explain. Describe the types of relationships it predicts to cover. Describe the scope of the theory. Is the theory parsimonious (offers straight-forward explanations)? Is the theory generalizable to many types of relationships or not? You should cite scholarly literature when describing the theory. Do not cite your textbook. Rather, you may want to locate the sources cited by the textbook that are used to describe the theory you selected. You should also locate other scholarly sources by using the databases available through the library's web site.

Application of theory to experience. Based upon your explanation of the theory, apply that theory to a personal experience. That experience should involve one close, intimate relationship in which you have been involved. Provide specific examples that illustrate various components of the theory. Try to provide links between your everyday experience and the components of the theory.

Critique of theory application. Describe how effectively the theory explains your experience. Include the aspects of your experience that it explains effectively and what aspects of your relationship are left unexplained by the theory. Describe how consistent (or not) the theory is with everyday experience. Is this theory heuristic (generates interest)? Could the theory be developed in a manner that makes it more effective in explaining relationships? You might also want to cite scholarly literature in this section by explaining the critiques of the theory that you have found in scholarly articles or books.

Other items to consider:

- Examine the other guidelines found in the syllabus that relate to assignments in general.
- Consult the documents found on the web site (under "course documents") that will assist you with formatting your paper and references with APA.
- You should only use scholarly sources. You may use sources from communication scholarly sources and scholarly sources from other disciplines such as psychology or sociology. Do not use popular press publications, newspapers, or books. See the "external links" on Blackboard for a description of scholarly sources.
- Do not over-rely upon your textbook. You may use the text to locate the sources that the textbook uses to describe the theory you have selected. You should also avoid using other textbooks.
- Average papers ("C") use fewer sources than excellent ("A") papers. In general, average papers will cite and reference 5-6 sources. Keep in mind, however, that using sources in a substantive manner is more important than the mere number of sources you cite and reference. Attach a photocopy of the first page of each source you reference.

- This paper should be 6-8 pages in length – not including title and reference pages.
- Your paper will be submitted electronically through Blackboard. Your instructor will provide you with instructions.
- Also, submit an electronic copy of your paper to TurnItIn through Blackboard under the “Assignments” section prior to the due date/time.