

COMM 283:

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**Interpersonal Communication (Ace 2)**

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Course Syllabus and Schedule | Fall 2023

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<b>Professor:</b>	Dr. Angela Palmer-Wackerly
<b>Contact Information:</b>	<a href="mailto:apalmer-wackerly2@unl.edu">apalmer-wackerly2@unl.edu</a> Office: 351 Louise Pound Hall (LPH) Office hours: T/Th, 2:00 – 3:00 pm; by appointment (in-person or virtual)
<b>Graduate Teaching Asst:</b>	Hayley Stahl, MA <a href="mailto:hstahl2@huskers.unl.edu">hstahl2@huskers.unl.edu</a> Office: 362 Louise Pound Hall (LPH) Office hours: T/Th, 1:00 – 2:00 pm; by appointment (in-person or virtual)
<b>Class meetings:</b>	T/Th, 9:30 am – 10:45 am
<b>Classroom:</b>	TEAC 105

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**Required texts (Inclusive Access\*):**

Guerrero, L. K. & McEwan, B. (2023). *Interpersonal encounters: Connecting through communication*. Sage.

\*All COMM 283 students are offered the digital version of the textbook with Vantage Inclusive Access – this means you receive immediate access to the textbook via Canvas (auto-charged to your student account unless you “opt out” – if you prefer the physical textbook and want to order it after trying Vantage (the digital version), for example). However, I strongly recommend that you keep Inclusive Access as: (1) it’s much cheaper than a physical textbook; and (2) all chapter assignments are completed through Vantage (see the Vantage Canvas module for more information), which are 24% of your total grade. *You can register for Vantage through Canvas via the Modules link or through this link:*

[https://sagevantage.softwareassist.com/Content/Downloads/Vantage\\_Registration\\_and\\_Purchase\\_Info\\_for\\_IA\\_courses.pdf](https://sagevantage.softwareassist.com/Content/Downloads/Vantage_Registration_and_Purchase_Info_for_IA_courses.pdf)

*Once you have registered, you can access Vantage through any Canvas Vantage assignment link.*

This course satisfies *ACE Outcome #2c – to demonstrate communication competence by employing a repertoire of communication skills for developing and maintaining personal and professional relationships* – by giving students insight into the nature of interpersonal communication and personal relationships.

*\*Required additional/replacement readings/podcasts/videos will be available on Canvas. Additionally, I may assign more/less reading and assignments as the course continues to enhance your learning.*

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## DEPARTMENT OF COMMUNICATION STUDIES

### **Mission of the Department of Communication Studies**

The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department’s research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

### **Advocate, Negotiate, and Relate**

The Department of Communication Studies teaches students how to better advocate, negotiate, and relate across personal, professional, and public contexts. This course accomplishes these goals by focusing on learning how to more deeply relate to (and with) others—especially those different from us. Through our relationships, we have the potential to increase our overall well-being and accomplish our life goals.

### **Statement on Diversity, Equity, and Inclusion**

The Department of Communication Studies is committed to achieving inclusive excellence as outlined by the university’s [Office of Diversity and Inclusion](#). As communication scholars and teachers, we believe communities and relationships are enriched when we give voice and value to diverse perspectives based on “group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations.” We are committed to continual reflection and refinement of curriculum, scholarly endeavors, and community engagement to achieve goals of inclusiveness and equal opportunities for our students, faculty, and staff. If you have questions or concerns, feel free to discuss these with your instructors, the Chair of the department ([Dr. Jody Koenig Kellas](#)), members of the department’s [Committee on Diversity and Inclusion](#) or the Office of Diversity and Inclusion.

### **Academic Dishonesty and Student Misconduct**

Academic honesty and integrity are expected in this course. Any student who is found to have engaged in an act of academic dishonesty (e.g., cheating, plagiarism, complicity, misrepresenting excuses for missing class or turning in late work) will automatically fail the assignment and the case will be reviewed to determine whether the student will fail the course. Plagiarism is any act of submitting another person's work as your own work, which includes artificial intelligence content generation (Chat GPT, etc). Please note: It is possible to plagiarize yourself. In this course, you may not submit work that you completed in a prior semester (for this or any other class) for a grade in the current semester. Doing this constitutes self-plagiarism. If you have *any* questions about this, please talk with me or Hayley or seek help at the [UNL Writing Center](#): 402-472-8803, Andrews Hall 102. I want to see you succeed in this course, and in your overall future, so please start assignments early and seek help when you need it.

The Department of Communication Studies is committed to the highest standards of academic integrity. The Department adopts the campus definition of academic dishonesty in the Student Code of Conduct (Article 3, Section B-1) including cheating, fabrication or falsification, plagiarism (including self-plagiarism), abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, impermissible collaboration, and misrepresentation. We will meet with the student and if we determine that academic dishonesty or misconduct has occurred, we will prepare a written account and file a "Misconduct Referral Form" with the Office of the Dean of Students. The full "Academic Dishonesty and Student Misconduct" policy is linked to the department's website: [Academic Dishonesty and Student Misconduct Policy](#).

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## COURSE INFORMATION

### **Description (Ace 2)**

The primary goal of COMM 283 is to provide students with an introduction to theory and skills about interpersonal communication. This course is designed to satisfy *ACE Outcome #2c – to demonstrate communication competence by employing a repertoire of communication skills for developing and maintaining personal and professional relationships* – by giving students insight into the nature of interpersonal communication and personal relationships.

This course will help you to develop your ability to critically think about, analyze, and apply issues of interpersonal communication to your personal and professional relationships. Understanding principles and skills of forming and preserving relationships in the workplace and community, and across the lifespan with family and friends, is key to achieving your goals. Moreover, communication forms the foundation of healthy relationships. The course examines the influence of interpersonal communication in our lives by utilizing various tools including readings, podcasts, videos, lectures, in-class exercises and class discussion in both large and small groups. In particular, we will focus on the link between the quality of your communication and the quality of your life, health, and relationships. All course materials will help enhance your understanding of interpersonal communication, facilitate discussion, and encourage thoughtful approaches to communicating in your own lives.

## Objectives

By the end of this course, you will be able to:

1. Expand your view of interpersonal communication to include listening, managing conflict, and empathetic perspective-taking—all skills which need to be adapted to relate to different people across contexts.
2. Engage in competent, flexible, and appropriate communication with others in large and small group discussion.
3. Understand the complexity of interpersonal communication, which involves non-verbal behavior, privacy, and personal/social identities, to understand why people interpret messages differently.
4. Practicing interpersonal communication in a way that might help improve the quality of your relationships, health, happiness, and overall life.
5. Apply interpersonal communication theories to practical interpersonal situations inside and outside the classroom to understand how our course connects to the real world.

## COURSE EXPECTATIONS, POLICIES, & PROCEDURES

### 1. In-Class Etiquette (Learning as Much and as Deeply as Possible)

Your timely presence is required in this course. Although you may be late from time to time due to circumstances beyond your control, try your best to be on time because tardiness is disruptive to your fellow students and me. Please be sure to turn off cell phones before entering the classroom, do your best to listen quietly to whoever is speaking during lecture and class discussion, and focus your attention only on course materials. *In other words, I challenge you to be present and to learn as much and as deeply as possible in this classroom.* We all have unique strengths and weaknesses, and each classroom environment is uniquely successful when each participant contributes their strengths and challenges themselves to be fully present for the duration of each class session. This is a lifelong practice!

**1a. Technology Policy:** During class time, please use your computer for only engaging in course material and taking notes. Any other technology or use of this technology distracts you, your fellow peers in the course, and me and disrupts our concentration and learning.

As reported by May and Elder (2018), “college students commonly but erroneously report that multitasking increases productivity” (p. 1). Students who use laptops during class are more likely to engage in multitasking. Multitasking, especially with college students, has been studied widely. Results show that students who multitask during class perform significantly worse in class with lower processing and learning of material, lower grades, and lower overall GPA (for a review, see [May and Elder, 2018](#)) as well as feel increased stress, exhaustion, and anxiety ([Elmore, 2017, \*The Unintended Consequences of Multitasking\*](#)).

**1b. Classroom Recording (per University of Nebraska Policy):** I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this

course. Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

## **2. Student Engagement (Preparation + Participation)**

I seek to have all students bring their “whole selves” to the classroom—that means I want you to feel comfortable in bringing “who you are inside and outside of this class” to our classroom to have an integrated learning experience within our course. As a result, each class, no matter how many times I have taught it, is different because YOU are in it. You have unique insights and ideas based on your lived experiences and identities and I, in addition to your classmates, want to hear and read about them. I ask that you keep an open mind toward others’ perspectives and experiences, and that you seek to learn from them, me, and the course material.

**2a. Preparation/Readings:** Thus, the contributions that we bring to the classroom will largely affect the quality of learning that takes place. This means that as students I expect you to try to be present both physically and mentally, engage in classroom discussion (especially within your work teams), complete assigned work by the due date, and help create a classroom environment that is supportive, sensitive, and respectful to all members. To do so, I expect you to have completed the reading and activity assignments for that day and have given some thought as to how this material relates to your personal, academic, and professional lives. Given that participation and critical thinking is essential to success in this course, it is *extremely important* that you keep pace with the assigned readings. If you are having difficulty doing so at any point, please let me know and we can brainstorm solutions.

**2b. Participation:** This class is designed for active student participation. I ask that students stretch themselves and try to be two things in our classroom: curious and kind. To be an active student requires you to step outside your comfort zone and learn about new ideas and use these new ideas to challenge your existing ideas; in short, take others’ perspectives. You can respectfully AND constructively critique, question, and respond to students’ work, and we will practice these skills. This type of learning requires respectful listening and respectful sharing of your perspective. I frequently try to involve *all* students in class discussion, and I ask that you also encourage others to participate through active listening and discussion. Any student who chooses to engage in disrespectful or demeaning communication will be asked to leave the classroom and will not be given credit for that engagement opportunity. Should you be uncomfortable sharing your personal experiences, talking about a given topic, or have questions about an aspect of this course, I encourage you to speak to me individually. Also, I encourage you to ask questions (even tough ones that I may not know the answer to). I will do the same. This type of learning is a testament to the power of interpersonal communication in our lives and the communities in which we interact.

### 3. Email and Communication

To ensure that I can read and respond to all your important questions and concerns, please use your name@huskers.unl.edu email address or Canvas to send me emails. For course related information, please email both Hayley and me. I aim to respond to emails during working hours (9AM-5PM) on weekdays and to do so promptly (within 24 hours; 48 hours on weekends). If you have not received a response from us, I ask that you go ahead and send a follow-up email and we will get back to you as soon as possible. I expect all online (and in-person) communication to be respectful, thoughtful, and courteous. **Note:** Check your Notifications setting on Canvas to ensure that any message or announcements from me regarding our class are delivered to the email that you check.

### 4. Support

To help you with your learning and class involvement, I ask that you get to know us and at least the 4-5 other peers in your assigned team. With that goal, after our group activity today, please write the name of at least 5 classmates and their contact info (should you need to get notes, ask questions, etc.). These peers will also be your work team members for the semester.

Name	Cell Phone #	Email
1.		
2.		
3.		
4.		
5.		

### 5. COVID-19 (and other illness) Guidelines

If you are diagnosed with COVID-19 or any other illness throughout the semester, please stay home and be in communication with me to stay on top of coursework. If any guidelines change during the semester, ensure that your Canvas notifications are turned on as that will be my main method of communication regarding policies and procedures.

If you are experiencing symptoms of Covid-19 and any other illness and /or are knowingly exposed to someone with Covid-19 and any other illness, I ask that you consider wearing a mask for at least 5 days from symptoms/exposure to protect those individuals around you who may be at high risk for more severe illness.

If at some point, I have Covid-19 and am not able to teach in-person, we will arrange for alternative modes of assignments to ensure your learning will not be negatively impacted.

### 6. Late Assignments and Make-up Work

Late assignments are accepted on a case-by-case basis. If the student has been highly engaged in the course (attending every day, participating in discussion, regular communication with me, turning in assignments on time), I usually give more latitude in extending due dates and

accommodating students' circumstances with a 10% deduction per calendar day that the assignment is late. However, if students have become disengaged (attending infrequently, not communicating with me or Hayley, not participating in discussion, and/or not turning in assignments), it is unlikely that I will accept late assignments or make-up work. *Thus, it is the student's responsibility to be continually and frequently engaged in the course and with me and Hayley throughout the semester.* If and when an issue arises, please contact us ASAP so that we can discuss a way forward.

### **7. Incompletes**

Incomplete grades are rarely assigned in this class. Please plan to complete all work for the course within the semester you are taking it. In the event, you experience circumstances that you see as potentially warranting an incomplete, please note that you must have completed at least 75% of the work in the course and you must approach me before the last week of classes with a proposal for completion of the work. I generally do not approve these requests given the nature of the course and its focus on course discussion and team collaboration.

### **8. 24/7 Rule**

Given the role of grading in the teaching and learning process, it is vital that students actively review their feedback from me and Hayley and stay engaged in the process throughout the semester. Hayley will grade all assignments through Canvas and often post comments within your specific document as well as in the attached rubric. If you have a question or concern about feedback and/or the grade on a particular assignment, you are expected to take 24 hours from the time of receiving the feedback to consider it and determine how you can incorporate it into your understanding moving forward. If, after considering the feedback in depth, you have continued questions about the assessment, you should address those questions with Hayley within 7 days of receiving the feedback to ensure a productive conversation and the opportunity to learn from the feedback and assessment as they move forward in the class.

### **9. Grades**

Final grades are what you have earned. Therefore, extra credit will not be given at the end of the semester to boost your grade if you are not satisfied with your final grade. You will have ample opportunity to increase your grade throughout the semester with assignment grades and extra credit. If at any time during the semester you would like to improve your grade, please seek guidance from me in advance of assignments.

### **10. Grade Appeals (per the Dept. of Communication Studies)**

In cases where students believe they may have been unfairly evaluated, they may follow the steps laid out by the Department of Communication Studies to appeal their grade. The Department of Communication Studies "[Grading and Grade Appeals](#)" policy document is linked to the department's website.

### **11. Use of Artificial Intelligence prohibited in this course**

In this course, students should not use artificial intelligence (AI) (e.g., Chat GPT, etc.) for content creation. When students present materials not written by them, they are committing academic dishonesty. While I generally believe AI can be a tool to help generate ideas during brainstorming or refine ideas within papers, in this course, there is no ethical use of AI for

content creation because exams will directly assess your learning, discussions will be based on in-class participation, and your papers will be based on your experience. If students are suspected of using AI for assignment content creation (due to vagueness, incoherence, irrelevance, repetition of ideas, etc.), they will receive a zero for the entire assignment, including exams.

However, if students use AI to correct their grammar, please attach an appendix that:

- 1) Shows your original submission and your final product, highlighting the differences between the two.
- 2) Which AI tool(s) were used
- 3) Why AI tool(s) were used
- 4) How AI tool(s) were used

## GRADES/ASSIGNMENTS/EXAM DESCRIPTION

### Grading Scale

- A= EXCELLENT. Greatly exceeds requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort.
- B= GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort.
- C= AVERAGE. Meets the requirements in every respect, but does not exceed requirements.
- D= BELOW AVERAGE. Meets some requirements but needs improvement in others.
- F= POOR. Needs improvement in most or all requirements.

### Final Grade

To calculate your final grade, add up the points you have earned for the semester, divide your earned points by the total possible points in the class, and compare your percentage to the following grade scale listed below. The plus/minus system is used in this class. Communication Studies majors and minors must earn at least a “C” grade to pass this course.

A+	100%+	C	73-76%
A	93-99%	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	<b>F</b>	<b>59% and below</b>
C+	77-79%		

Your final grade will be based on the assignments below. All activities are in-person except the Vantage reading and quizzes, which are due the day before class (that is not a holiday) at 9:30 am as described in the course schedule. The grading breakdown is as follows:



<u>Assignment/Percentage</u>	<u>Point Value</u>
<b>Vantage Inclusive Access (24%)--will drop one</b> Vantage Chapter Quizzes	240 points (12 @ 20 pts each)
<b>In-Class Activities (6%) --lecture days (will drop one)</b>	60 points (12 @ 5 pts each)
<b>Team Engagement (30%)--only one total can be made up (300 points total)</b>	
Discussion (18%)	180 points (6 @ 30 pts each)
Feedback (12%)	120 points (3 @ 40 pts each)
<b>Experiential Learning/Comm Lab Reflection (10%)</b>	100 points
<b>Exams (30%)</b>	
Unit 1 Exam	100 points
Unit 2 Exam	100 points
Unit 3 Final Exam ( <b>not</b> comprehensive)	100 points
<b>TOTAL</b>	<b>1000 points</b>

## Assignments

### 1. Vantage Inclusive Access Chapter Quizzes (Total = 240 points, 24%)—will drop one

Vantage Inclusive Access is an e-learning tool developed by the publishers of your Sage textbook. It includes your digital textbook and activities to increase your learning, such as Chapter Quizzes (CQs). All of these tools will help you retain knowledge about the material, apply it to real-world situations, and assist you in preparing for your course exams. Each chapter quiz is due at 9:30 am the day before we meet for class (except if the day before class is a holiday, then it will be moved to the previous workday (see your syllabus for due dates). To allow for flexibility for life circumstances, one Chapter Quiz will be dropped from your final grade (leaving a total of 12 CQs). This flexibility will allow for a week when you are busy, you forget to complete your assignment, and/or you didn't do well on the quiz. Each chapter ends with a chapter quiz to check your learning for each chapter. Each chapter quiz is worth 20 points and will have a total of 15 questions. You will have 2 attempts to complete each chapter quiz and your best score out of the 2 attempts will be reflected in your gradebook. Your CQs will be worth approximately 24% of your overall grade.

**2. In-Class Activities (ICA) (Total = 60 points, 6%, 12 @ 5 points each – will drop one).** For most chapters in the book, we will have a lecture day and a team discussion day. On most lecture days, we will highlight important information from the chapter and complete an in-class activity. In-class activities must be completed in class. For university approved absences with documentation (e.g., athletic events, illnesses), you may make up in-class activities. In addition, we will drop one in-class activity to allow for flexibility in life's circumstances. If you

miss more than one in-class activity without documentation, please consider the available extra credit opportunities to help make up for the points.

## **2. Team Engagement (Total = 300 points, 30% -- only one total can be made up)**

If you need to miss class, please let Hayley and me know as soon as possible. *Because of the nature of interpersonal communication, should you miss an engagement assignment, you are able to make up a maximum of one activity (exception with documentation: for university-approved reasons (athletics schedules, etc.), please see me ahead of time to work out a solution).* If you miss more than one engagement assignment, please consider the available extra credit opportunities to help make up for the points.

**2a. Team Discussion (180 points = 6 @ 30 points).** Regular engagement (preparation and participation) is necessary for success in this course. We will have certain in-class activities, in which engagement will be necessary to earn points. Because this is an interpersonal communication course, you will be assigned to a “semester team”, in which you will work for the entirety of the semester. Students have overwhelmingly liked these teams in order to facilitate community within a large class and to give you a chance to practice and apply the interpersonal communication skills and theories that we are learning.

**2b. Team Communication Feedback (120 points = 3 @ 40 points).** Near the end of each unit, I will give you time during application days to complete a discussion evaluation both of your team as a whole and for each member of your team. We are looking for quality participation (quality over quantity) from each team member and respect for each team member even when you disagree with topics. As this is an interpersonal communication course, we are also practicing interpersonal conflict management skills. Should you need me to speak with your team or an individual team member, please let me know. Otherwise, I will assume your team is working well.

## **3. Communication Experiential Learning Reflection Paper (Visit to the Communication Lab) (100 points, 10%)**

This paper will provide an opportunity for you to reflect upon your experience with a partner from your course team while visiting the Communication Lab. In addition to reflecting on your experience there, you will also synthesize that experience with applicable course material. This 2–3-page double-spaced written reflection should demonstrate your thoughtful and critical engagement with that unit’s readings/podcasts by interacting with the ideas in the class that we have covered in class so far. Your paper will be due at the end of the unit during which you visited the Communication Lab (see syllabus schedule for unit due dates). If you cannot find a time to visit the Communication Lab, I would like you to suggest possible alternative assignments, that will allow you to practice what you are learning. We will then negotiate an appropriate topic/due date. *Assignment sheet to follow in Unit 2.*

## **4. Exams (Total 300 points, 30%)**

Each of the three exams will cover material in one unit and will consist of multiple choice, short answer, and essay questions. Exams will be delivered via Canvas and will be open book/note. You will have one hour to take the exam, which means to do well, you will want to study and be prepared. To allow for flexibility in taking the exams, each exam will be open for 48 hours (see the syllabus for dates/times of exams).

## 5. Extra Credit Opportunities

Three forms of extra credit are automatically built into the course:

(1) **Research opportunities** offered to everyone throughout the course. See [Participate in Research Studies](#) on the UNL Communication Studies webpage.

(2) **An event (can be virtual) that you attend where interpersonal communication** is prominent in some way and you will analyze the event in a 2-pg paper (5 points each) while synthesizing our course concepts with your thoughts (1 paper per unit will be accepted for a total of 3 extra credit analysis papers [for a total of 15 extra credit points] allowed; however, they must be completed at the end of each unit, not at the end of the course); *see due dates on syllabus*.

(3) **Finding any of my mistakes** that I make on course materials, including emails (0.25 points to the first person who notifies me of the mistake). When you help me find my mistakes, you help me make my communication with you clearer, which is one of my goals as an instructor. If the mistake is small, like a typo, please email me to inform me of the mistake. If the mistake affects your understanding of an assignment (e.g., wrong due date, etc.), please let me know immediately even if during lecture as other students will likely have the same concerns.

***I want you to strive to create original, powerful, insightful pieces of writing/translation that uniquely reflect your interests and concerns. One way to do this is to start early, notify me to ask any questions, and to create multiple drafts within the writing/presentation creation process.***

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I hope that in this year to come, you make mistakes.  
Because if you are making mistakes, then you are  
making new things, trying new things, learning, living,  
pushing yourself, changing yourself, changing your  
world. You're doing things you've never done before,  
and more importantly, you're doing something.

Neil Gaiman

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# Tentative Course Schedule

All readings/podcasts should be completed before class on the day a reading is due.

Assignments subject to change.

\*Indicates Materials on Canvas

Week	Date	Content	**Readings	Assignment Due
<b>Unit 1: Understanding the Fundamentals of Interpersonal Communication</b>				
1	T 8/22	Introduction to our Course and Canvas		<b>ICA #1</b>
	Th 8/24	Understanding Interpersonal Communication (IPC)	<i>Ch. 1 (Guerrero &amp; McEwan)</i>	<b>Vantage Chapter Quiz (CQ 1) (due <u>Wed, 8/23 at 9:30 am</u>)</b>  <b>ICA #2</b>
2	T 8/29	Performing the Self	<i>Ch. 2 (Guerrero &amp; McEwan)</i>	<b>Vantage CQ 2 (due <u>Mon, 8/28 at 9:30 am</u>)</b>  <b>ICA #3</b>
	Th 8/31	Application Q: How does intrapersonal communication (self-talk) intersect with interpersonal communication?	* <i>Dump Your Inner Drill Sergeant</i> (The Happiness Lab podcast)--Listen to/read script <b>before</b> class	<b>Team Discussion Activity #1 due on Canvas at the end of class</b>
3	T 9/5	First Impressions and Initial Attraction	<i>Ch. 3 (Guerrero &amp; McEwan)</i>	<b>Vantage CQ 3 (due <u>Fri, 9/1 at 9:30 am</u>)</b>  <b>ICA #4</b>
	Th 9/7	Application Q: What are implicit bias, stereotypes, and racism?	* <i>Racism 101</i> (First Name Basis podcast)—Listen <b>before</b> class	<b>Team Discussion Activity #2 due on Canvas at the end of class</b>
4	T 9/12	Communicating Across Cultures	<i>Ch. 4 (Guerrero &amp; McEwan)</i>	<b>Vantage CQ 4 (due <u>Mon, 9/11 at 9:30 am</u>)</b>  <b>ICA #5</b>

	Th 9/14	Application Q: What is codeswitching?	<i>*The Exhausting Work of LGBTQ Code-Switching</i> (article)—read <b>before</b> class	<b>Team Feedback #1 due on Canvas at the end of class</b>
5	T 9/19	<b>**Open Office Hours in Our Classroom—Exam Review</b>	<i>Exam 1 guide posted; Come prepared to ask questions/work in teams</i>	<b>Extra Credit Paper Opportunity #1 due at 5 pm on Canvas</b>
	W 9/20 – F 9/22	<b>Unit 1 Exam (open 48 hours Wed 9:30 am – Fri 9:30 am)</b>		
<b>Unit 2: Practicing Interpersonal Communication Skills in Action</b>				
6	T 9/26	Making and Managing Conversation  <i>Communication Experiential Learning Reflection Paper assigned</i>	<i>Ch. 5 (Guerrero &amp; McEwan)</i>	<b>Vantage CQ 5 Quiz (due <u>Mon, 9/25</u> at 9:30 am)</b>  <b>ICA #6</b>
	Th 9/28	Application Q: Why is supportive listening so hard?	<i>*Presence Required: The Lost Art and Dying Skill of Listening</i> (article)—read <b>before</b> class	<b>Team Discussion Activity #3 due on Canvas at the end of class</b>
7	T 10/3	Expressing and Managing Emotion	<i>Ch. 6 (Guerrero &amp; McEwan)</i>	<b>Vantage CQ 6 (due <u>Mon, 10/2</u> at 9:30 am)</b>  <b>ICA #7</b>
	Th 10/5	Application Q: How important is emotional intelligence within our communication?	<i>*The Power of Emotional Intelligence (TEDx Talk video)—watch video <b>during</b> class</i>	<b>Team Discussion Activity #4 due on Canvas at the end of class</b>
8	T 10/10	Influencing Others	<i>Ch. 7 (Guerrero &amp; McEwan)</i>	<b>Vantage CQ 7 (due <u>Mon, 10/9</u> at 9:30 am)</b>  <b>ICA #8</b>

	Th 10/12	Application Q: What is politically correct language?	*Cancel Culture Pt. 1: Calling Out, Calling In, & Tone Policing (First Name Basis podcast)— Listen <b>before</b> class	<b>Team Feedback #2 due on Canvas at the end of class</b>
9	T 10/17	<b>No class—Fall Break—Enjoy!</b>		
	Th 10/19	**Open Office Hours in our Classroom—Exam Review	Exam 2 guide posted; Come prepared to ask questions/work in teams (or work at home)	<b>Reflection Paper due at 5 pm on Canvas (if you visited the Comm Lab during Unit 2)</b>  <b>Extra Credit Paper Opportunity #2 due at 5 pm on Canvas</b>
10	M 10/23 - W 10/25	<b>Unit 2 Exam (open 48 hours: Mon 9:30 am – Wed 9:30 am)</b>		
<b>Unit 3: Analyzing the Dynamics of Interpersonal Relationships</b>				
	Th 10/26	Initiating and Developing Relationships	Ch. 8 (Guerrero & McEwan)	<b>Vantage CQ 8 (due Wed, 10/25 at 9:30 am)</b>  <b>ICA #9</b>
11	T 10/31	Maintaining Quality Relationships	Ch. 9 (Guerrero & McEwan)	<b>Vantage CQ 9 (due Mon, 10/30 at 9:30 am)</b>  <b>ICA #10</b>
	Th 11/2	Application Q: Why is loneliness increasing?	*A Social Prescription (Hidden Brain podcast)--listen to/read script <b>before</b> class	<b>Team Discussion Activity #5 due on Canvas at the end of class</b>
12	T 11/7	Managing Conflict Communication	Ch. 10 (Guerrero & McEwan)	<b>Vantage CQ 10 (due Mon, 11/6 at 9:30 am)</b>  <b>ICA #11</b>

	Th 11/9	Coping with Transgressions	<i>Ch. 11 (Guerrero &amp; McEwan)</i>	<b><i>Vantage CQ 11 (due Wed, 11/8 at 9:30 am)</i></b>  <b><i>ICA #12</i></b>
13	T 11/14	Ending Relationships	<i>Ch. 12 (Guerrero &amp; McEwan)</i>	<b><i>Vantage CQ 12 (due Mon, 11/13 at 9:30 am)</i></b>
	Th 11/16	<b><i>Out-of-Class Work/Study/Catch-up day (I am attending the National Communication Association Conference in New Orleans)</i></b>		
14	T 11/21	Application Q: How do we know if a relationship is toxic?	<i>*How to know if you're in a toxic friendship (and how to get out of it) (article)— read before class</i>	<b><i>Team Discussion Activity #6 due on Canvas at the end of class</i></b>
	Th 11/23	<b><i>No Class—Thanksgiving—Enjoy!</i></b>		
15	T 11/28	Capstone Chapter	<i>Ch. 13 (Guerrero &amp; McEwan)</i>	<b><i>Vantage CQ 13 (due Mon, 11/27 at 9:30 am)</i></b>  <b><i>ICA #13</i></b>
	Th 11/30	Application Q: So where do we go from here?	<i>Final review guide posted</i>	<b><i>Team Feedback #3 due on Canvas at the end of class</i></b>  <b><i>Reflection Paper due at 5 pm on Canvas (if you visited the Comm Lab during Unit 3)</i></b>  <b><i>Extra Credit Paper Opportunity #3 due at 5 pm on Canvas</i></b>
16	T 12/5	<b><i>**Open Office Hours in Our Classroom—Exam Review</i></b>	<i>Come prepared to ask questions/work in teams (or work at home)</i>	
	Th 12/7	<b><i>*Out-of-Class Study Day—Mental Health Break</i></b>		

<b>FINALS WEEK</b>	T 12/12 – Th 12/14	<b>Unit 3 FINAL EXAM (Not Comprehensive) open 48 hours: Tues 10 am to Thurs 10 am</b>
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## REFERENCES

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Elmore, T. (2017, January 13). *The unintended consequences of multitasking*. Psychology Today.  
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### Week 2

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### Week 3

Bradshaw, J. (2021, January 7). Racism 101 @ First Name Basis podcast. Podcast retrieved from <https://firstnamebasis.libsyn.com/309-racism-101>

### Week 4

Holden, M. (2019, August 12). The exhausting work of LGBTQ code-switching. *Vice*.  
<https://www.vice.com/en/article/evj47w/the-exhausting-work-of-lgbtq-code-switching>

### Week 6

Lucente, K. (2019, March 15). Presence required: The lost art and dying skill of listening. *Forbes*.  
<https://www.forbes.com/sites/forbesagencycouncil/2019/03/15/presence-required-the-lost-art-and-dying-skill-of-listening/?sh=584c715112fd>

### Week 7

Bradberry, T. (2017, August 3). *The power of emotional intelligence* [video]. TEDxUCIrvine  
<https://www.youtube.com/watch?v=auXNnTmhHsk>

### Week 8

Bradshaw, J. (2020, July 20). Cancel culture pt. 1: Calling out, calling in, & tone policing @ First Name Basis podcast. Podcast retrieved from <https://firstnamebasis.libsyn.com/222-cancel-culture-pt-1-calling-out-calling-in-tone-policing>

### Week 11



Vendantem, S. (2020, April 20). A social prescription: Why human connection is crucial to our health @ Hidden Brain podcast. Podcast retrieved from <https://www.npr.org/2020/04/20/838757183/a-social-prescription-why-human-connection-is-crucial-to-our-health>

#### Week 14

*How to know you're in a toxic friendship (and how to get out of it)*. Headspace.  
<https://www.headspace.com/articles/toxic-friendships>

## Appendix A: On-Campus Resources

Please visit this link for all UNL-course-related policies: <http://go.unl.edu/coursepolicies>.

### Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodation, I request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodation so they can be implemented in a timely manner. SSD is located in 117 Louise Pound Hall and can be reached at 402-472-3787.

### Emergency Procedures

Stay connected by registering for safety alerts on the UNL Campus at [unlalert.unl.edu](http://unlalert.unl.edu). Call 911 for fire or medical emergencies. UNL Campus Police can be reached at 402-472-2222. Consult the UNL Emergency Preparedness Resources website at [emergency.unl.edu](http://emergency.unl.edu) for measures to be taken in emergency situations.

- 1) **Smoke/fire/gas leak:** Evacuate to nearest exit (do not use elevator), pull fire alarm, grab belongings if near, re-enter only when directed.
- 2) **Tornado:** Seek shelter in lowest level interior space (without windows), get low, cover back of head, monitor news, and stay until warning expires
- 3) **Shooting/Violence: Run, Hide, Fight.** *Run* if you know where danger is and it's safe to go; *Hide* if unsafe to escape in a secure place and turn off lights/barricade doors; *Fight* if run/hide are not options and fight as if your life depends on it.

### Title IX

Any unwanted conduct of a sexual nature, whether verbal, physical, written, or pictorial, which has the purpose or effect of creating a hostile environment for the person subjected to the conduct, or any solicitation of sexual conduct of any nature when submission to or rejection of such contact is used as the basis for either implicitly or explicitly imposing favorable or adverse terms and conditions of academic standing constitutes sexual harassment and will not be condoned or tolerated. Moreover, sexual misconduct including stalking, dating or domestic violence and sexual assault is prohibited.

Appropriate corrective action will be taken toward any student or employee who is found to have violated UNL's non-discrimination, sexual harassment and/or sexual misconduct policies. Further, UNL commits itself toward the assurance of non-retaliation toward any person who reports harassment, sexual misconduct or discrimination or who participates in an investigation of such conduct.

If you suspect or experience discrimination, sexual harassment, or retaliation toward yourself or others, please keep records or other evidence of specifics and report the conduct. If you do not feel

comfortable telling a person to stop inappropriate behavior, or if the behavior does not cease once you have made the request that it do so, you may seek assistance from an administrator, professor or counselor. Persons designated by the University as Responsible Employees are required to report sexual discrimination, harassment and misconduct reported to them. Other employees are encouraged to provide assistance and/or reports.

Detailed information about support and resources, and how to report an incident of sexual discrimination, harassment or misconduct, is available on the Institutional Equity and Compliance Title IX website. You can contact the office directly at 402-472-3417.

### Wellbeing Resources

- 1) ***Counseling and Psychological Services***, UNL offers a variety of options to students to aid them in dealing with stress and adversity.
  1. ***Counseling and Psychological & Services (CAPS)***; is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450.
  2. ***Big Red Resilience & Well-Being (BRRWB)*** provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.
- 2) ***The Couple and Family Clinic***, Phone: 402-472-5035, Hours: By appointment Monday-Saturday, University of Nebraska-Lincoln, 35th Street & East Campus Loop
- 3) ***Counseling & School Psychology Clinic (CSPC)***, Offering affordable, confidential counseling for students and community members, Phone: 402-472-1152, Hours: Call to schedule appointments, University of Nebraska-Lincoln, 49 Teachers College Hall
- 4) ***Psychological Consultation Center (PCC)***, Phone: 402-472-2351, University of Nebraska-Lincoln, 325 Burnett Hall
- 5) ***Women's Center Counseling***, Open to all genders/sexes, Phone: 402-472-2598, University of Nebraska-Lincoln, 340 Nebraska Union
- 6) ***If you are experiencing a mental health crisis: Help is available 24/7.*** Have you experienced a personal, psychological or physical trauma recently? Has your level of distress increased significantly? Has someone asked you to come to CAPS or another mental health resource? Are you having thoughts, or have you made a plan to hurt yourself or others? Has a friend, intimate partner or family member hurt you physically or emotionally?
  - a) ***University Health Center***: Call 402-472-5000 M-F 8 am – 4:45 pm (follow the prompts after hours for assistance)
  - b) ***CAPS***: Call 402-472-7450 to speak to an on-call therapist.
  - c) ***CenterPointe***: 24-hour crisis line: 402-475-6695
  - d) ***Nebraska Suicide and Crisis Lifeline***: 988
  - e) ***National Suicide Prevention Lifeline***: 1-800-273-TALK (8255). 24-hour, toll free, confidential suicide prevention hotline available to anyone in emotional distress
  - f) ***University of Nebraska-Lincoln Police***: 402-472-2222

- 7) [Center for Advocacy, Response & Education](#) – supportive resource for victims/survivors of interpersonal violence and other crimes. (402) 472-3553
- 8) [Help finding campus resources](#) – from help with your NCard and Husker Hub to career services and campus recreation.
- 9) [Husker Pantry](#) – help with food and shelter for students at UNL and nationwide. Located on the 1<sup>st</sup> floor of the University Health Center (room 123), it is a one-stop shop to help students thrive at UNL.
- 10) [Well-being Coaches](#) – student volunteers who help students thrive and create the life they want to live now and in the future.
- 11) [Diversity & Inclusion Resources](#) – includes 17+ resources to help students thrive in their identities while also learning about others' identities. Resources include the Academic Success and Intercultural Services (OASIS) and Jackie Gaughn Multicultural Center to LGBTQA+ Resource Center and Association of Campus Religious Workers.
  - Information about DACA (Deferred Action for Childhood Arrivals) and support for undocumented/DACA students: <https://nebraska.edu/-/media/unca/docs/daca/daca-faq-rev-2017-09-18.pdf>

## Academic Well-Being Resources

### Writing Center

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft. You can sign up any time for a virtual or in-person appointment (Andrews 102) by visiting [unl.mywconline.com](http://unl.mywconline.com). For more information about the Writing Center, please visit <https://www.unl.edu/writing/>.

### Academic Support Services

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See <https://success.unl.edu/> for schedules and more information.