MISSION OF THE DEPARTMENT OF COMMUNICATION STUDIES

The role and mission of the faculty and students of the Department of Communication Studies are to examine human symbolic activity as it shapes and is shaped by relationships, institutions, and societies. This work concerns the creation, analysis, and critique of messages. The department's research, teaching, and service devote particular attention to understanding the ways in which communication erodes and sustains collaboration within and among local, national, and global communities.

COURSE DESCRIPTION

The research, theory, and practice of interpersonal communication represents a very vibrant area of our discipline. Communication Studies scholars are part of the core of the interdisciplinary study of personal relationships. This semester we will study multiple theoretical, conceptual, and methodological approaches to understanding communication in personal relationships. Interpersonal communication forms the foundation of our personal and professional lives. How we choose to communicate and relate with the others around us are among the most important choices we make. This is a graduate-level course for those wishing to study interpersonal communication theory and research in an advanced way.

We will cover historical roots to current approaches in the development and study of interpersonal communication. We will focus on the blend of research, theory, and applications important to understanding and practicing effective interpersonal communication in our various relationships. Our goal is to expand our repertoire of communicative choices. We will accomplish our course goals by reading current and classic works, attending class sessions, applying materials to communication behaviors outside of the classroom and through case studies, participating in class discussions, and experiencing research opportunities.

EXPECTATIONS OF CLASS MEMBERS

Attendance & Contribution: Leland Griffin said that knowledge + experience = learning, recognizing learning as active, rather than passive. Especially in a graduate course, we are all teachers and learners together. Therefore, your thorough and thoughtful preparation, presence, and active, meaningful participation are expected and are central to your own learning and that of your class colleagues as well. Class members are expected to be in attendance for all class sessions and to attend entire class sessions. Inform the professor if you are not going to be in class, will be late etc.

It is important that members are prepared for class by completing all readings, making effective notes, thoughtfully integrating the material, and are prepared to discuss and work with the reading material in class. While I don’t expect you to memorize every detail in a reading, I do expect that you come with very a good working knowledge and some notes from your reading. Please bring questions about the readings, notes about points of disagreement, links with other readings you are doing.
Excellent attendance and meaningful class participation are expected and are part of the final evaluation if your work in the class.

**Perspectives.** We may be exposed to perspectives different than our own in our readings, class experiences, or from what class members discuss in the class. Class members are asked to treat respectfully the opinions and experiences of others in the class. One does not need to agree with someone to treat them respectfully.

**Completion of work.** Assignments are due at the time and date assigned. This policy is enforced in fairness to all class members. If you have an emergency, of course keep me posted. Deductions are taken for late work (10% per 24 hours late, weekends included), except in extreme circumstances and when arrangements are made prior to due dates. All work is to be submitted electronically. Computer, email, printer, or transportation problems do not constitute an excuse for late or incomplete work. Class members must complete all assignments and exams to pass this course. Class members are encouraged to keep a copy of all work handed in and to make regular backups of computer files and disks.

**Technology.** It has become necessary to articulate policy on technology use for graduate students. Students are welcome to use laptop computers in class to take notes for our class. Any other uses of a computer (other work, email, internet sites, etc.) takes away from the academic atmosphere (and colleagues do notice and do tell me) and is prohibited. If you cannot abide by this policy, take notes with paper and pen. Turn off ringers on mobile phones and do not check them or text message during class. If you are expecting an emergency call, please let me know in advance. I think it is fine to keep phones reachable in case there is an emergency in or around the classroom. If you wish to use recording devices in class, please talk this over with me in advance.

**Accommodations.** The professor has a long scholarly and personal commitment to issues surrounding disability. Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

**Incomplete**s are rarely given and must be negotiated before the end of the semester.

**Pass-Fail:** Class members taking the course Pass/Fail must earn a grade of 80% or better to receive credit.

**ASSIGNMENTS & EXAMS**

**In-class essays:** Over the course of the semester, there will be periodic brief in-class essays given at the beginning of the class session. These essays are an opportunity for students to check their level of reading comprehension and demonstrate a working knowledge of the assigned readings for that class period. Most will be closed book, although some may be open book or partially open book. There will be a practice in-class essay to start on Week #2. We will drop the lowest essay score, in case a student does not fare well, is ill, or is absent. There are no make-up in-class essays, as class members are able to drop the lowest score.

**Exams:** There will be two essay exams covering class discussions and readings, partly open book and notes. You will receive a detailed review list.

**Article Explication:** Each Ph.D. Student will highlight one of the extra readings (IFC students will do two studies) that doctoral students are doing each week and present that study to the class.

**Semester Project:** To help class members meet their goals in this course, four options for the format of the project are offered. A complete description of the projects will be provided. Each project will consist of two related papers. These papers are designed to help to develop and hone research and writing skills as well as learn about the specific topic and content.

**Theory and Paradigm:** I will set up some meetings earlier in the semester with communication doctoral students. We will do some extra readings in theory and paradigms and will meet to discuss them (others welcome to attend).

**Style Manual.** All written work is to be formatted conforming strictly to the American Psychological Association 6th ed. style. (or a style manual from another discipline- talk with the professor). I am very serious about this. APA manuals are available in the bookstore (comm. doctoral students should own one) and there are good websites for general issues, e.g.:
I am very serious about conformity to APA for graduate students.

**Evaluation** is based on this general breakdown:

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<thead>
<tr>
<th>Masters Students</th>
<th>Doctoral Students</th>
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<tr>
<td>In-class essays</td>
<td>15%</td>
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<tr>
<td>Exams</td>
<td>35%</td>
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<tr>
<td>Semester Project</td>
<td>35%</td>
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<tr>
<td>Contribution</td>
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**ACADEMIC INTEGRITY**

Violations of academic integrity are serious and will result in automatic failure of the class, and referral to the proper university officials. The work a student submits is expected to be the student's own work and must be work completed for that particular class and assignment. Students wishing to build on an old project or work on a similar topic in two classes must discuss this with both professors. If starting with work done by a group, students must have permission of those group members to use that work. Academic dishonesty includes: handing in another's work or part of another's work as your own, turning in one of your old papers for a current class, turning in the same or similar past or current paper for two different classes, presenting a group project as your work solely, purchasing or otherwise obtaining research or papers written by another and turning that work in as your own. Using unauthorized notes, books, flash drives, phones, the internet, or other study aids, or otherwise obtaining another's answers for an examination also represents a breach of academic integrity. Sanctions are applied whether the violation was intentional or not. You must keep all your original data for projects (i.e. articles read, questionnaires, interview audio tapes) and be prepared to present them to the professor when asked.

Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This includes your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a paper. Students who are unfamiliar with how to cite sources should purchase a style manual such as APA (American Psychological Association). Claiming lack of knowledge about standards for writing and attribution is not an acceptable excuse.

I appreciate the perspective Dr. Stephen Cooper of Marshall University articulates on plagiarism: “Don't do it. Plagiarism is a fool's shortcut. Not only do you cheat yourself of the opportunity to learn and grow, but also you expose yourself to severe academic penalties. Plagiarism is dishonest. In the I Ching there is a saying that sincerity inspires respect. Earn your self-respect through your own efforts.”

I will add that I believe strongly that academic dishonesty hurts us all. It makes a mockery of what we are all doing here together. The penalty is severe and it will hurt you now and in the future and this professor will pursue academic dishonesty vigorously and all violations will be reported to the university as well. Please do not do it. No one wants to see you have these kinds of problems with your work, so please start tasks early and seek help when you need it. Come to a faculty member for help if you are at all unsure about any of these issues or seek help at the UNL Writing Assistance Center: 472-8803, Andrews Hall 129.