

COM 1101: Intro to Interpersonal Communication  
Term 2011  
Assistant Professor Shannon Scott  
M, W, F 11- 12:20  
Demary Hall 353

Office:  
Phone:  
Email:  
Office Hours:

**Mission:**

Seattle Pacific University seeks to change the world and engage the culture by graduating students of competence and character, cultivating people of wisdom, and modeling a 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.

**Objectives: By the end of the course students should be able to:**

**Graduating students of competence**

- Describe the different types of communication modes

**Graduating students of character**

- Communicate in a way that envisions a better world to others.

**Cultivating People of Wisdom**

- Articulate contexts where self-expression and disclosure is appropriate

**Modeling a grace filled community**

- Demonstrate the ability to listen and engage with people whose culture is different from one's own.

**Comment [mdd1]:** Add any specific departmental or school language if you have a school or department mission

**Comment [mdd2]:** Directly from catalogue

**Comment [mdd3]:** These should be outcome oriented something that you could assess – use verbs!  
•Describe . . .  
•Analyze . . . .  
•Evaluate . . . .  
•Synthesize . . . .

**Required Resources:**

Campolo, A., & Darling, M. A. (2010). *Connecting like Jesus: Practices for healing, teaching, and preaching*. San Francisco, Calif: Jossey-Bass.

**Comment [mdd4]:** Not just books anymore!

Trenholm, S. (2007). *Thinking through communication: An Introduction to the study of human communication*. 5<sup>th</sup> Edition: NY: Allyn & Bacon.

**Comment [mdd5]:** Think about how you will weave the Christian story into your course

**Recommended Resources:****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 read the material, 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 and participating – you will indeed miss something, we will all miss something, if you do not attend class.

**Comment [mdd6]:** Put the citation in the type of bibliography that you would want them to use MLA; APA etc.

**Comment [mdd7]:** Be careful about including these. Writing tips?? Something to watch on YouTube??? Make sure that it is something that you think they might actually use – don't include material just to show how knowledgeable you are.

**Eat before coming to class:** Eating during class time is often smelly and disruptive to me and others so I do not allow more than non-fragrant snacks and drinks in the classroom.

**Comment [mdd8]:** Be clear on your attendance policy here.

The US Department of Education defines one course credit as 1 hour in class lecture or other class activities with 2 additional hours associated with class preparation / studying. 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.

You are welcome to bring your laptop to class to use as a learning tool. Put your phone away. No texting during class. When you switch between note taking and facebook you are causing a distraction to others around you. Likewise texting during class can also be distracting 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 community.

**Comment [mdd9]:** Be clear on what your policy is.

If you have a question, please come to my office hours. If your question is time sensitive, you can e-mail me but only if you can demonstrate that you first tried to get the answer or solve your issue on your own.

### Learning Objectives and Assessment

Learning Objectives	Quizzes	Mid-term	Presentation 1	Group Presentation	Participation
Describe the different types of communication modes	X	X			
Communicate in a way that envisions a better world to others.			X		
Articulate contexts where self-expression and disclosure is appropriate		X			
Demonstrate the ability to listen and engage with people whose culture is different from one's own.				X	X

### Grading Rubric

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

- 1) **Quizzes 30%**
- 2) **Mid-term 30%**
- 3) **Presentation 1 15%**
- 4) **Group Presentation 20%**
- 5) **Participation in community (5%)**

**Comment [mdd10]:** Stay away from complex point systems – make it simple. Note that the percentage lets them think about its importance to the course.

**Comment [mdd11]:** Notice in this mock syllabus that I have no final. I use the quizzes and mid-term to check on knowledge and the presentations to check in how they use the material.

**Policy Notes:**

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.
  
- 1) **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 send an e-mail to me 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.
  
- 2) **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 50% of the course requirements. You must initiate this request for an incomplete grade no later than the 10<sup>th</sup> 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."
  
- 3) **Disability statement:** In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with specific disabilities that qualifies for academic accommodations should contact Disabled Student Services (DSS) in the Center for Learning. DSS in turn will send a Disability Verification Letter to the course instructor indicating what accommodations have been approved.

**Comment [mdd12]:** Check with your Dept and deans as there may be others that you need to include

**Comment [mdd13]:** You are not required to give an incomplete – this is totally up to you

**Comment [mdd14]:** This is up to you. You can put this at whatever percentage you wish

- 4) \*Emergency procedure: Note the emergency procedures posted in the classroom or laboratory, and note the emergency exits. In case of an emergency (fire, earthquake, hazardous material spillage, bomb threat, etc.), the class will evacuate the building and gather in the [emergency meeting spots for each campus building can be located at [http://www.spu.edu/info/emergency/AppendixC\\_Jan06.pdf](http://www.spu.edu/info/emergency/AppendixC_Jan06.pdf) .] Please try to stay together so that we can check that everyone has made it safely out of the building.
- 5) \* Course Evaluation: I hope that you will participate in an online evaluation of this course and its instructor in a thoughtful and constructive manner. The evaluation data is used to make improvements in the course, and your feedback is considered when selecting textbooks, designing teaching methods and preparing assignments. Courses are evaluated using the Banner Course Evaluation System. All answers 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 final grades are submitted to the University.
- 6) \*Inclement Weather: The University maintains an Emergency Closure Hotline (206-281-2800). In the event of inclement weather or an emergency that might close the university, please call the Hotline for the most up-to-date closure information or check the SPU website. Both will be updated before 6:00 a.m. Information on evening classes, events, and athletic games will also be updated.
- 7) Due dates are firm; exceptions will be made only for dire illness or emergencies, not poor planning or lots of work.
- 8) Late work will be lowered one grade (from A to A-) for each 24-hour period, including weekends.

The key outcomes and goals of this course are reflected in the University Handbook. In addition, this syllabus is a robust schedule of the course sessions – However, changes to the schedule, readings and assignments may be modified over the course of the quarter.

Date:                      Expectations and assignments:

April 5                      Trenholm ch. 1  
Campolo ch.1-2

April 12                     Trenholm ch. 2  
First quiz

**Comment [mdd15]:** Include a list of days that the class will meet, the topics to be covered, and any major assignments that will be due. Try to stick to these dates as much as possible, with obvious latitude when it comes to snow days, instructor illness, etc.