INSTRUCTOR

Dr. Alan Mikkelson
Office: Lindaman 104
Hours: MWF 9:20-10:20; 11:30-12:30

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TEACHING ASSISTANT

Ms. Suzanne Goodale
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OBJECTIVES

This course is designed to teach you about the fundamentals of interpersonal communication. Since this is a skills-based course, you will not only learn about interpersonal communication, but you will also learn how to apply the concepts. By completing this class, you should have a better comprehension and appreciation of how we use communication to develop, manage, and sometimes end our interpersonal relationships. By understanding and applying the concepts, I hope that you will discover insight into your personal relationships, see how exciting interpersonal communication is, and that you will become a more competent communicator.

TEXT

ORAL COMMUNICATION GENERAL EDUCATION OBJECTIVES

Courses in Oral Communication equip students to create, organize, and share and receive clear oral messages. Upon completion, students should be able to:

- create, organize, and share clear messages with the ability to adapt to situational needs,
- interpret, decode, and respond successfully to messages,
- create civic communication that is respectful, weighs ethical obligations and constraints, and manages conflict effectively.

DEPARTMENTAL GOALS

Demonstrate interpersonal skills required to excel in relational, cultural, and technological contexts.
Students will be able to accurately analyze interpersonal communication situations, and to make appropriate communication decisions based on those assessments. Students will demonstrate appropriate skills in human perception, verbal and nonverbal communication, listening, self-presentation, conflict management, and relationship development.

Demonstrate critical thinking skills required to excel in the intellectual, professional and personal dimensions of life.
Students will be able to apply higher level thinking skills to human communication situations. Higher level thinking skills include: application of communication principles in the classroom and beyond; analysis of the parts, organization, arrangement, relationships and principles of communication; synthesis of parts of communication to produce unique communication messages; and evaluation of communication by making appropriate quantitative and/or qualitative judgments of communication; practice defining, resolving and defending sound ethical decisions.

POLICIES AND PROCEDURES

Deadlines: All assignments should be handed in during the class period in which they are due. Papers that are turned in after the class period in which they are due, will receive a 50% grade reduction. Students turning in late work will have until the next class period in which to receive half-credit for their work (i.e. if a paper was due on Wednesday, you have until the end of class the next Wednesday to turn it in for half-credit). After this period, late work will not be accepted. Daily assignments will not be accepted late because their content is relevant to the class period in which they are due.

Attendance/Participation: Attending class faithfully is essential to a beneficial learning experience as well as your grade. Being that this is an interpersonal communication class, it requires active participation. If you are absent on any day, you will miss announcements, lecture, discussion, activities, and/or video materials that promote greater understanding of interpersonal communication and that might appear in future course assignments. Exams must be taken at the scheduled time. Those who need to miss class to represent the university should notify me in advance of the event. If other extenuating circumstances exist you will need to contact me before your absence so accommodations can be made. Finally, tardiness is highly discouraged as it is a personal "pet peeve" and is disruptive to the class.
Quantity of Time for Class Preparation: The time spent in class preparation may be just as important as the time in class itself, and each course is a valuable part of your education. Therefore, expect to average between 6 and 9 hours each week in class preparation time for each three-credit course. The syllabus outlines due dates for readings, assignments, and tests. Please schedule your preparation time anticipating that items for this class may come due at the same time as items for other classes, both in and out of your major. The quantity of time spent preparing for each class generally correlates to the final grade earned.

Format of Written Work: Except when otherwise indicated, I would like your written assignments to be neatly typed. Computer related excuses are not accepted so plan ahead.

Academic Integrity: In your exams and assignments I expect the ideas you express to be your own. Please note that I take extremely seriously the university's policy on the need for academic honesty in all your work. I refer you to the Whitworth Catalog, and the current Student Handbook, where guidelines on plagiarism and other forms of academic dishonesty are spelled out. Any form of dishonesty in an assignment will lead to a zero on the assignment, and I reserve the right to give a grade of F for the course as well. In addition, instances of plagiarism are reported to the associate provost of instruction.

Cell Phones: During class you are required to turn off your cell phone, keep it in your bag, and out of sight. If you have an emergency situation that requires you to answer your phone, please notify me at the beginning of the class.

Assistance: Students needing extra help with concepts, papers, or other material can attend my office hours or email me. Students are encouraged to seek out additional help with their writing at the Writing Center located in room 242 in Cowles Library.

Accommodations (ADA/504): Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive.

Contact Information
Katie McCray, Coordinator for Educational Support Services
Phone: 509.777.3380
Email: kmccray@whitworth.edu

Title IX: Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.
Contact Information
Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students
Phone: 509.777.4536
Email: titleixcoordinator@whitworth.edu
Counseling Center: 509-777-3259; Schumacher Hall.
Campus Ministries: 509-777-4345; Seeley G. Mudd Chapel

Non-Discrimination: Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

Fair and Equal Treatment: Whitworth University professors strive to treat all students fairly and equally, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, bkiener@whitworth.edu.

Safety: Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom.

Consideration: The overall atmosphere in the class should be that of respect-for-yourself and everyone in the class, including me. Due to the nature of interpersonal communication this class includes the disclosure of sensitive material and the opportunity to reveal personal information. Please do not take our conversations outside the classroom. My goal for our class is to create an environment where everyone feels comfortable expressing their thoughts, feelings, and experiences.

Grading Policy: It will help you to understand your grades and your evaluation on tests and papers to remember that an “A” is not average, a “C” is. A “C” means that you have simply met the minimum requirements for a particular assignment. In other words, if you only do everything that I require you to do, you are doing “C” work.
ASSIGNMENTS

Readings: Readings will provide essential information for in-class discussions, papers, and tests; please do the reading for each class period.

Participation: Students will receive credit for actively participating in activities and discussions during class time.
• Your overall Assignments/Participation grade includes three aspects: completion of short written assignments, active and thoughtful participation in class activities and discussions, and the considerate treatment of others in the classroom. I reserve the right to subtract participation points from students who are disruptive and disrespectful of others in the class.

Assignments: Short written assignments will vary in nature and will occur both in and outside of scheduled class time.
Assignments will be given one of three grades: check, check plus, or check minus.
• Check indicates satisfactory completion of an assignment. This includes answering all parts of the question with a complete, organized, knowledgeable, and thoughtful response with minimal proofreading errors. A check earns full credit for the assignment.
• A check plus indicates an answer that goes above and beyond the requirements of an assignment and indicates a response that is particularly well written and insightful. A check plus also earns full credit for the assignment (not extra credit).
• Check minus indicates insufficient or incomplete work. Typically, when students receive a check minus it is because they haven’t answered all parts of the question or answered them completely. A check minus earns partial credit for the assignment.

Exams: There will be three exams. Exams are NOT cumulative and will include multiple choice, short answer, and short essay questions. Each exam is worth 90 points and will cover material presented in the text and during class lectures, exercises, and discussions.

Exam Review Questions: Prior to each exam, you will write five exam questions. Your exact questions may or may not appear on the exam, but this exercise will help you to review and will help me to get an idea of the kind of content you feel should be covered on the exam. Each set of exam review questions is worth 10 points and should cover the material presented in that unit. Your five questions should:
• Be multiple choice questions.
• Have exactly four possible (and plausible) options.
• Be application questions. Application questions usually involve some type of situation or dialogue.
• Not include options such as “none of the above,” “all of the above,” “A but not B,” or “all except one of the above.”
• Not include questions about specific dates or authors, unless I ask you to make note of them during the lecture.
• QUESTIONS MUST BE LEGITIMATE QUESTIONS MEANING THEY MUST BE WELL THOUGHT-OUT AND HAVE REASONABLE ANSWERS.
## COURSE SCHEDULE (TENTATIVE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments (due that day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/6</td>
<td>Introduction to Communication</td>
<td></td>
</tr>
<tr>
<td>9/13</td>
<td>Principles of Interpersonal Communication</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>9/20</td>
<td>Self-Concept</td>
<td>Ch. 3 (66-85)</td>
</tr>
<tr>
<td>9/27</td>
<td>Perception</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>10/4</td>
<td>Exam #1/Listening</td>
<td>Exam Review Questions</td>
</tr>
<tr>
<td>10/11</td>
<td>Listening/ Verbal Communication</td>
<td>Ch. 7 and Ch. 5</td>
</tr>
<tr>
<td>10/18</td>
<td>Verbal/ Self-Disclosure</td>
<td>Ch. 3 (85-103)</td>
</tr>
<tr>
<td>10/25</td>
<td>Nonverbal Communication</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>11/1</td>
<td>Exam #2/Attraction</td>
<td>Exam Review Questions</td>
</tr>
<tr>
<td>11/8</td>
<td>Understanding Relationships</td>
<td>Ch. 9 (280-306)</td>
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<tr>
<td>11/15</td>
<td>Relationship Development</td>
<td>Ch. 12 (384-391 and 402-409)</td>
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<tr>
<td>11/22</td>
<td>Thanksgiving Break – No Class</td>
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<tr>
<td>11/29</td>
<td>Conflict/Work</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>12/6</td>
<td>Family/Sex and Gender Differences</td>
<td>Ch. 12 (391-402)</td>
</tr>
<tr>
<td>12/15</td>
<td>Exam #3 - 1:00-3:00</td>
<td>Exam Review Questions</td>
</tr>
</tbody>
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## GRADING

Your final grade in Speech Communication 113 will be based on the following distribution. A total of 400 points is possible. Your final grade will be determined by your total points accumulated, according to the scale below.

### USE THIS CHART TO KEEP TRACK OF YOUR GRADE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam1</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Exam2</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Exam3</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Exam Review Questions (3 sets@10pts ea.)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Assignments/Participation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>

A = 400 - 373; A- = 372 - 360; B+ = 359-347; B = 346 - 333; B- = 332 – 320; C+ = 319 - 307; C = 306 - 293; C- = 292 - 280; D+ = 279 - 267; D = 266 - 253; D- = 252 - 240; F < 240

Once again, I am available during my office hours and also by appointment. Please feel free to stop by and ask questions about assignments or ideas discussed in class.