

University of North Texas at Dallas
Fall 2017
SYLLABUS

COMM 2200.001: Introduction to Interpersonal Communication 3 HRS			
Department of	Languages and Communication	School of	Liberal Arts and Sciences
Instructor Name:	Sara J. Holmes		
Office Location:	DAL 1 301B		
Office Phone:	972.338.1820		
Email Address:	Sara.Holmes@untdallas.edu		
Office Hours:	MTWTh 9:00 – 10:00 am; M 1:00 – 4:00 pm; W 2:00 – 4:00 pm; TTh 1:00 – 2:30 pm; and by appointment		
Course Format/Structure:	100% Face to Face only.		
Classroom Location:	DAL 1 308		
Class Meeting Days & Times:	TR 10:00 – 11:20 am		
Course Catalog Description:	This course is designed to help students better understand interpersonal communication situations and improve how they manage these interactions. The course examines major communication theories, issues, concepts, and research findings relevant to initiating, developing, maintaining, and terminating relationships (including romantic relationships, family relationships, friendships, and co-worker relationships).		
Prerequisites:	None.		
Co-requisites:	None.		
Required Text:	<ul style="list-style-type: none"> • Wood, J. T. (2016). <i>Interpersonal communication: Everyday encounters</i>, 8th ed. Boston: Cengage. (ISBN: 978-1-285-44583-0) • Ajayi, L. (2016). <i>I'm judging you: The do-better manual</i>. New York: Henry Holt and Company. (ISBN: 978-1-62779-606-4) • Readings posted on Blackboard • American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i>, (6th ed.). Washington, D.C.: American Psychological Association. (ISBN: 978-1-4338-0562-2) • Access to a computer with Microsoft Word and PowerPoint, Adobe Flash, and a printer 		
Recommended Text and References:	<ul style="list-style-type: none"> • OWL Purdue Online Writing Lab at http://owl.english.purdue.edu/owl/resource/560/1/ • Additional handouts/materials may be supplied in class or posted to Blackboard. 		
Access to Learning Resources:	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com		
Course Goals or Overview: The goals of this course are as follows -			
1	To help us better understand interpersonal communication situations, and thus improve the ways we manage them.		
2	To gather and analyze information relevant to an area about which you wish to gain self-knowledge and direction.		
3	To make a plan for self-improvement, and through self-reflection, work to put your plan into action.		

Learning Objectives/Outcomes: At the end of this course, students will be able to:	
1	Understand interpersonal communication practices in everyday life.
2	Gain knowledge of concepts, theories, and research in interpersonal communication.
3	Develop and practice communication skills in a supportive environment.
4	Improve both verbal and nonverbal communication skills.
5	Understand various contexts (friendship, family, etc.) in which interpersonal communication occurs.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Dates	Course Content	Assignments/Readings Due
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Week 1

Tuesday, 8/22	Course introduction Set ground rules and guidelines Why study Interpersonal Communication?	
Thursday, 8/24	Introductory Exercise	

Week 2

Tuesday, 8/29	A First Look at Interpersonal Communication Models, Principles, and Communication Competence	Chapter 1
Thursday, 8/31	Syllabus Quiz Communication and Personal Identity The Self; Identity Negotiation/Presentation	Chapter 2 DUE: Syllabus contract

Week 3 – Exam #1 (Ch. 1-3) due 9/10, 11:59 pm

Tuesday, 9/5	Communication and Personal Identity The Mediated Self	Chapter 2
Thursday, 9/7	Perception and Communication Process and Influences	Chapter 3

Week 4

Tuesday, 9/12	Emotions and Communication Emotional Intelligence	Chapter 7
Thursday, 9/14	“Emotional intelligence as a mediator of family communication patterns and reticence.” “The emotional intelligence of managers: Assessing the construct validity of a nonverbal measure of ‘people skills.’”	Keaten & Kelly article Morand article

Week 5

Tuesday, 9/19	Mindful Listening Process, Obstacles, Goals, Effective Listening	Chapter 6
Thursday, 9/21	“The science and sanity of listening.” “‘Listening is an act of love’: Learning listening through StoryCorps.”	Cline article Simmons & Tenzek article

Week 6 – Identity Paper due in Blackboard Monday, 9/25, 11:59 pm

Tuesday, 9/26	Identity Paper Presentations	
Thursday, 9/28	Identity Paper Presentations	

Week 7

Tuesday, 10/3	The World of Words The Nature of Language, Speech Communities	Chapter 4
Thursday, 10/5	“How Do Interpersonal Behaviors and Social Categories Affect Language Use?: The Case of Virtual Teams.” “Using abstract language signals power.”	Yilmaz & Peña article Wakslak, Smith, & Han article

Week 8 – Exam #2 (Ch. 4-7) due 10/15, 11:59 pm

Tuesday, 10/10	The World Beyond Words Definitions, Types, and Principles	Chapter 5
Thursday, 10/12	“Nonverbal communication in humans.” “Does sexual orientation have an impact on nonverbal behavior in interpersonal communication?”	Mandal article Knöfler & Imhof article

Week 9

Tuesday, 10/17	Part 1: Life	Ajayi book, Intro, Chapters 1-6
Thursday, 10/19	Part 2: Culture	Ajayi book, Chapters 7-13

Week 10

Tuesday, 10/24	Part 3: Social Media	Ajayi book, Chapters 14-19
Thursday, 10/26	Part 4: Fame	Ajayi book, Chapters 20- Epilogue

Week 11

Tuesday, 10/31	Communication Climate: The Foundation of Personal Relationships Relationship Satisfaction\ and Confirming/Disconfirming Climates	Chapter 8
Thursday, 11/2	“Communicating in the Family: An Examination of the Relationship of Family Communication Climate and Interpersonal Communication Motives.” “Assessing Gibb's Supportive and Defensive Communication Climate: An Examination of Measurement and Construct Validity.”	Barbato, Graham, & Perse article Forward, Czech, & Lee article

Week 12

Tuesday, 11/7	Managing Conflict in Relationships Definitions, Principles, Orientations, and Responses	Chapter 9
Thursday, 11/9	“Positivity and negativity in interparental conflict: Implications for children.” “Conflict, negative emotion, and reports of partners' relationship maintenance in same-sex couples.”	Zemp, Bodenmann, Backes, Sutter-Stickel, & Bradbury article Ogolsky & Gray article

Week 13 – Exam #3 (Ch. 8-9, 12) due 11/19, 11:59 pm

Tuesday, 11/14	Communication in Families Diversity, Communication Patterns in Families and the Family Life Cycle	Chapter 12
Thursday, 11/16	“Sibling antagonism and shared family identity as mediators of differential parental treatment and relational outcomes in the sibling relationship.” “‘You're My Parent but You're Not': Dialectical Tensions in Stepchildren's Perceptions About Communicating with the Nonresidential Parent.”	Phillips & Schrodt article Braithwaite & Baxter article

Week 14

Tuesday, 11/21	Friendships in Our Lives Nature, Development, Pressures, and Growth “The strength of strong ties: Media multiplexity, communication motives, and the maintenance of geographically close friendships.” “Absence—and mediated communication—makes the heart grow fonder: Clarifying the predictors of satisfaction and commitment in long-distance friendships.”	Chapter 10 Miczo, Mariani, & Donahue article Brody article
Thursday, 11/23	No Class – Thanksgiving	

Week 15 – Exam #4 (Ch. 10-11) due 12/3, 11:59 pm

Tuesday, 11/28	Committed Romantic Relationships Dimensions, Development of Romantic Relationships, and Relationship Maintenance	Chapter 11
Thursday, 11/30	“Communication in intercultural marriages: Managing cultural differences and conflicts.” “Attachment and the expression of affection in romantic relationships: The mediating role of romantic love.”	Tili & Barker article Dillow, Goodboy, & Bolkan article

Week 16 – Interpersonal Theory Research Paper due in Blackboard Monday, 12/4, 11:59 pm

Tuesday, 12/5	Interpersonal Theory Presentations	
Thursday, 12/7	Interpersonal Theory Presentations	

Finals Week – Self-Analysis due on the class blog Monday, 12/11, 11:59 pm

Tuesday, 12/12	Oral Presentations of Self-Analysis	10:00 am – 12:00 pm
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Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- Participation and In-Class Exercises (175 points):** Small assignments consisting of in-class exercises, small group exercises, and discussion groups make up your participation grade in this class. We will have a variety of these, as part of an active class. Missing more than a few class meetings is dangerous to your grade. Participation credit is awarded daily and CANNOT be made up, even with an excused absence. You must be in class on the day we complete exercises. Failure to appear in class will result in a participation grade of 0 for the day.
- Syllabus Quiz (25 points):** There will be a syllabus quiz the second week of class.
- Exams (150 points):** Four exams are scheduled throughout the semester. The top three grades will be taken in the final grade calculation. Unless otherwise noted, exams cover material from the book, lectures, in-class discussion, and readings posted on Blackboard. Exams are not cumulative. It is your responsibility to know the material from the chapters and readings for each exam.
- “Teach the Class” Small Group Presentation (200 points):** The goal of this presentation is to work within a small group to teach a full class period lecture, complete with visual aid (PPT) and an in-class exercise about concepts from the course readings. You will be divided into groups and your group will discuss the course material and design an activity to facilitate the learning of your classmates.
 - The group will be graded by the instructor as a whole on the presentation preparation and presentation.
 - Presentation of group project in class.
 - Submission of and presentation with group PowerPoint.
 - Incorporation of effective in-class exercise to facilitate learning.
 - The group will be graded as a whole by their class peers on the effectiveness of the facilitation of class discussion on the topic selected.
 - Group members will be evaluated individually by their group members at the end of the class facilitation.

PowerPoint: You will submit your PowerPoint through Blackboard the night before your presentation is due. Review the PowerPoint recommendations on Blackboard and look at the examples to see how to cite your sources correctly. Follow the 1X6X6 rule – no more than 1 main idea/slide, 6 words/line, and 6 lines/slide. **PROOFREAD YOUR WORK.**

- Identity Paper and Presentation (100 points):** What and who shapes our identities? How does communication function to create our self-concepts and the way we act in our relationships? Write a 3-4 page paper explaining the three communication concepts and/or theories that you believe most influence our identities. This paper will provide you the opportunity to examine interpersonal communication topics in more depth. You can research attachment styles, cultural differences, communication between siblings, friendships, etc. You will be provided with a list of possible topics for this assignment. In general, you should go beyond the information presented in the text

and include additional information about the topic. You should use a minimum of **4 academic sources** to support your arguments. **Internet sources such as web pages**, unless used to access academic libraries, journals and research, **are not acceptable sources**. Although you are welcome to use the readings for this class for your paper, they do not count as outside sources. Your paper should be typed, well written, proofread, and **submitted through Blackboard before midnight on the assigned deadline**. You will present your findings to the class.

6. **Reflection Journal Entries (100 points):** At random points during the semester, journal entries will be assigned. You will reflect on concepts discussed in class and situate them in the context of everyday communication acts. You must type a 400-500 word response to the journal prompt.
7. **Favorite Interpersonal Theory Research Paper (200 points):** You will select your favorite interpersonal theory from the topics we have covered in the textbook and write a 5-7 page paper describing the theory within a *specific* context. This is a time to exercise your creativity. For instance: attachment styles and romantic relationships; reflected appraisal and friendship, social identity theory and gender, etc. You should include examples from the research that you find, and NOT personal examples. Your research paper should put the theory in the context. The paper needs to be typed, well written, proofread, and include a minimum of **5 academic sources** to add depth and insight to your description. Your sources should consist of academic journal articles that review actual research on relationships, and/or communication, much like the research overview Wood conducts in the textbook and that is covered in lecture. **Internet sources such as web pages**, unless used to access academic libraries, journals and research, **are not acceptable sources**. Although you are welcome to use the readings for this class for your paper, they do not count as outside sources. You will present your findings to the class in a presentation.
8. **Self-Analysis (50 points):** The final paper for the course will reflect on what you have learned from the course materials and experience of working with the content from this course. You will share briefly in a two-minute impromptu discussion at the final class meeting about your reflections. Failure to appear at the last class meeting will result in a 0 for this assignment.

Extra Credit Opportunities

Extra credit is given at the discretion of the instructor and may include, but is not limited to:

- There will be four exams during the course, but only three will count in the final grade. If you take all 4 exams, points from the fourth will be counted for extra credit.

PLEASE NOTE: Receiving extra credit means you do **EXTRA** work. If you fail to complete any assignment in the course, **YOU WILL LOSE ALL EXTRA CREDIT**. Evaluation is based upon the quality of work submitted. Simply submitting a completed assignment does not guarantee you will receive extra credit. You should apply the same effort on written extra credit work as you would on regular graded assignments.

Grading Matrix:

Each of the following assignments will be detailed thoroughly on Blackboard. Be sure to access Blackboard frequently for assignment guidelines and other important class documents.

Participation and In-Class Exercises	175 points
Syllabus Quiz	25 points
Exams	150 points
“Teach the Class” Small Group Presentation	200 points
Identity Paper and Presentation	100 points
Reflection Journal Entries	100 points
Favorite Interpersonal Theory Research Paper	200 points
Self-Analysis	<u>50 points</u>
Total	1000 points

Your final grade is based on a total out of 1000 points.

900-1000 = A 800-899 = B 700-799 = C 600-699 = D 599 ↓ = F

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

Course Eval Policy: Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: Students are expected to read assigned material before class and participate actively in class. This includes actively engaging in class discussion and group exercises as well as taking notes on lecture material. It is your responsibility to know what is done in class and any changes in the syllabus even if you are absent. Additionally, please be prepared to present on your assigned presentation date. Please note that because time is limited for makeup assignments, if you miss class the day you are expected to deliver a presentation, you may not be able to make up the presentation. Make-ups will be considered only for major emergencies or serious illnesses when properly documented. If you should arrive late, please do not enter the classroom while a student is speaking. You could disrupt their train of thought and you certainly would distract the audience. Wait outside until that student has finished, and then enter. Better yet, come on time!

Exam Policy: Quizzes and exams should be taken as scheduled. No makeup quizzes/examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at

http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

Attendance and Participation Policy: Attendance in class is required. Failure to be present in class will result in a loss of participation points for the day. If you are not present, you cannot participate. Coming late to class or leaving early may be considered a whole or partial absence. If you have more than the acceptable number of absences due to serious illness or similar causes, discuss the possibility of makeup work with me as early as possible. Attendance will be tracked daily. If you are late to class, it is your responsibility to ensure you are counted present for the day (sign in/respond when roll is called). Otherwise, you will be counted absent.

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untDallas.edu/police/resources/notifications>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

Class Policies and Expectations

Active Learning

You are expected to take an active role in learning. If you are having trouble, come and see me – I will be glad to help. If there are things you do not understand, raise questions in class, as others may benefit from your inquiry. If you are hesitant to speak up in class, stop by after class or send me an email. I am here to assist in your learning, so do not hesitate if you need clarification or assistance.

Missing Class

To help you get information about any class that you miss, you can use the ‘buddy system.’ Choose two classmates as your buddies. Exchange contact information so that if you are absent, you can contact one or both of your buddies for notes, assignments, and announcements.

Buddy Name: _____

Buddy Name: _____

Email: _____

Email: _____

Phone: _____

Phone: _____

Social Media Policy

Although I do maintain a broad social media presence, including multiple blogs, Facebook, Twitter, LinkedIn, Tumblr, Pinterest, Snapchat, Instagram, etc., if you use one of these platforms to contact me, I may not notice, and I most likely will not respond. Please note: I do not send or accept friend requests of current students through social media. If there is something you would like to share with me, either share it through the class discussion boards on Blackboard or in class during our next meeting.

Plagiarism

Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Cheating, plagiarizing, falsification, misrepresentation or any other form of dishonesty will be dealt with severely. Students will be subjected to disciplinary action under college regulations.

Inclusive Language and Intercultural Diversity

Please use non-sexist language and appropriate cultural terms when speaking and writing. Since the language we use shapes the way in which we see the world, the words we use matter. For example, use “he or she” instead of “he” when referring to a hypothetical person. Similarly, use “everybody” instead of “you guys,” “people” instead of “man” or “mankind.” Use, “Asian” instead of “Oriental,” etc. Encouraging different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities fosters understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Citizenship

Each of us is responsible for creating a positive learning environment. Respectful class participation includes contributing ideas that relate to the topic, asking questions to clarify understanding, responding thoughtfully when called upon, and giving respectful attention to the instructor and classmates. Good communication skills include listening carefully to diverse opinions, analyzing what is said, clearly stating opinions without personal put-downs, encouraging classmates, synthesizing new information, and applying it. Disrespectful communication includes interrupting or attacking others, monopolizing the conversation, carrying on side conversations, and using personal technology for purposes other than classroom activity. A positive classroom environment improves learning for both the individual student and for the class as a whole.

Grade Disputes

Grades will be discussed only during the instructor’s office hours. Please do not ask grade questions during class time. If you have an issue with your grade, please wait 24 hours, but no later than 48 hours before submitting an email articulating your concern about your grade. Please include a reference to the work in question. This will give both the instructor and the student time to carefully review all of the information. After 48 hours, your grade will not be changed.

Mobile Technology Policy

Although we are a class committed to evaluating social media, please make sure your use of mobile technology is relevant to class. If you find yourself tempted to use your technology for completing homework for other classes, surfing the Internet, or “playing” on social media, please **TURN IT OFF AND PUT IT AWAY**. It is disrespectful and distracts from community-building to use digital devices in class for any purpose other than class learning. If your digital device sounds off (rings, chirps, vibrates) in class, or if you are caught (by me or one of your peers) text messaging, surfing the internet, or listening to music through earphones, you will be asked to leave the class and will lose participation points for the day.

Drop/Withdrawal Policy

Withdrawing from a course is a formal procedure which **YOU** must initiate; the instructor cannot do it for you. You may withdraw from a class in either Admissions or Advising. If you stop attending or are unable to complete this class and you do not withdraw before the official drop date, you will receive a performance grade, usually a grade of “F.” Students sometimes drop a class when help is available that would enable them to continue. Please discuss your plans with the instructor if you feel the need to withdraw.

Presentation Policies

No children, animals, weapons, fire, dangerous objects, profanity, or content of a graphic nature. Props **MUST** be pre-approved by me. Unapproved props will result in an automatic grade reduction for the presentation. All presentation topics must also be approved. Please be mindful when choosing presentation topics, both for yourself and your peers. It is important that this be a **SAFE** environment for everyone. Dress appropriately and professionally for each of your presentations. Do not interrupt your peers’ presentations. If you interrupt a peer for any reason (phone sounding off, leaving/entering the room, talking), you will receive a zero on your presentation grade.

College-Level Reading, Writing, and Speaking Skills

College-level reading, writing, and speaking are expected. If your outlines or presentations do not meet college-standards, you will not receive credit for them. If you find you need help correcting grammatical and word choice errors, I strongly advise you to meet with a tutor in The Learning Center (M-216). I am happy to work with you to prepare and rehearse presentations to improve your fluency and articulation.

In addition to specific requirements for each paper assignment, please note the following guidelines in preparing all assignments:

- All written assignments must be typed.
- Format: Double-spaced, 12pt font, Times New Roman, 1” Margins, adhering to the APA Style Guide.
- All assignments must be submitted through Blackboard **before** 11:59 pm the day they are due.
- Be sure to proof read your written work before submitting in order to correct any grammatical errors or spelling mistakes. **Please note that grammar and spelling are considered in grading. Knowing how to write properly is an essential part of communication.**

******If these requirements are not met, points will be deducted from your paper grade.******

Additional Resources for Students

I am happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality. Below is a list of additional support services for students:

Disability Services Founders Hall, 204 972.338.1777	Financial Aid & Scholarships Administration Bldg. 972.780.3662	Career Services Founders Hall, 205 972.338.1782
Library & Resources Founder's Hall, 117 972.338.1616	Academic Advising Administration Bldg., 1st Floor 972.338.1645	Counseling & Wellness Founders Hall, 200 972.338.1779
Leadership & Multicultural Center Administration Bldg. 972.780.3662	Learning Commons DAL 1, 3 rd Floor http://www.untDallas.edu/aas/tutoring	Campus Police Founder's Hall, 131 972.780.3009

Key Dates

Please take note of the following key dates for the fall 16-week session:

08/20/17 Last Day for 100% Tuition Refund

08/21/17 First Day of Class

08/24/17 Last Day to Add Classes

08/25/17 Last Day for 80% Tuition Refund

09/01/17 Last Day for 70% Tuition Refund

09/04/17 Labor Day – No Classes

09/06/17 Census Day

09/06/17 Last day to drop a class without a “W”

09/11/17 Last Day for 50% Tuition Refund

09/18/17 Last Day for 25% Tuition Refund

11/03/17 Last day to drop a class with a “W”

11/23-11/26/17 Thanksgiving Break – No Classes

12/11-12/16/17 Final Exams

Reminders

- Grades cannot be based on effort. Teachers cannot measure time or energy expended; only outcomes can be gauged. If you work hard at something and do not achieve the desired outcomes, a teacher cannot give you the grade you want or the higher grade because of your effort.
- Grades cannot be assigned because a student needs/wants a particular grade. If you desire the A, you will need to fulfill the conditions needed to earn an A.
- Grades are based on announced standards. Therefore, consideration of grade fairness must center on the application of those standards to student work, instead of comparisons to other student’s work.
- Generally, teachers are more experienced at assessing student work than the students themselves.
- Teachers, on average, are objective and are not out to “nail” their students. Most teachers want to give their students the highest grade possible and the benefit of the doubt.
- Students are entitled to emotional reactions to assessment of their work; however these expressions should occur in private, NOT public.
- Any discussion of grades should be impartial, unemotional, and characterized by mutual respect, courtesy, and professionalism.

COMM 2200

I have read and understand the course expectations, division, and college policies and procedures, and the assignments and grades required for successful completion of this course outlined in this syllabus.

NAME

DATE