COMMUNICATION 327
INTERPERSONAL COMMUNICATION

STUDENTS, I VALUE DIVERSITY OF VOICES, THOUGHTS, & CREATIVITY
THEORY + APPLICATION= LEARNING!

Instructor: Dr. Tara B. Perry
Office Phone:
Class Location: Office:
Class Time: Office Hours:
Email: tara.perry@wwu.edu
Blackboard (BB) Course: Course content may be accessed online. Be sure to check BB daily.

*Note: The most efficient way to communicate with me is face-to-face (during office hours/class time). There will be no drop-ins outside of office hours without a scheduled appointment. Please do not rely on email for all communication (see course policy for email professional etiquette).

“The relationship is the communication bridge between people” (Kadushin, Alfred).

Note: The instructor reserves the right to make changes to the course curriculum such as the syllabus, course related content, Blackboard (BB), etc., throughout the quarter. Therefore, it is important to attend class regularly. All students are required by WWU to be present throughout the quarter and finals week. I will not permit anyone to leave early nor will I give students assignments or exams in advance to satisfy a personal departure. For questions please contact the Office of Student Life.

This course meets the Department of Communication mission statement, “To teach communication that nurtures inclusive civil discourse and encourages cooperative solutions by building a firm liberal arts foundation and paths to applied communication skills.” Retrieved from http://www.wwu.edu/depts/communication/index.shtml

5 CREDIT HOURS EXPECTATIONS:
Students are expected to study a minimum of two hours outside of class time per credit hour. This means, each student is required to study for Interpersonal Communication at least 10 hours per week outside of class time (readings, writing, team meetings, developing assignments, communicating with the professor, studying, etc). “Western Washington University has established the following credit load for undergraduate students: (a) the standard load per quarter for undergraduates is 15 credits…; (b) an employed student is expected to reduce his or her academic program and credit load accordingly” (WWU Catalog, 2007-2008, University Academic Policies, pp. 34-35). If you believe you will be unable to meet these study hour requirements, consider taking this class during a more suitable quarter.

COURSE DESCRIPTION:
Introduction to Interpersonal Communication will examine behavior from a theoretical and applied perspective. It will include observations, analysis, and skill building in relationship development. Interpersonal communication is one on one interaction between individuals. It is the process of creating social relationships. Topics in this course include language use, perceptions, listening, verbal-nonverbal behavior, conflict management, diverse relationships, etc. The class will consist of discussions, team observations, reflections, analysis, skills-rehearsals, lectures, and much more.

COURSE GOALS:
Upon completion of this course students will be able to apply their gained knowledge of interpersonal communication to diverse relational situations by appropriately selecting course concepts and theories.

**LEARNING OBJECTIVES** *(rationale of how students may demonstrate their learning)*

After completing the course, students should be able to... by:

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Definitions/ How to accomplish learning objectives:</th>
<th>Students will develop specific competencies <em>(cognitive affective, psychomotor/behavior)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical reflection/thinking</td>
<td>To achieve understanding of theories/concepts, evaluate alternative viewpoints, solve problems, provide justification for arguments. “Evaluate, choose, and integrate ideas from others into one’s own perspective. Articulate clear lines of reasoning to explain and illustrate one’s own perspective and multiple sources” (WAAWG at WWU, 2006).</td>
<td>(cognitive- knowledge, comprehension, application, synthesis, evaluation)</td>
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<tr>
<td>2. Application</td>
<td>To illustrate understanding by applying course theories to real life settings.</td>
<td>(cognitive- knowledge comprehension, application)</td>
</tr>
<tr>
<td>3. Rhetorical Knowledge</td>
<td>To develop in-depth discussion of supported by communication theory and research. “Recognize and address the needs of different audiences” (WAAWG at WWU, 2006).</td>
<td>(cognitive-knowledge, comprehension, application; synthesize; behavior-practice)</td>
</tr>
<tr>
<td>4. Analysis</td>
<td>Through writing and discussion, students will be able to investigate and explain readings/research.</td>
<td>(cognitive-synthesize, evaluate, analysis)</td>
</tr>
<tr>
<td>5. Sensitivity and respect toward diverse knowledge</td>
<td>To develop an inclusive environment. To improve communication skills “as multicultural community builders, able to sensitively interact with diverse populations” (CSU Monterey Bay, Service Learning Institute, <a href="http://service.csumb.edu">http://service.csumb.edu</a>). Understand the opportunities available to different social groups.</td>
<td>(affective; behavior)</td>
</tr>
<tr>
<td>6. Professionalism</td>
<td>A &quot;set of attitudes and behaviors believed to be appropriate to a particular occupation” (Merriam-Webster’s definition). To adhere to the class policies and inclusive environment.</td>
<td>(Affective- attitude; Behavior-practice, positive attitude, professional behavior/performance)</td>
</tr>
</tbody>
</table>

*Note: Below you will find definitions of the individual learning objective domains/competencies:*

- **Cognitive**- “Focusing on different kinds of intellectual behaviors, from recall to sophisticated analysis.”
- **Affective**- “Focusing on attitudes and values.”
- **Behavior/ Psychomotor**- “Focusing on skill behaviors (introduce, imitate, practice, extend).”

(Armstrong & Savage, 1994). Also see Bloom’s Learning Outcomes.

**PROFESSOR COURSE POLICIES:**
A discussion regarding course policies is provided for all students at the end of the syllabus. All students are responsible for reading each policy noted.

**ACADEMIC DISHONESTY POLICY AND PROCEDURE:**
Western Washington University students have an obligation to fulfill the responsibilities of their particular roles as members of an academic community. Honesty is essential to learning; without it, fair evaluation for all is impossible. Academic integrity is demanded, and academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or arguments of others, nor shall they be a party to such claims. It is the instructor’s responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor’s judgment, has occurred (Appendix D, Western Washington University).

**PLAGIARISM:**
Plagiarism is presenting someone else’s own work in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. Examples include but are not limited to: (1) Using another person's written or spoken words. (2) Using information from a World Wide Web site, CD-ROM or other electronic sources. (3) Using statistics, graphs, charts and facts without acknowledging the source of the ideas. (4) Paraphrasing, which is using someone else’s argument without acknowledging the source by imitating the argument using other words (Appendix D, WWU; Western Washington University Library, [http://www.library.wwu.edu/ref/plagiarism.html](http://www.library.wwu.edu/ref/plagiarism.html)). Students are required to use the APA 5th edition manual to make certain that she/he has not violated plagiarism rules for any written or oral assignment (see Blackboard regarding plagiarism chart).

**Recordings:** Students are not allowed to audio record or visual record content discussed by Dr. Perry without her written permission. Class lectures may be reviewed on-line but can not be altered in any way.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**
ADA Statement: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systematic, learning, and psychiatric disabilities. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor and Office of Student Life during the first week of class of any accommodation(s) needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through David Brunnemer, Director of Disability Resources. His office is located in Student Support Services, Old Main 110. Office Phone: 650-3083. E-mail and Website: drs@wwu.edu, [http://www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/).

**REQUIRED TEXTS:**
Note: Effective academic writing, research, spelling, and grammar will be a part of every assignment therefore the style texts are crucial for this class.


ALL PAPERS SUBMITTED MUST BE WRITTEN IN APA STYLE (failure to do so may result in loss of points).

- Dictionary
- Thesaurus

**REQUIRED MATERIALS FOR CLASS**
- Pocket folder or binder for class materials
- Positive Attitude

**SUGGESTED MATERIALS FOR CLASS**
EVALUATION CRITERIA & ASSESSMENT:

Evaluation Criteria:
The purpose of student evaluation is to inform students of their performance during the quarter by written and verbal feedback. All students will be held to the outlined academic performance standard provided. To be evaluated is an important way to improve one’s performance. Potential employers, as well as graduate school committees, are interested in student performance. Often candidates are compared regionally, nationally, and internationally with others. For students’ future success, my aim is to assign the grade that was earned. For example, a below average performance does not result in an above average performance, an average performance will not result in exceeding basic criteria. If students aim to meet the minimum criteria, the grade would result in a C. If students aim to exceed the basic/minimum requirements, a B may be earned, and so forth. The scale is to assist students in clearly understanding my evaluation process. Overall, the grading standard for performance evaluation:

A: is for outstanding performance - significantly exceeded all basic criteria/minimum.
B: is for above average performance - exceeded basic/minimum criteria in some way.
C: is for average performance - met basic/minimum criteria. **A “C” is not a failing grade or a punishment. This grade indicates the student has met the basic criteria and performed at an average/acceptable level.
D: is for below average performance - failed to meet some basic criteria.
F: is given for unsatisfactory performance - failed to meet any criteria. Did not follow or reach the assignment guidelines or requirements.

GRADE DISTRIBUTION (TOTAL POSSIBLE POINTS):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>290-276 (100%-95%)</td>
</tr>
<tr>
<td>B+</td>
<td>260-253 (89%-87%)</td>
</tr>
<tr>
<td>B</td>
<td>252-244 (86%-84%)</td>
</tr>
<tr>
<td>C+</td>
<td>231-224 (79%-77%)</td>
</tr>
<tr>
<td>C</td>
<td>223-215 (76%-74%)</td>
</tr>
<tr>
<td>D+</td>
<td>201-195 (69%-67%)</td>
</tr>
<tr>
<td>D</td>
<td>194-186 (64%-66%)</td>
</tr>
<tr>
<td>F</td>
<td>173-0 (59% and below)</td>
</tr>
</tbody>
</table>

GRADE APPEAL POLICY:
Please check the Grade Appeal Policy Form at the end of the syllabus regarding instructions for disputing grades.

GRADING:
Every effort will be made to grade and return course materials within a week of their completion. Written papers will take extended time to grade. All assignments given to the professor must be stapled or paper-clipped, and single-sided. The professor will not be responsible for unstapled papers. It is the students’ responsibility to keep extra copies of all turned-in and graded assignments. Each assignment is accompanied by a form that students need to retrieve from the professor’s Blackboard Website. Students will not be able to complete assignments without forms or descriptions of assignments posted. The professor has the right to change/alter point distribution throughout the academic quarter. Points will be subtracted for spelling, grammatical errors, uncorrected rough drafts, failure to use APA, etc.

Peer Discussion Leaders 30
Personal, Interpersonal Self Reflection, Friendship 25
Movie Analysis/Reaction & Theory 25
Participation 30
Critical Book Analysis 45
Exam(s) & Theory Application 135

Total Points Possible: 290
**LEARNING OBJECTIVES RELATED TO SPECIFIC OUTCOMES:**

<table>
<thead>
<tr>
<th>Through (Learning Activities)</th>
<th>Students will learn/develop (objectives - cognitive affective, behavior)</th>
<th>Demonstrated by (product/ performance) evidence of learning outcomes/measures I indicated assign that include service-learning.</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings, lectures, class discussions, in/ out of class activities, viewings</td>
<td>Critical reflection/thinking, application, writing</td>
<td>Written Exam</td>
<td>135/350</td>
</tr>
<tr>
<td>Synthesize readings, develop audience outline for discussion, research articles relating to the topic, create critical questions to audience members, encourage participate, ability to receive constructive feedback</td>
<td>Critical reflection/thinking, application, rhetorical knowledge, writing, sensitivity/respect, professionalism</td>
<td>Peer Discussion Leaders</td>
<td>30/350</td>
</tr>
<tr>
<td>Class discussions, lectures, exercises, feedback, video reflections, events, demonstrate understanding of theory, share past &amp; personal experiences, writing exercises, team observations, daily visits to Blackboard, attendance</td>
<td>Critical reflection/thinking Application, rhetorical knowledge, sensitivity/respect, professionalism</td>
<td>Participation</td>
<td>30/350</td>
</tr>
<tr>
<td>View in class film, participate in film discussion, write, and connect movie to theories</td>
<td>Critical reflection/thinking Application, rhetorical knowledge, sensitivity/respect, professionalism</td>
<td>Movie Analysis Critical Book Analysis</td>
<td>25/350 45/350</td>
</tr>
<tr>
<td>Written assignment</td>
<td>Critical reflection/thinking, conventions, rhetorical knowledge, writing</td>
<td>Personal/ Interpersonal Reflection</td>
<td>25/350</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS/DESCRIPTIONS:** Please obtain individual forms posted on Blackboard for course information. It is the student’s responsibility to read and download all information provided on Blackboard. All assignment descriptions in the syllabus are provided to give students a general idea of what is expected. Specific guidelines and criteria is posted via BB. Note: Proof read all assignments submitted to the instructor. Points may be subtracted for spelling and grammatical errors.

**STUDENTS RESPONSIBILITY TO CRITICALLY REFLECT**
A key component of Comm. 327 is REFLECTION. Throughout the course, the professor will engage students in daily reflections of course content throughout lectures and engaged class discussions. Critical thinking is an important skill that every student should acquire to develop independent thought, therefore, reflective assignments, activities, and exams will be presented.

- **Reflection**: Thoughts and feelings regarding experiences in group communication, critical connection between in-class material, and out of class work situations. This is implemented throughout your assignments and the course. Students are expected to think, write, speak, and act.
- **Critical Thinking**: “The purpose of critical thinking is, therefore, to achieve understanding, evaluate viewpoint, and solve problems. Since all three areas involve the asking of questions, we can say that critical thinking is the questioning or inquiry we engage in when we seek to understand, evaluate, or resolve” (Maiorana, Victor P., 1992, Critical thinking across the curriculum: Building the analytical classroom).

**Peer Discussion Leaders (PDLs):** Students will be responsible for presenting the chapter assigned on the given day. Students are responsible for leading a class interactive discussion. Each discussion leader will be asked to design several critical reflected questions/comments based on the chapter concepts and theories (see above as to how to brainstorm the chapter). Note: This format may change from time to time where PDLs may be asked to meet peers in smaller groups therefore each leader must be prepared to separate from their partner. At least 48 hours in advance, students must email the professor the two areas of the chapter that will be discussed. If the two areas for discussion are not emailed to Dr. Perry, peers will lose points for this assignment. (See Blackboard)

**Personal & Interpersonal Self-Reflection:** Students will be asked to provide a detailed reflection of themselves and an interpersonal friendship. (See Blackboard)

**Movie Analysis/Reaction/Theory Papers:** Movie(s) that emphasize the development of interpersonal relationships will be viewed in class. Students will be asked to write a reaction/theory paper integrating course concepts. (See Blackboard)

**Critical Book Analysis:** Students will be given the opportunity to read a selected book. The task will be to integrate theories, concepts, and in class viewings to the book analysis. Dalton Conley Text: 1. What was your reaction to the readings? 2. Relate the assigned Conley readings to one or two interpersonal communication theories and concepts from the current class reading. Write one reflection for the combined assigned chapters. Review BB regarding the Dalton Conley updates. (See Blackboard)

**Participation:** The class relies heavily on collaborative learning therefore students MUST take part in daily discussions, oral constructive feedback (give love), past & personal experiences relating to the content (theories and concepts), activities, etc. Due to the nature of this class, punctual attendance is important both in and out-of-class meetings. Five points will be subtracted after the first absence. Up to two points will be subtracted (after the initial tardy) from those who continually arrive late due to class disturbance. Students are expected to participate daily in class discussions, team observations, feedback to discussion leaders, past & personal experiences, skills activities, role plays, etc. I need to hear your voice and thoughts regarding interpersonal communication. All participation comments must connect directly to the text and readings ☺. (See Blackboard)

**Exam(s):** Exams may be in the form of traditional or non-traditional formats. They will focus on integration, application, theory, and concepts learned through reading, in-class discussions, handouts, movie viewings, and all aspects of the course. I may post some or all exam question(s) on Blackboard before the exam. You may use any resource by talking with classmates etc., but must develop your own responses. In addition, you will be asked to come to class and write on those questions you prepared but without notes. Therefore, the key is to read the text, apply the questions, and prepare in advance. By the time students receive the exam, each will be familiar with the concepts and theories. (See Blackboard)

**Unannounced Collection of Daily Critical Chapter Questions/Comments:** Each student is required to critically reflect on each chapter. Bring to class daily, a 1 page typed reflection for each chapter.
In your reflection include: 1. Initial reaction to the reading, 2. what was the authors’ argument in this chapter, 3. one to two theories/concepts that you learned and how you might apply them to your life, 4. something that was confusing to you. Each day, students will be randomly selected to discuss his/her typed reflection. Please type your responses and bring them to class daily. Writing critical responses will help you prepare for exams and class discussion. Students must use the chapter theories and concepts to address each question. Vague and non-supported responses will not receive credit. Dr. Perry may collect reflections at any time, therefore, bring them to class daily. Tardy assignments will not be accepted. Presenting a pin drive or disk in place of an assignment still counts as late. All assignments are due in class unless noted otherwise by Dr. Perry. Dr. Perry may post an alternate format therefore please stay tuned on BB for additional comments regarding this assignment. (See Blackboard)

Dalton Conley Text: 1. What was your reaction to the readings? 2. Relate the assigned Conley readings to one or two interpersonal communication theories and concepts from the current class reading. Write one reflection for the combined assigned chapters. (See Blackboard)

Friendship Day/Night: Students are asked to bring a friend to class whom they consider a close friend. We will take this night to honor our friends. They will be asked to share their interpersonal experience. Note: According to WWU policy (http://www.wwu.edu/depts/vpsa/AODpolicy.htm), at no time may students bring alcohol or related paraphernalia. Although we may meet off campus, you are still in class. Students who bring any of the above will be immediately reported to The Office of Student Life (See WWU Alcohol and any other Drug Policy. (See Blackboard)

Team Observation: In pairs and sometimes groups, students will meet several times during the quarter to discuss and observe various interpersonal settings, and concepts from chapter(s) readings. Students will go TOGETHER to designated settings to observe and discuss these concepts (i.e. you will serve as a non-participant). Observations should occur naturally and from a distance. At no time do students inform audience members that they are conducting an observation. This needs to be conducted in a public setting. Students will individually reflect on their experiences of what they observed and their pair/group discussion in their journal. In your journal, you must make references to EACH of the concepts and theories outlined in the assignment. Depending on class time, students may be asked to verbally share their observations. Oral responses should include the following: comments regarding group discussion (e.g. what did you notice as a group: similarities and differences), chapter connections, and your individual observation. Team observations may be shared during class, depending on time. Presentations with peers/group should be brief and organized! You may be asked to work with a new peer each time. (See Blackboard)

Skills Activities/BUILDERS: Students will be given a skill to rehearse either in dyads, triads, and/or larger groups. The instructor will give you an opportunity to practice a skill in which I will train or direct you in a specific skill to work on. I will then give you feedback as well as your peers at the end of each skill rehearsal. Therefore students must be prepared to discuss text contents daily.

COURSE OUTLINE: Complete readings by the first class meeting of each day. Additional readings and/or video viewings may be placed on reserve or via BB. Seminar discussion leaders will be responsible for presenting on their assigned day. Students are responsible for all chapters, articles, etc. that are assigned even though they may not be discussed. It is the students’ responsibility to review all assignments, the syllabus, and notes on Blackboard for a successful journey in this course©. The professor will not bring extra forms to class, therefore, please be sure to download the appropriate assignment and evaluation sheets. Keep in mind that chapters are not read in order. **Students are required to read the entire chapter. Bring assignment descriptions to class daily and read each before the specific lecture discussion so that you may pose questions. PAY CLOSE ATTENTION TO DETAIL AND READ EVERYTHING. Please follow directions. Assigned dates may be subject to change.

Syllabus abbreviations: Blackboard= BB, Due= this is the date that the assignment is due, Assign= start working on the task. Please be sure to make note of all due dates. Missed or late assignments will not be collected. Typed critical chapter reflections are due daily.
**Lecture Notes:** Students are required to read the textbook and other assigned readings. Please be sure to take written notes. Lecture notes may be posted at the end of each week but keep in mind that information not discussed in lecture is still important for the student to know.

**Note:** After the assigned reading date, the Conley readings and reflections are due the following class period unless noted differently.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapter/Topic</th>
</tr>
</thead>
</table>
| 1    | Turn off or silence all technological devices before entering the Classroom. **Discuss:** Course overview (syllabus, policies, learning objectives), Dept. mission, expectations, get to know exercise, participation, tell me letter, daily typed questions. **Assign:** Review Blackboard and forms, personal quote posting, begin tell me letter to professor, begin to develop typed critical chapter reflection, expectation note card.  

**Due:** Typed critical discussion questions due daily (collected Unannounced, expectation note card.  

**Discuss:** Peer discussion leaders, peer discussion leader sign-up, syllabus review. Ch. 1 Interpersonal Process/skills; Interpersonal self-behavior brainstorm. Dalton Conley assigned readings discuss assignment.  

**Due:** Interpersonal related quote. **Discuss:** Student quote; Ch. 3 Communication and The Self/skills. **Assign:** Personal & interpersonal self reflection; Read Dalton Conley Ch. 1, 2, 3 (begin to connect Conley reading to specific interpersonal communication chapter concepts and theories. See the note Conley chapter note above as to how to connect the readings.  

| 2    | Ch. 4 Perceiving Others. Conley readings discuss reflection 1,2, and 3. Peers read Conley 4 & 5 together. Personal/ interpersonal reflection questions, visual team observation (1,3,4). **Assign:** Visual team observation #1. Conley Chs. 4 & 5.  

**Discuss:** Ch. 2 Culture and Communication/skills. Ch. 6 Nonverbal Communication/skills. Friendship day and sign ups. Critical book analysis.  

**Discuss:** Ch. 8 Emotions/skills; AIDS/Dexter video TBA. Discuss Conley 4 &5  

**Due:** Team observation #1. Behavior check-in. **Assign:** Conley Chs 6, 7, 8.  

| 3    | Ch. 5 Language. Conley 6, 7, 8.  

**Discuss:** Ch. 7 Listening/skills. Behavior check-in.  

**Due:** Exam I.(1, 2,3,4,5,6,7, Conley, clips, etc.). **Assign:** Conley 9, 10, 11  

**Due:** Personal/Interpersonal reflection. **Discuss:** Ch. 9 Dynamics of Interpersonal Relationships/skills. **Assign:** Conley 12, 13, 14.  

|
Discuss: Review movie analysis viewing #1. Ch. 10 Intimacy and Distance in Relationships. Discuss: Conley 9-14.

Discuss: Ch 11 Communication Climate. Behavior check-in.

Discuss: Ch. 12 Managing Conflict/skills; Appendix One: Communicating in Families. Assign: Conley 15, 16, 17


Movie viewing and discussion. Discuss: Ch. 12 Managing Conflict/skills. Discuss: Conley15 through author’s note. Assign: begin to write movie analysis.

Discuss: Appendix 2 Interpersonal Communication at Work. Friendship discussion. Assign: Friendship day write-up.

Due: Exam II

Class writing workshop: work on analyses.

CELEBRATION WEEK ☺️. MANDATORY WEEK. 10 POINTS WILL BE SUBTRACTED FOR NOT ATTENDING CLASS DURING WEEK 6.

Due: Movie Analysis. Class writing workshop.
Discuss: Class writing workshop and friendship prep.
Due: Friendship Day.
Due: Critical book reflection. Discuss: Class evaluation and closing.
COURSE POLICIES

➢ COURSE POLICIES & CONDUCT

➢ EMAIL ETIQUETTE & COMMUNICATION COURTESY

➢ GRADE APPEAL POLICY
Professor Course Policies & Conduct

Note: Each student is responsible for reading and following the policies listed. These policies will impact your participation grade.

- **Collaborative Learning/Participation:** It is crucial that students actively take part in class discussions by sharing personal experiences to be able to apply interpersonal communication concepts. Your voice is important to your peers and me. This is an environment for students to express their thoughts. Questions will be randomly asked on readings, so please come prepared.

- **Quiz/Exam:** All exam/quiz content may come from class lectures, BB postings, text book readings, peer presentations, guest presentations, etc. Missed exams/quizzes may not be made up unless the student has an excused absence from the university.

- **Illness:** Please do not come to class if you are sick. Your absence will be excused if you have a doctor’s note or a letter from the Office of Student Life.

**Behavior and Conduct**

According to WWU, there are certain behaviors that students are expected to adhere to in the university classroom. If a student is disruptive, rude, disrespectful, aggressive in tone, conducts side conversations during lectures/presentations, etc., he/she will be asked to leave. The student may also be reported to the Office of Student Life, Judicial Office for misconduct. In addition, please wait until the end of class to pack up your bag and course materials.

- **“Cool Off Period” Returned Grades:** Dr. Perry will not discuss individual or group grades in class. If a student has a question regarding an assignment they may discuss it with Dr. Perry 2-7 days after the assignment has been returned. The cool off periods provides students with time to reflect about their results, questions, etc. If a student would like to argue a grade he/she must follow the Dr. Perry’s grade appeal policy.

- **Recordings:** Students are not allowed to audio record or visual record Dr. Perry or content discussed in class, during office hours, etc., without Dr. Perry’s written permission. Class lectures may be reviewed on-line but can not be altered in any way. Dr. Perry reserves the right to this agreement.

- **Mediated Tools (Cell phones, pagers, text messaging, laptops, newspapers, etc):** All cell phones, technological devices, and media material MUST be turned off/silenced, and put away before entering the class room. Such devices affect the success of class lecture, student speeches, and discussions. In addition, if students bring a laptop to class, please do not check your email, work on other course materials, play games, browse the web, or indulge in activity that may distract other students and the professor. Disruptive members will be asked to leave and points may be subtracted after the initial disruption. Please be courteous to your peers and professor. Text messaging during class is considered disruptive, therefore if caught, students may be asked to leave the classroom for the duration of the class period.

- **Technology Failure:** Always have a back-up of your presentation on overhead, in case there are technology problems. Video cameras and digital cameras may be reserved through media services; however you will need my signature for equipment release.

- **Blackboard/Web Access:** In order to keep current with the trends/technology and to communicate with you, I have placed my course on BB. All students are required to log onto their blackboard account by the first day of classes. Most course content is located on BB. Students are required to check BB daily for the most current course announcements, postings, and assignments.

- **Attendance:** Students are expected to attend and actively participate in class discussions, exercises, and reading of assigned materials. Not only is this expectation reflected in the participation points
listed, but exams will include information covered in class discussions and lectures, as well as material covered in the readings. Therefore, failure to attend class will detract from more than just the participation points. Students are permitted to have one unexcused free day but may not use it when assignments are due. For every unexcused absence after the free day five points will be subtracted for every absence. This also includes sick days. Students can not receive participation points for a given day if they are absent. Assignments that are missed will not be rescheduled. For emergencies, please contact me. It is important to attend class and communicate with me at all times. Failure to show up for a presentation, exam, and assignment will result in a zero for that given assignment.

• **Late to Class:** Get to class on time. If you are on the other side of campus and happen to come in late, don’t disrupt the class or presenter. Please wait outside the room until it is less distracting to enter. Being late is distracting in any class, especially a communication course. Points may be subtracted for ongoing late arrivals (after the initial late arrival, points may be subtracted).

• **Respect & Attitude:** I expect common courtesy when your peer(s) or instructor is speaking. This means, no talking while your peer is presenting, no reading material such as the Western Front or other materials. Also, profanity and derogatory language of any sort is not permitted in this class.

• **Late Work:** Assignments are due at the beginning of class, not in my box or by email. Late work may not be accepted. Print your assignment in advance to prevent printing errors. If you have concerns, please see me as soon as possible.

• **Text and Readings:** Bring your text and syllabus to class daily. You are required to read the text in its entirety. Students are responsible for reading the text, reflecting on its contents through writing, and using it as a basis for class discussion/participation. Also, it is important that you apply the text to your personal life and interactions.

• **Papers:** All written assignments must be double-spaced, typed, stapled/paper clipped, and one-sided. Hand-written papers will not be accepted. All papers must follow APA format and must be accompanied by a title page, unless noted otherwise by the instructor. Points may be subtracted for incorrect formats, grammatical, or spelling errors.

• **Constructive Criticism AKA ‘Giving Love’/ The Love Sandwich:** I expect all students to give one another constructive feedback on their assignments and presentations. I define constructive criticism as giving your honest feedback with helpful suggestions for your peers to improve. This should be done with respect, care, and thought. Do NOT offend anyone or their work in anyway. The key is to assist your peers in becoming more effective communicators.

• **Syllabus/ Assignment Descriptions:** You are responsible to bring your syllabus, text and other materials to class DAILY.

• **Communicate:** Be sure to communicate with me for anything. This includes uncertainty of an assignment, feedback needed for improvement, perhaps you are having a bad day and you’re unable to meet a deadline, you’re suffering from a stomachache, etc. Communicate with me so that I may address your concerns.

• **Reminder:** If you have any questions about my expectations please ask. Keep in mind that my policies may change. This course is exciting, fun, and students enjoy it. As long as you have a positive attitude, come to class on time, participate, and complete the majority of assignments you should do well.
Email Etiquette and Communication Courtesy Policy

Note: The information provided below will inform you of how to professionally contact me. Please follow the guidelines below. Thank you for your time and consideration.

Face-to-Face Communication/Office hours: Face-to-face is the best and most efficient way to communicate with me. I enjoy interpersonal communication and getting to know my students. *Please do not wait until the end of class to ask me a question because other professors may need to use the classroom, I may need to go to another class, conduct a meeting, attend office hours, etc. I encourage each student to meet with me during the quarter. Students who have met with me have gained valuable resources and ideas for project development, contacts, clarification, résumé/cover letter building, and other professional work related information. If you are not able to meet with me during office hours due to a class/work conflict then send me an email to set up a meeting. Send me a few optional days and times so that I may better assist you.

Email Communication: Please do not use email as the main way to communicate with me. Email message that may be responded to in class or during office hours may not receive a reply. If you have a quick question, Dr. Perry may be able to respond to your message. More detailed questions are best discussed face to face. In addition, do not use email to send course work, grade concerns, class absences/excuses, and/or negative content; such emails will may not receive a response. According to university policy, grade discussions may not be discussed via email. Due to the increasing volume of daily email messages received, responses to your email may take a few days. When sending email to me, please indicate in the subject line which communication class you are in and your specific. Keep your messages direct and to the point. Send email messages in professional format (visit the career center if you are not certain how to construct a professional email) and use formal (not informal language), and double-check spelling/grammar. This will allow me to respond more efficiently. I will not read lengthy email messages (unless requested for group work). If you have an emergency, please contact me by phone or request a letter from The Office of Student Life. Keep in mind that a phone call, a letter from The Office of Student Life, or face-to-face interaction would be best for your confidentiality. Please email Dr. Perry Monday through Friday (9:00 a.m.- 5:00 p.m.). Dr. Perry may not respond to emails during the weekend.

Telephone Communication: If you do not have a local Bellingham (360) phone number, I will not be able to contact you unless it is an emergency. With the increasing number of cell phone long distance numbers, we can no longer afford to call each student. In the event of an emergency, Dr. Perry may call students using long distance.

No office drop-ins: I will meet with students only during office hours and by appointment.

Assignments/Grades: Please do not email your assignments to Dr. Perry unless requested. They are due in class. It is the students’ responsibility to keep track of all grades returned by the professor, therefore please do not ask Dr. Perry to send all of your scores. If you would like to double-check your grades with Dr. Perry’s grade book, please present your list during a face to face meeting.

Student Leaders: Student leaders are only required to meet with you during their office hours. Please extend the same email etiquette courtesy to her/him as I request. In addition, student leaders are available for course related questions. Also, keep your communication with the student leaders professional. This may not apply to all course that Dr. Perry teaches.
Grade Appeal Policy Form:

Grades will not be discussed on the day that they are returned (i.e. not in email, office hours, face-to-face, etc.). If a student would like a re-evaluation of a grade for a particular assignment, s/he must submit an appeal rationale. Please note that if you ask me to re-evaluate an assignment, you are asking me to also review the original grade you earned. When grades are re-evaluated, one of the following may occur: there may be an increase in grade, the grade may stay the same, or the grade may decrease. Students may turn in their grade disputes face-to-face, in a typed document between 2-7 days after the assignment has been returned. Appeals will not be evaluated after the 7th day from the date the assignment was returned. I will not accept disputes that are sent as electronic versions (e.g. disks or email attachments), copies placed in my mailbox, placed under my door, delivered by a third party, etc. In order for your grade disputes to be reviewed or considered by the professor, all documents must be typed (except the original assignment and supported materials) and contain all information outlined below. Students are required to support all disputes with factual evidence from the course (textbook, lectures, course description and criteria). Disputes that deviate from the requested information stated below will not be considered.

Required information to submit:
1. A cover sheet that includes the date, the title of the assignment, your signature, and this form. Staple together all documents included.
2. The original assignment.
3. Highlight the original photocopied text or lecture reference to support your point.
4. A clear explanation identifying the specific change requested and reason (you must stick to the facts from your original assignment).
5. Reference the original assignment description and criteria, lecture notes, text, etc. I will review the original response, your rationale supported by evidence, and then I will decide whether or not your answer is justified and/or equivalent to the text, lectures, and/or the assignment description and criteria, etc. Disputes that deviate from the requested information stated above will not be considered.

(Please be sure to follow the instructions posted on the grade appeal)

Student signature required (please read the below statement and then sign):
I hereby understand the grade appeal policy provided by Dr. Perry. I am aware that my grade appeal may be accepted or declined. In addition, I have read the policy noting that my grade may increase, stay the same, or decrease. I have read all points on the grade appeal form and will proceed with my appeal.

Please Sign your name and date: _____________________________ date: _________________

For Dr. Perry’s Use Only

Date Received: _______________
Professor’s Initial: _____________
Professor’s Decision: Accept______ Decline ________ and final grade result __________

Comments: