

# COMMUNICATION 494

## THEORIES OF SUCCESSFUL RELATIONSHIP DEVELOPMENT

**Instructor:**

**Office:**

**Office Hours:**

**Room:**

**Main Office Phone Number (for emergencies only):** 480-965-5095

### COURSE OBJECTIVES:

1. To become acquainted with various theories and topics of interpersonal communication.
2. To be able to apply interpersonal communication theory to a variety of settings.
3. To be able to analyze the strengths and weaknesses of a theory.

### COURSE MATERIALS:

D. O. Braithwaite, & Schrodt, P. (2015) *Engaging Theories in Interpersonal Communication. Multiple Perspectives* (2<sup>nd</sup> ed.). Los Angeles: Sage.

Braithwaite, D. O. & Wood, J. T.. (2014). *Casing Interpersonal Communication: Case Studies in Personal and Social Relationships* (2<sup>nd</sup> ed.). Dubuque, IA: Kendall Hunt.

This is an ebook available for \$25 from: [http://www.kendallhunt.com/braithwaite\\_wood](http://www.kendallhunt.com/braithwaite_wood)  
Add the product to the cart and purchase it online. You will be sent an access code to VitalSource where you can access the online book.

### ASSIGNMENTS:

#### **Application Paper**

This assignment is designed to showcase your intimate understanding of 2 of the interpersonal theories we have covered. **Choose 2** different theories and then **apply them to 2** of the case studies in the Braithwaite & Wood text that **were not** assigned to read for class. Briefly explain the 2 theories you choose and justify **WHY** they apply to the case you select. Then apply the respective tenets of each theory to the communication behaviors described in the case study. Finally, conclude with a paragraph or two about what you learned from this application process. Approximate length of your paper should be 6-8 pages.

#### **Reaction Papers**

Case studies will be discussed to more fully understand the theoretical concepts we cover. You will divide into small groups to discuss the various discussion questions and one person from each group shall write a one-two page reaction paper which chronicles the group's findings. These papers are due at the following class period. Papers must initially list all the group members who participated in the discussion. The papers should focus specifically on two questions: **Identify the strengths and weaknesses of this theory. What larger applications did you discover for this theory?** Each class member will write 4 reaction papers. **Rubrics must be included** as the last page (or to save paper, pasted below the references on the reference page). Failure to do so will cause a loss of points on your assignment. Failure to staple will cause a loss of points on your assignment. You may only write a reaction paper if you were present in class to discuss with your group.

All papers must conform to APA guidelines and be turned in at class time on the designated day. (Computer glitches and printer problems are not justifiable reasons for late papers.) A hard copy must be turned in to me.

**Exams:** There are three exams over the course of the semester that are NOT cumulative. They consist of multiple choice and true false questions.

**Written work** must be turned in using Safe Assignment by 11:59 pm on the day that they are due. For every 10 minutes that a paper is late it will be marked down by 5% (1/2 a grade). Do not delay submission until the last minute, as I do not consider technology failures adequate excuses for late submission. If you do encounter a technology issue, please email me your paper, and I will accept the time stamp on the email as the submission time. (This means that you should have back-up copies of your paper on more than just your computer. I recommend a flash drive and/or Dropbox.) Your paper will not be graded until you complete submission to SafeAssign. I do grant individual extensions for rare, extenuating circumstances, so please speak to me ahead of the due date if you foresee a need for additional time on your work.

### **Attendance and Late Work:**

Attendance is required. The only “excused” absences are:

- Religious holidays
- University-sponsored events (athletic teams, debate and forensics, etc.)
- A documented extreme illness or emergency (i.e., car accidents, death in the family, etc.)

In all cases, for an absence to be excused you will need to provide me with appropriate documentation. If you are going to miss class for religious holidays or university-sponsored events, please notify me at least two weeks in advance so that appropriate accommodations can be made. I will not offer make-up speeches or quizzes or accept late work unless an absence is legitimately excused and documented.

You will find since this class moves at a very fast pace; thus, it benefits you to be present every time we are scheduled to meet. In the event that you do not show up to class, beware of the following policies •

- Even though late work is generally not accepted, I reserve the right to alter that policy based on individual contingencies. In such cases, late work will be deducted 10% of the available grade for each day (not class period) that it is late, including weekends.
- We will be engaging in a number of in-class activities for which participation points will be awarded. Students not present for in class activities cannot receive those points.
- If you are absent from this class more than unexcused three class periods, your final letter grade will drop a third of one letter grade for each extra absence. Therefore if you are absent 4 unexcused times and had a B in the class, your final grade would be a B-. Absences on speech days will also cost participation points.

I strongly encourage informal networks in class. It would be smart to exchange phone numbers with one or more students. I cannot provide class lecture notes or homework assignments if you are unable to attend class.

- **Email:** I am very good about checking email, so you may use it as a frequent source of communication with me. However, you need to remember some basic guidelines. First, I am a person. That means that I sleep, eat, and have relationships outside of the classroom. I am

available a lot, but not at all hours. Do not expect replies from me during odd hours (though you may receive them sometimes). Second, I am also a student. That means that I have other work and that I have busy times in the semester as well. I will respond to you as quickly as I can, but there may be delays. I encourage you to bring big questions (e.g., if the outline for your paper needs work, how to improve your grade) to me in person, as I can help you much more efficiently. Finally, remember that email is a source for a lot of miscommunication, so if you have some sort of struggle (whether it be academic or personal), I encourage you to speak with me face to face. I find that my students have much better experiences in my classes when they take time to come to my office hours.

- **Academic Integrity** is required of all Arizona State University students. Cheating of any kind will not be tolerated and *will result in receiving a zero on an assignment or an exam, or in failing the entire course*. In addition to “traditional” forms of cheating and plagiarism, you may not turn the same paper (or any portion of a previously written paper) into two classes. Please see the Hugh Downs School of Human Communication website: <http://humancommunication.clas.asu.edu/undergraduate/major-information>.

The following are horrible excuses that will not help excuse plagiarism: you uploaded the wrong draft, you “forgot” to cite, you “didn’t know” that you have to quote verbatim text or cite a paraphrase, you were never taught how to cite correctly, you thought it was general knowledge because it was posted on the internet, or you “just made a mistake.” Honest mistake or not, this policy does not allow any exception. It is your responsibility to check anything you turn in for this course and then to check it again.

This class, as all others in the School, is taught in English. If English is not your first language and you are having difficulty in speaking, writing, or understanding—please seek assistance at the Writing Center on campus or with the International Student office which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes an understanding of English.

Please be advised that all work for this class must be original to this class. You may not recycle papers or work from other courses you’ve taken, including if you are taking this course over again, we consider this behavior to be academically dishonest.

- **Grade Reviews (“24/7”)**: I strive to be clear in my expectations of assignments and fair in grading the score the assignment has earned. I may make mistakes in grading or you may disagree with me on a grade, therefore I have a 24/7 policy. Use the first 24 hours after a graded assignment is returned to review the instructions, your work, and my feedback. After the initial 24 hours, you may come see me or email asking me to detail why you received your grade. You have 7 days to make these requests; after the 7 days I will assume all scores are accurate and the grade is understood.
- **Special Circumstances**: If you have any learning or physical challenges that could affect your performance in this class, it is your responsibility to provide the necessary paperwork by the end of the first week of class. I am happy to work with students who utilize DRC (Disability Resource Center). For more information, check out: <http://www.asu.edu/studentaffairs/ed/drc/>.
- **Right to Privacy**: The Family Educational Rights and Privacy Act (FERPA) ensures that your

student records (for any students over 18 years of age) are kept confidential. I will not release your grades to anyone other than you or school officials who are given permission to view your progress. Anyone other than you (or an approved school official) may not request any information you, your progress, or your status as a student in my class – this includes parents, partners, and other students. For more information, see: <http://students.asu.edu/policies/ferpa>

## GRADING :

Grades will be given for each assignment. Components of the class are worth the following points:

Application Paper	100
3 Exams (80 each)	240
Reaction Papers (4 per person, 25 each)	100
<u>Attendance and Participation</u>	<u>60</u>
Total:	500

<b>Outstanding – exceptional work that consistently goes beyond expectations</b>	<b>Good – work is above average; demonstrates depth in understanding of course material</b>	<b>Satisfactory – average work that meets minimum requirements</b>	<b>Unsatisfactory – work does not meet many requirements; little depth offered in analyses/assignments</b>	<b>Failing – work does not meet requirements OR academic dishonesty</b>
A+ 490 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 489 pts	B 415 – 434 pts	C 350 – 384 pts	D 300 – 349 pts	E 299 pts and below
A- 450 – 464 pts	B- 400 – 414 pts			

There is possible opportunity for extra credit. Late work is not accepted unless approval has been granted in advance. Late work will be evaluated 10% lower than deserved for each day it is late and must be turned in within 7 days of original due date.

If you believe you deserve more credit on a paper and/or exam question, do not rush immediately to me to plead your case. Instead, think about your grade for at least 24 hours and then cogently write why you believe I should regrade your paper/answer. Remember, if you ask me to regrade your work, your grade could go down as well as up. Only after you are unsatisfied a second time should you come and see me to personally explain your rationale. *Remember, if you request an exception to some policy, I need to be fair to the remainder of the class and grant them the same opportunities you ask for.* Any appeals must be received within a week of receiving the original grade.

The following criteria will be used in assigning letter grades:

A=Superior work. Greatly exceeds requirements by demonstrating high levels of creativity, skill, initiative and effort. Technically superior.

B=Solid work. Exceeds requirements by showing above average levels of creativity, skill, initiative, and effort. Perhaps has some technical difficulties which impair readability.

C=Average work. Meets basic requirements, but does not demonstrate any extra commitment to the assignment.

D=Below average work. Meets some, but not all requirements, is likely deficient.

E=Poor work. Deficient in most or all requirements.

Given our +/- grading scale, appropriate variations will be made.

