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OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 2/18/2014

Current Prefix and Number: COM - Communication , COM 313 INTERPERSONAL RELATIONSHIPS

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? Yes

Inquiry - Social Sciences

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Communication

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Allison Scott

Email: allison.scott@uky.edu

Phone: 7-3676

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: INTERPERSONAL COMMUNICATION IN CLOSE RELATIONSHIPS

Proposed Title: INTERPERSONAL COMMUNICATION IN CLOSE RELATIONSHIPS

c. Current Transcript Title: INTERPERSONAL RELATIONSHIPS

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course focuses on describing and explaining communication processes that occur within the context of close relationships. Three general topic areas include: (1) developing and escalating relationships, (2) satisfying relationships, and (3) coping with relational challenges.

Proposed Course Description for Bulletin: This online course focuses on describing and explaining communication processes that occur within the context of close relationships. Three general topic areas include: (1) developing and escalating relationships, (2) satisfying relationships, and (3) coping with relational challenges.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Allison Scott

Instructor Email: allison.scott@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Through a combination of recorded lectures and online discussion forums regarding assigned readings, and virtual office hours with the instructor.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This course will have the same assigned readings as the traditional COM 313 class already on the books. The online version will have recorded lectures in conjunction with online group and classroom forum discussions as well as virtual office hours with the instructor. Course goals and student learning outcomes are the same for the online course as for the traditional 313 course taught regularly in standard classroom format. Assessment will be through exams, papers, & presentations submitted via Blackboard.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The academic offense policy will be the same as the University policy already in place. Blackboard will be used as the portal for the entire course, which is password protected. All materials will be uploaded, stored, and accessible via Blackboard. Grades will be recorded in blackboard which will provide students with timely access to their standing in the course.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO

If yes, which percentage, and which program(s)? Not required for any major.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Via online office hours and the services provided by the UK Distance Learning Office.

6. How do course requirements ensure that students make appropriate use of learning resources? Through assigned readings

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Through Blackboard. No other facilities other than access to the UK Libraries will be required, and online access to that is already available for students currently enrolled.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes, the syllabus lists the procedures for resolving technical complaints and are given the contact information for the instructor, distance learning, and blackboard assistance.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Through Blackboard, which has extensive tutorials available to students for those not already familiar with the service at UK.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Allison Scott

SIGNATURE|ELCOHE2|Elisia Cohen|COM 313 CHANGE Dept Review|20140219

SIGNATURE|CEMONA2|E C Monaghan|COM 313 CHANGE College Review|20140228

SIGNATURE|PCOOK2|Patricia G Cook-Craig|COM 313 CHANGE UKCEC Expert Review|20140407

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 313 CHANGE UKCEC Review|20140408

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 313 CHANGE Undergrad Council Review|20140410

Courses | **Request Tracking**

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3095	COM 313 syllabus (S14) ONLINE.docx
Delete 3096	Intellectual Inquiry Social Science Form (COM 313)

1

Select saved project to retrieve...

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	COM - Communication COM 313 INTERPERSONAL RELATIONSHIPS	Proposed Prefix & Number: (example: PHY 401G)
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception of the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not fit in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or substitution of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input checked="" type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
1. General Information		
a.	Submitted by the College of: COMMUNICATION AND INFORMATION	Submission Date: 2/18/2014
b.	Department/Division: Communication	
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="button" value="Select..."/>		
e.* * Contact Person Name: Allison Scott Email: allison.scott@uky.edu Phone: 7-3676 * Responsible Faculty ID (if different from Contact): Email: Phone:		
f.* Requested Effective Date: <input type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term: ² Spring 2015		
2. Designation and Description of Proposed Course.		
a.	Current Distance Learning(DL) Status:	<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that proposed changes do not affect DL delivery.		
b.	Full Title: INTERPERSONAL COMMUNICATION IN CLOSE RELATIONSHIPS	Proposed Title: * INTERPERSONAL COMMUNICATION CLOSE RELATIONSHIPS
c. Current Transcript Title (if full title is more than 40 characters):		INTERPERSONAL RELATIONSHIPS

c. Proposed Transcript Title (if full title is more than 40 characters):					
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	none ⁹	
Proposed - ADD ² Cross-listing (Prefix & Number):					
Proposed - REMOVE ^{2,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
f. Current Grading System:	ABC Letter Grade Scale				
Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:	This course focuses on describing and explaining communication processes that occur within the context of close relationships. Three general topic areas include: (1) developing and escalating relationships, (2) satisfying relationships, and (3) coping with relational challenges.				
* Proposed Course Description for Bulletin:	This online course focuses on describing and explaining communication processes that occur within the context of close relationships. Three general topic areas include: (1) developing and escalating relationships, (2) satisfying relationships, and (3) coping with relational challenges.				
j. Current Prerequisites, if any:	None				
* Proposed Prerequisites, if any:	None				
k. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience				

	<input type="radio"/> Service Learning <input type="radio"/> Both
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (I) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)
Distance Learning Form	
This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for fields are required!	
Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, <i>distance learning</i> is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techn	
A number of specific requirements are listed for DL courses. The department proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).	
Course Number and Prefix: COM 313	Date: 2/18/2014
Instructor Name: Allison Scott	Instructor Email: allison.scott@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
<input checked="" type="checkbox"/> Internet/Web-based	<input type="checkbox"/> Interactive Video
<input type="checkbox"/> Hybrid	
Curriculum and Instruction	
1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Syllabus Guidelines, specifically the Distance Learning Considerations?	
Through a combination of recorded lectures and online discussion forums regarding assigned readings, and virtual office hours with the instructor.	

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course go assessment of student learning outcomes, etc.

This course will have the same assigned readings as the traditional COM 313 class already on the books. The online version will have recorded lectures in conjunction with online group and classroom forum discussions as

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

The academic offense policy will be the same as the University policy already in place. Blackboard will be used as the portal for the entire course, which is password protected. All materials will be uploaded, stored, and

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

NO

Which percentage, and which program(s)?
Not required for any major.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Via online office hours and the services provided by the UK Distance Learning Office.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Through assigned readings

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Through Blackboard. No other facilities other than access to the UK Libraries will be required, and online access to that is already available for students currently enrolled.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Yes, the syllabus lists the procedures for resolving technical complaints and are given the contact information for the instructor, distance learning, and blackboard assistance.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

Through Blackboard, which has extensive tutorials available to students for those not already familiar with the service at UK.

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=2538&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Allison Scott

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/AJKIT/Help>)

Revised 8/00

- See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

**COMMUNICATION IN CLOSE RELATIONSHIPS
COM 313, SPRING 2015**

Professor: Allison Scott, Ph.D.
Office address: 236 Grehan Building
Contact: Allison.Scott@uky.edu, 859-257-3676
Online office hours: Tuesday 1-3p, Wednesday 11-1p

Course description:

This course focuses on describing and explaining communication processes that occur within the context of close relationships. Three general topic areas include: (1) developing and escalating relationships, (2) satisfying relationships, and (3) coping with relational challenges.

Student learning outcomes: After completing this course, you will be equipped to (a) identify areas of interpersonal communication in need of improvement in your own life, (b) evaluate the quality of communication in relational contexts, (c) apply this knowledge to become a more effective relational partner, and (d) translate interpersonal research findings for lay audiences.

Required text: Knapp, M. L., Vangelisti, A. L., & Caughlin, J. P. (2013). *Interpersonal communication and human relationships* (7th ed.). Indianapolis, IN: Pearson.

Required technology: Please complete the following steps to make sure your computer is correctly configured to participate in this course.

- (1) Firefox is the recommended Internet browser for this course. To download a free version of Firefox, visit <https://download.uky.edu/>.
- (2) You will also need Flash, Adobe Acrobat Reader and QuickTime movie player. To download, visit <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>
- (3) Please use Microsoft Word for all written work and Microsoft PowerPoint for presentational aids that accompany your oral presentations.
- (4) You are responsible for checking their UK email account frequently and consistently (at least once per day) to remain current with university-and class-related information. Be sure that you carefully manage your email storage quota to ensure that your mailboxes are able to receive new messages. I will make every effort to respond to email messages within 24 hours during the week and within 48 hours during the weekend.

Important UK technological contacts:

Help Desk at 218-HELP (4357)
Distance Learning Programs Office: 859-257-3377
Distance Learning Services, Carla Cantagallo, DL Librarian: 859-257-0500, ext. 2171; or 800-828-0439 (option#6); dllservice@email.uky.edu

Procedure for Resolving Technical Complaints: If you experience technical difficulties, you may contact the Customer Service Center at 859-218-HELP or by email at helpdesk@uky.edu. Please don't hesitate to inform me with technical difficulties.

Time Zone: This course is taught in the **Eastern Time Zone**. All times listed in this syllabus are ET. If you live outside the ET, you need to account for the time change when turning in assignments.

Course policies:

Level of difficulty. This is an advanced course, so expect to be challenged. Given the size of the class, most material will necessarily be presented in lecture format, but some of our time will be spent in responding to online discussion questions. For this course to be successful, and for you to optimally benefit from enrollment, you will need to complete the assigned reading before viewing the lecture. I expect you to be well-prepared to make thoughtful, respectful contributions to online class discussion.

Attendance. You are responsible for all information presented in class (a great deal of which will be material that is not readily available elsewhere), and the best way to ensure your preparedness for examinations and written work is to regularly check the Blackboard website for updated course material. I encourage you to treat this course with the same attention to time management that you would use in a face-to-face course. Stay current with the reading assignments, and be sure to regularly watch the recorded lectures online. Staying on top of your coursework and not falling behind is one of the best ways to ensure your success in this course.

Meeting deadlines. By definition, late work is below average. Late work not only creates logistical difficulty for me, but it is unfair to those students who completed the work on time. For these reasons, any late work will incur a penalty of 10% deduction for each day it is late (including weekends). Make-up exams will not be given except under extenuating circumstances with satisfactory documentation (as defined by the UK Student Code 5.2.4). If such a situation arises, please contact me as soon as possible. Contacting me sooner rather than later helps your credibility and gives me more flexibility.

Submitting written work. I will post all assignments on Blackboard. All of your work in this class must be available to be posted both on Blackboard. All written assignments should follow 6th edition APA style formatting. Files must be saved as a .pdf, or .doc, or .docx. Please do not email me your assignments. You are responsible for keeping back-up copies of your work since technology is not infallible. Copies of work can be saved in the "Content Collection" area of your Blackboard account. If your assignment is lost in cyberspace, you will be expected you to recover it by the deadline.

Academic integrity. Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their

instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Classroom civility. We want to build a classroom climate that is comfortable for all. In a communication class, it is especially important that we display respect for all members of the classroom, and avoid language that could marginalize members of our classroom or campus. In addition, I encourage you to treat your email exchanges with me as professional correspondence; this means (at a minimum) using capitalization, punctuation, and complete sentences. Additionally, remember that electronic communication should be treated with the same care and respect that you would a face-to-face interaction. Compose e-mail carefully, using a pertinent subject line (including your section number), an appropriate greeting and a concise message devoid of spelling or grammatical errors.

Privacy. The Family Educational Rights and Privacy Act 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 (beyond simple directory information) about you, your progress, or your status as a student in my class. This includes parents, partners, and other students (see: <http://www.uky.edu/registrar/obligation-privacy>)

Accommodations due to disability. If you have a documented disability that requires academic accommodations, please contact me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Appointments and Office Hours. Although I plan to be in my office during posted office hours, I occasionally step out to speak with colleagues, hold group conversations in larger spaces, or to work in nearby computing locations. Therefore, it is important that you always email me when requesting an appointment or inform me that you will be coming to office hours. This is particularly helpful during busy times in the semester when many students plan to visit office hours and is a policy meant to benefit students and myself by making the most efficient use of our time. Furthermore, appointments and meetings are a privilege that should not be abused, please come prepared with materials and questions to ask prior to meeting with me.

Course grading:

In this course, the following **grading scale** will be utilized: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and E = 59 and below. The grade you earn in this course is based on four exams and two written assignments.

Exams. There will be four exams (including a cumulative final exam) to celebrate the knowledge you glean in this course. Any course material presented in any form (e.g., lecture, text, class discussion) may be covered in the exams. The exams include multiple choice and true/false items and will use an online format. I will provide study guides for each of the exams. We will take the **final exam** on May 6, 2014 at 1:00pm. **Each exam is worth 15% of your final grade (60% total).**

Skill development reflection. This course is designed to help you develop your communication skills by providing opportunities to talk about how to apply concepts in your everyday lives. Throughout the semester, I will present various guidelines for effective communication related to the specific topics we cover. You are asked to select one communication guideline from four of the lectures (i.e., you should choose four guidelines total, but each one should be from a different lecture) and try it out. For each guideline you choose, please write a brief essay describing your experience. The recommended length for each essay is 2-3 pages. In your essays, you should address the following:

- (a) Identify the specific guideline from lecture you selected and briefly explain why you chose that guideline.
- (b) Explain what happened when you attempted to implement the guideline (or what happened when you deliberately broke the guideline). Give details about the situation in which your attempt occurred, what you said and did, and what others said and did.
- (c) Evaluate the outcome of your attempt. Were you more successful in accomplishing the purpose of the conversation than if you had not tried to follow the guideline? Were the identity and relationship goals more successfully met than if you had not tried to follow the guideline? Why or why not? How did you and others feel?
- (d) Describe what you would do similarly or differently next time. Based on your experience, how would you adjust your actions going forward? Why?

Be sure to consult the rubric that will be used to assess your essays when preparing your work (posted on Blackboard). **Each essay is worth 5% of your final grade (20% total).**

Evaluating popular advice paper. We all encounter lots of advice about interpersonal communication from mainstream (i.e., not academic) sources. For this paper, you will compare advice described in a popular media outlet with scholarly research on the same topic. By taking a specific example from the popular culture and critiquing it based on scholarly literature, you will become a more informed consumer of interpersonal communication advice (and probably a better advice giver than some of the "pros" who write advice columns). This assignment is designed to help you develop greater expertise on a specific topic and to critically analyze popular messages about interpersonal communication. **This paper is worth 20% of your final grade.**

There are 10 articles from which you may choose to use as the basis for this paper (these are posted to Blackboard); although these articles address various contexts, all of the articles provide explicit advice about interpersonal communication. Read through these options and choose one to focus on in writing this paper. Once you have selected a piece of advice to analyze, writing this paper should unfold in two general steps.

- (1) First, find at least five scholarly sources that are related to the advice in the article you selected. Make sure the research sources relate to your topic because these are the sources you will use to evaluate the quality of the popular advice. By scholarly, I mean primary research sources such as those found in academic journals (that present original data) or secondary sources that summarize the primary literature in a reputable manner. Although you may use your textbook in addition to these five sources, your textbook does not count as one of your five sources. Read these sources carefully and take copious notes about the theories that guide the research, the methodologies used to investigate the research questions or hypotheses, the specific findings from the research, and the implications of the findings for your particular topic.
- (2) Second, use those scholarly sources and apply the knowledge you have cultivated this semester to critique the advice. Is the advice good? Is it bad? Is it both good and bad? Why? Is it consistent or inconsistent with research findings? How so? What would make the advice better (according to research)?

The recommended length for the paper is 5-7 pages, but you may write more or less. I am more interested in the quality of your work than in the quantity. The paper should follow APA guidelines, which stipulate (among many other things) double-spacing, numbered pages, 1-inch margins on all four sides, 12-point Times New Roman font, a title page, and a reference list at the end. (However, no abstract is needed for this paper.) Use direct quotations sparingly, if at all. Give citation credit for others' ideas, even if you are not quoting directly.

The following will be the general criteria for evaluating your paper:

- (a) Is the paper complete? Did you meet the requirements described above?
- (b) Have you effectively integrated the five scholarly articles (with citations) into your analysis?
- (c) Is the paper insightful? Have you critiqued the artifact thoughtfully and developed sound arguments? Have you demonstrated your knowledge of what you have learned in this class?
- (d) Is the paper well-written? Have you used the English language appropriately and effectively? (This is a scholarly endeavor, so although I encourage you to be creative and allow your voice to be present, convention dictates that your tone not be too casual.)

It would be prudent to consult the grading rubric for this paper as you begin your writing (posted on Blackboard). If looking at advice evaluation papers submitted by previous students would be helpful to you, sample papers are available upon request.

Important: To submit your paper via Blackboard as part of the UK Core assessment.

In Blackboard: Course Content → Assessments → Assignment → Evaluating popular advice paper

Mid-term grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Tentative course schedule:

Date	Lecture	Due
Jan. 16	Course introduction	
Jan. 21	Defining terms	Chapter 1
Jan. 23	Goals	
Jan. 28	Identity	
Jan. 30	Face (skill development workshop)	
Feb. 4	Attraction	Chapter 5
Feb. 6	Interdependence	Chapter 2 (pp. 54-68), Chapter 9 (pp. 301-316)
Feb. 11	Exam 1	
Feb. 13	Developing relationships	Chapter 2 (pp. 30-54)
Feb. 18	Uncertainty (advice paper workshop)	Skill development essay 1 due
Feb. 20	Small talk	Chapter 6
Feb. 25	Self-disclosure	Chapter 8 (pp. 259-271)
Feb. 27	Listening	Skill development essay 2 due
Mar. 4	Social support	Chapter 9 (pp. 316-318)
Mar. 6	Affection	
Mar. 11	Exam 2	
Mar. 13	Aggression	Evaluating popular advice paper due
Mar. 25	Conflict	Chapter 8 (pp. 278-300)
Mar. 27	Deception	Chapter 8 (pp. 271-277)
Apr. 1	Privacy	Skill development essay 3 due
Apr. 3	Criticism	Chapter 11
Apr. 8	Jealousy and infidelity	
Apr. 10	Repairing relationships	Skill development essay 4 due
Apr. 15	Ending relationships	Chapter 10
Apr. 17	Exam 3	
Apr. 22	Nonverbal	Chapter 9 (pp. 326-340)
Apr. 24	Online interaction	Chapter 4
Apr. 29	Culture	
May 1	Effective relational communication	Chapter 12
May 6	Final exam (1:00pm)	

**Course Review Form
Inquiry in the Social Sciences**

Course: COM 313

Reviewer Recommendation

Accept Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Readings, lectures, or presentations that promote students' ability to define and distinguish different theoretical approaches associated with a social science discipline, either broadly or as applied to an important social science topic.

Example(s) from syllabus:

Week 1: Introduction and Course Orientation: Theoretical approaches to the study of communication in close relationships.

Brief Description:

The lectures during the first week of the course will be devoted to theoretical approaches to this area of study. Lectures will discuss how the same social scientific theories can be applied to numerous relational communication processes.

Processes or assignments where students apply their understanding of methods and ethics of inquiry which lead to social scientific knowledge.

Example(s) from syllabus:

Essay questions focus on the practical applications of theories covered in the course, posing reasonable questions for further research as well as methods to address such questions, and ethical considerations of such methods.

Brief Description:

Each exam will have multiple essay questions wherein students are asked about the methods used to explore the dark side and the ethical considerations of the proposed exploration. Methodological and ethical considerations are covered early in the course in lecture. As each topic is moved through, particular methodological and ethical considerations potentially unique to that topic will be noted in lecture.

Artifacts of assignments or exercises that require students to demonstrate the ability to identify and use appropriate information resources to substantiate evidence-based claims.

Example(s) from syllabus:

Students are required to locate and integrate at least three scholarly research articles, providing evidence, beyond class material, for the arguments they are making.

Brief Description:

As part of the final paper, students will be required to locate appropriate scholarly resources to identify the claims advanced in their papers.

Processes, assignments or exercises that demonstrate students' application of the knowledge of how a social science discipline influences society.

Example(s) from syllabus:

Students are asked to choose a topic of interest to them. They are asked to consider how the research they have been reading in class might be applied to shed light on or improve societal problems. They are asked to locate and integrate at least three scholarly research articles, providing evidence, beyond class material, for the arguments they are making. They are also directed to consider how research and understanding of popular advice about relational communication might influence society's view of expectations for relationships.

Brief Description:

As part of the final paper, students are asked to discuss the relationship between research on relationships and conventional popular advice for close relationships.

Artifacts of assignments or exercises that require students to demonstrate an ability to identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Example(s) from syllabus:

Essay questions focus on the practical applications of theories covered in the course, posing reasonable questions for further research as well as methods to address such questions, and ethical considerations of such methods.

Brief Description:

In the essay portions of the exam, students will be asked to pose research questions, the conceptual framework and the methods they would use to address such questions.

Reviewer's Comments