# COMM 2020 – Interpersonal Communication

## Instructor Information

**Professor:** Dr. Jennifer Gray

**Email:** jennifer.gray@unt.edu

**Student Drop-in Hours:** MW 9-10 am; by appointment

[Message me on Teams here](https://teams.microsoft.com/l/chat/0/0?users=%20jennifer.gray@unt.edu)

## Important Dates

Class begins: August 18, 2025

Official Census reporting date: August 29, 2025

Last day to drop with a grade of W: November 7, 2025

Last day of the class: December 12, 2025

## Course Description, Structure, and Objectives

Introduction to interpersonal communication research results and theories with application in two-person and small group relationships in a variety of human communication contexts.

The overarching goal of this course is to increase your interpersonal communication competence. The course aims to achieve this goal by teaching foundations of interpersonal communication theory, providing examples of theory in everyday relationships, and exploring dimensions of interpersonal communication across a broad array of communication contexts. Reading, recorded lectures, discussion, engagement exercises, activities, and applied research assignments will be used to increase student knowledge and communication skills.

### Core Objectives

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

The Texas Core Curriculum (TCC) is a 42 Semester Credit Hour (SCH) core curriculum for all undergraduate students in Texas public higher education. Each institution selects the specific courses it will offer to fulfill that framework of the TCC in a way that takes into account the individual role and mission of the institution.

This course, COMM 2020, fulfills the Social and Behavioral Sciences (3 SCH) Core Course requirement at UNT. As such, this course is assessed for the TCC Core Objectives bolded below, though all of the objectives are present in the course activities. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions and events, examining their impact on the individual, society and culture.

Each core curriculum course must include three or four, out of six, Core Objectives. Definitions for the six Core Objectives for the TCC are as follows:

* **Critical Thinking Skills (CT) -creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.**
* **Communication Skills (COM) -effective development, interpretation, and expression of ideas through written, oral and visual communication.**
* **Empirical and Quantitative Skills (EQS) -manipulation and analysis of numerical data or observable facts resulting in informed conclusions.**
* Teamwork (TW) -ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
* **Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.**
* Personal Responsibility (PR) -ability to connect choices, actions and consequences to ethical decision-making.

### Learning Objectives

1. Develop an awareness of the role communication plays in everyday interaction.
2. Recognize the characteristics of competent communication in dyadic interactions.
3. Demonstrate skill in selecting and using a variety of communication strategies and responses based on cultural contexts and goals.
4. Understand the influence of perception and the importance of perception-checking.
5. Evaluate listening habits and effective listening skills.
6. Understand the influence of context in communication situations.
7. Effectively demonstrate communication skills.
8. Demonstrate effective interpersonal conflict management principles.
9. Apply interpersonal communication theory to real-life situations.
10. Demonstrate ability to analyze data and draw conclusions.

## Required/Recommended Materials

**Connect access: Floyd, K. (2025). *Interpersonal communication* (evergreen edition). McGraw Hill. 9781266471407**

This is an online smart book you will need to complete your assignments – *this is not the print version of the book.*

Technology requirements for courses with digital materials: This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System **and McGraw-Hill Connect Access**. You also need access to a webcam and microphone.  If circumstances change, you will be informed of other technical needs to access course content.  Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (https://online.unt.edu/learn).

## How to Succeed in this Course

I strive to be available to you as much as possible – my virtual office hours are MW 9-10 am, but my schedule is very flexible and I can usually arrange a virtual meeting that accommodates your schedule at a different time. Please send me an email to set up a meeting. Students often start their emails with “I’m sorry to bother you but…” please know that you are NEVER a bother to me! Not only is this my job, but it’s also what I’m most excited about doing. I enjoy talking and working with students, and your success is my highest priority. You are not a burden to me, and **you are worthy and deserving of my time and attention**. Please always feel welcome to reach out to me and let me know what’s going on with you and what your needs are. I usually respond within 24 hours (during the week; 48 on weekends) but if I don’t, feel welcome to send me a follow up email, gently nudging me to respond.

### Accommodation Statement

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

If applicable, you can connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) to begin the registering process (https://studentaffairs.unt.edu/office-disability-access).

### Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Every student in this class has the right to learn and engage within an environment of respect and courtesy from others. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please reach out to me and let me know. We are all learning together.

*I also encourage you to review UNT’s student code of conduct so that we can all start with the same baseline civility understanding* ([Code of Student Conduct](https://deanofstudents.unt.edu/conduct)) (https://deanofstudents.unt.edu/conduct)

## Assessing Your Work

The "Module Assignments" table below is a summary of all the graded work in this course as well as the weights assigned to it. Every assignment you attempt is either "complete" or "incomplete." If I mark it as incomplete, you should read the feedback and make the appropriate changes for it to be marked complete, otherwise, it remains incomplete.

Every module contains 3 assignments: completing the smart book questions, watching the video lectures and completing the lecture response and reply to a classmate via a class discussion, and finally the summative assignment which combines all your knowledge from the chapter and lectures into a reflection or practical exercise.

You must complete a module in order to move on to the next module. You must go in order – read the text and complete the smart book questions, watch the lectures, and post a response and reply to a classmate on the discussion board, then complete the summative assignment. Once those are submitted, the next module will be available.

An incomplete assignment is pretty much a zero in the gradebook, it's like not doing the assignment at all. Please review my feedback and make the changes - I'll update the grade if you implement the feedback on time. I want you to learn the concepts not just get "points" which is why I've tried to remove points. Consider incomplete as "no credit given" and complete as "full credit given". I don't do partial credit because I don't want you to partially do anything in the course!

To this end, I also don't offer extra credit. Because there are no points, because I accept late and revised work without penalty, there is no extra credit to give. If you want to earn a certain grade in the course, simply complete that percentage of work in the course.

## Late Work Policy

Modules are due every Sunday night. You may submit work up to 4 weeks late, though I hope you don't. The class will quickly become overwhelming, and you won't be engaging with your peers in a meaningful way if you get behind. There is no penalty for late work, other than you may feel stressed and you may also not get as much out of the discussions and activities if you're rushing to do them and not in step with your classmates. The assignments will close 4 weeks after their due dates. This policy is in place to prevent 'bunching' of work and overwhelm my grading abilities. Please respect this boundary and do not ask me to make an exception for you. If you are a month behind on work and cannot catch up before the assignment closes, losing the module is your only option. If you lose more than 6 modules, dropping the class is your next best option. Again -this is to prevent students from bunching all the work up in a short amount of time and overwhelming my grading inbox.

## Attendance and Participation

Because this is an online class, attendance is based upon completing the weekly work by the due date. I do not have a ‘grade’ associated with attendance. Additionally, I have great respect for students who are balancing the demands of their coursework with the responsibilities of work and caring for family members. If you run into challenges that require you to miss a deadline, please reach out to me.

## Assignment Policies

* **Text based assignments** must be typed and submitted as .doc or .docx files. No other formats, including handwritten/photographs, OneDrive or google doc links will be accepted.
* **You are responsible for writing all of your own work. The use of AI, student paper repositories, or services is strictly prohibited.**
* You are responsible for turning work in on time.
* You are responsible for checking that you have submitted the correct document.

## Grading Method

There are 15 modules in the class, each accounting for anywhere between 5-10% of your final grade. Once you have completed a module, you can move on to the next. This is an instructor-paced course, though if you submit something late, there is no penalty, but you may not move on in the course until you’re caught up.

* To make an A: 90-100% completion
* To make a B: 80-89.9% completion
* To make a C: 70-79.9% completion
* To make a D: 60-69.9% completion
* F assigned to 59.9% or less completion

## Module Assignments

| Module | Included in the Module | Weight | Associated Learning Outcomes and Core Objectives |
| --- | --- | --- | --- |
| Course Orientation Module | View all pages of Course Orientation Module, set your notificationsCourse Orientation Quiz Introduce Yourself Discussion Board (DB) | 5% | LO1; PR |
| Chapter 1  | Chapter 1 Smartbook QuestionsChapter 1 Lecture Response (DB)Chapter 1 Activity: Assessing Your Communication Competence | 7% | LO1; COM, PR |
| Chapter 2 - A | Chapter 2 Smartbook QuestionsChapter 2 Lecture Response (DB)Chapter 2 Activity: Co-culture investigation choice (Part 1) | 7% | LO3, LO6 |
| Chapter 2 - B | Chapter 2 Activity: Co-culture investigation verbal and visual reports (Part 2) | 6% | LO3, LO6; SR, COM |
| Chapter 3  | Chapter 3 Smartbook QuestionsChapter 3 Lecture Response (DB)Chapter 3 Activity: Self-concept & perception self-interview and interview plan (Part 1) | 7% | LO1, LO9; COM; PR |
| Chapter 4  | Chapter 4 Smartbook QuestionsChapter 4 Lecture Response (DB)Chapter 4 Activity: Self-concept & perception interview findings (Part 2) | 7% | LO2, LO4, L09; CT, COM |
| Chapter 5  | Chapter 5 Smartbook QuestionsChapter 5 Lecture Response (DB)Chapter 5 Activity: What’s your name again (DB)  | 7% | LO6; COM |
| Chapter 6  | Chapter 6 Smartbook QuestionsChapter 6 Lecture Response (DB)Chapter 6 Activity: Nonverbal Observation  | 7% | LO2, LO6, LO9; CT |
| Chapter 7  | Chapter 7 Smartbook QuestionsChapter 7 Lecture Response (DB)Chapter 7 Activity: Listening Analysis  | 7% | LO1, LO5 |
| Chapter 8  | Chapter 8 Smartbook QuestionsChapter 8 Lecture Response (DB)Chapter 8 Activity: Emotion Log & Reflection  | 7% | LO6, LO9, LO10; CT, EQS |
| Chapter 9  | Chapter 9 Smartbook QuestionsChapter 9 Lecture Response (DB)Chapter 9 Activity: Friend Advertisement  | 7% | LO1, LO2, LO6, LO9; CT, COM |
| Chapter 10 | Chapter 10 Smartbook QuestionsChapter 10 Lecture Response (DB)Chapter 10 Activity: Family Analysis | 7% | LO1, LO2, LO6, LO9; CT, COM |
| Chapter 11 | Chapter 11 Smartbook QuestionsChapter 11 Lecture Response (DB)Chapter 11 Activity: Choose Your Own Conflict**Chapter 12 Activity: Survey about Deception** | 7% | LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9; SR, CT, COM |
| Chapter 12 | Chapter 12 Smartbook QuestionsChapter 12 Lecture Response (DB)Chapter 12 Activity: Analyze Survey Results | 7% | LO1, LO2, LO3, LO7, LO10; SR, EQS, COM |
| Final Module | **Course Reflection: A Letter Home** | **5%** | LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8, LO9; CT, COM |

## Standards for Academic Integrity

Academic integrity is important. If your assignment is found to be completed with AI, I will mark it incomplete with no opportunity to re-do. If you need more time to do an assignment, take more time. I'd rather you turn something in late (no penalty anyway!), than cheat yourself out of the opportunity to learn the material. If you do not think you are capable of completing the work on your own and only AI can do it for you – contact me – and we can talk about why you feel that way.

Every student in my class can improve by doing their own work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations or **engage in unauthorized use of AI to produce your work wholly** will be violating UNT’s Academic Integrity Policy. If you are found to plagiarized or to have used AI to complete your work for you, **I will mark the assignment ‘incomplete’** ***and you will not have an opportunity to revise it.*** Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (https://policy.unt.edu/policy/06-003). If you have questions about this, or any UNT policy, please email me or come discuss this with me during my office hours.

### Use of AI to Produce written content for discussions, assignments, and reflections

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, and Gemini is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy. Additionally, tools like Grammarly, spellcheck, predictive text, speech-to-text, and translation tools may be allowed with *proper citation.* Let me know in advance or in the comments of your work if you utilize one of these tools.

## Course Requirements/Schedule

| Week  | Module | To complete: | Due Date |
| --- | --- | --- | --- |
| 1 | Course Orientation Module | View all pages of Course Orientation Module, set your notificationsCourse Orientation Quiz Introduce Yourself Discussion Board (DB) | Sunday, August 24 |
| 2 | Chapter 1  | Chapter 1 Smartbook QuestionsChapter 1 Lecture Response (DB)Chapter 1 Activity: Assessing Your Communication Competence | Sunday, August 31 |
| 3 | Chapter 2 - A | Chapter 2 Smartbook QuestionsChapter 2 Lecture Response (DB)**Chapter 2 Activity: Co-culture investigation choice (Part 1)** | Sunday, September 7 |
| 4 | Chapter 2 - B | Chapter 2 Activity: Co-culture investigation verbal and visual reports (Part 2) | Sunday, September 14 |
| 5 | Chapter 3  | Chapter 3 Smartbook QuestionsChapter 3 Lecture Response (DB)Chapter 3 Activity: Self-concept & perception self-interview and interview plan (Part 1) | Sunday, September 21 |
| 6 | Chapter 4  | Chapter 4 Smartbook QuestionsChapter 4 Lecture Response (DB)Chapter 4 Activity: Self-concept & perception interview findings (Part 2) | Sunday, September 28 |
| 7 | Chapter 5  | Chapter 5 Smartbook QuestionsChapter 5 Lecture Response (DB)Chapter 5 Activity: What’s your name again (DB)  | Sunday, October 5 |
| 8 | Chapter 6  | Chapter 6 Smartbook QuestionsChapter 6 Lecture Response (DB)Chapter 6 Activity: Nonverbal Observation  | Sunday, October 12 |
| 9 | Chapter 7  | Chapter 7 Smartbook QuestionsChapter 7 Lecture Response (DB)Chapter 7 Activity: Listening Analysis  | Sunday, October 19 |
| 10 | Chapter 8  | Chapter 8 Smartbook QuestionsChapter 8 Lecture Response (DB)Chapter 8 Activity: Emotion Log & Reflection  | Sunday, October 26 |
| 11 | Chapter 9  | Chapter 9 Smartbook QuestionsChapter 9 Lecture Response (DB)Chapter 9 Activity: Friend Advertisement  | Sunday, November 2 |
| 12 | Chapter 10 | Chapter 10 Smartbook QuestionsChapter 10 Lecture Response (DB)Chapter 10 Activity: Family Analysis | Sunday, November 9 |
| 13 | Chapter 11 | Chapter 11 Smartbook QuestionsChapter 11 Lecture Response (DB)Chapter 11 Activity: Choose Your Own Conflict**Chapter 12 Activity: Survey about Deception** | Sunday, November 16 |
| 14 | Chapter 12 | Chapter 12 Smartbook QuestionsChapter 12 Lecture Response (DB)Chapter 12 Activity: Analyze Survey Results | Sunday, November 23 |
| 15 | Final Module | **Course Reflection** | Sunday, December 7 |
| 16 |  | All late work due | Friday, December 12 |

\*Calendar is subject to change dependent upon the [Emergency Notifications and Procedures Policy (PDF)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) (https://policy.unt.edu/sites/default/files/06.049\_Standard%20Syllabus%20Policy%20Statements\_supplement.pdf). Students will be notified by Eagle Alert if there is a campus closing that will impact our class.