

# COMM 2020.401: 5W1 Summer 2026

## Interpersonal Communication Online; Canvas Platform

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**Professor:** [Dr. Joseph McGlynn](#)

**Email:** [Joseph.McGlynn@unt.edu](mailto:Joseph.McGlynn@unt.edu) or via Canvas Platform

**Office Hours:** Mondays 3pm–5pm and by appointment (via Zoom)

**Zoom Meeting ID:** 942 5457 1761

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### **Course Meeting Times & Locations:**

This course is conducted completely online asynchronously through the Canvas platform.

### **Required Textbook:**

Floyd, K. (2024). *Interpersonal communication*. McGraw Hill.  
ISBN10: 1264142870 | ISBN13: 9781264142873

### **Teaching Assistant for Comm 2020 5W1:**

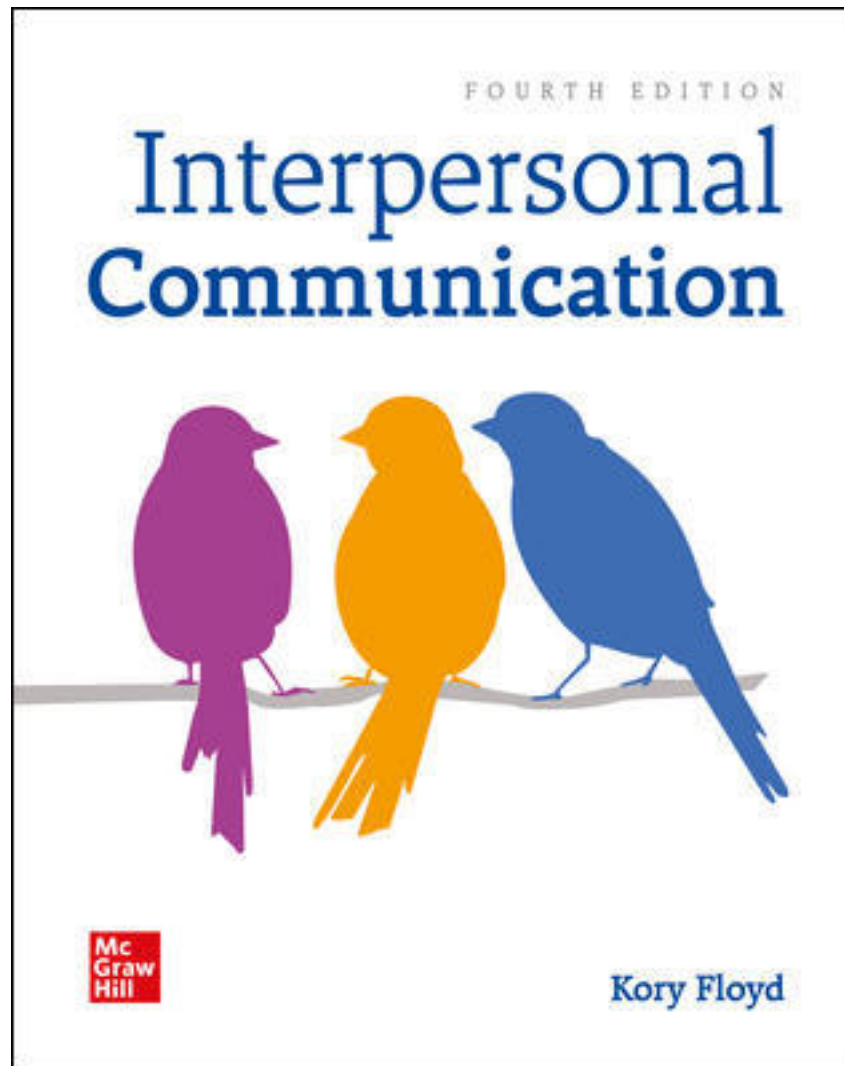
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### **Course Description**

Successful interpersonal relationships require effective communication. Even ascertaining what constitutes a successful interpersonal relationship requires effective communication. 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. Lecture, discussion, engagement exercises, activities, and applied research assignments will be used to increase student knowledge and communication skills.

## Learning Objectives

- Develop an awareness of the role communication plays in everyday interaction
- Recognize the characteristics of competent communication in dyadic interactions
- Demonstrate skill in selecting and using a variety of communication strategies and responses based on situational contexts and goals
- Understand the influence of perception and the importance of perception-checking
- Evaluate listening habits and demonstrate effective listening skills
- Understand the influence of context in communication situations
- Effectively demonstrate both verbal and nonverbal communication skills
- Demonstrate effective interpersonal conflict management principles
- Apply interpersonal communication theory to real-life situations



## **Attendance Policy (UNT)**

Responsibility for class attendance rests with the student. I reserve the right to request that a student be dropped from the course with a grade of “WF” upon the accumulation of a stated number of unexcused absences. An absence may be excused for the following reasons: a religious holy day, including travel for that purpose; active military service, including travel for that purpose; participation in an official university function; illness or other extenuating circumstances; pregnancy and parenting under Title IX; and when the University is officially closed by the President. The student is responsible for requesting an excused absence in writing as early in the semester as possible, and personally delivering to me satisfactory evidence to substantiate the excused absence.

## **Religious Holidays**

In accordance with Section 51.911 of the *Texas Education Code*, UNT will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete a scheduled assignment within a reasonable time. Students are required to file a written request with each professor within the first fifteen days of the semester to qualify for an excused absence.

## **Assignment Policies**

You are responsible for turning work in on time. Late work will not be accepted without a *documented* “authorized absence” as defined by UNT (there will be no exceptions).

**Assignments in any given week will always be due by the following Monday at 11:59pm.**

All assignments (unless otherwise noted) must be typed. Should you miss class due to an excused absence, you must complete the missed assignment and turn it in no later than the beginning of the next class period. You may also turn these in early.

If any assignment is missed due to any reason other than documented death, extreme illness, religious observance, UNT activity (see absence policy above), you will be unable to make up the work. You must plan ahead for all assignments, both major and daily, as each constitute a significant part of your final grade and cannot easily be “redone” due to timing and spatial issues.

## **Grading of Assignments**

All presentations and assignments are based upon a point system. Students will receive a thorough description of requirements for all assignments before they are due, as well as a detailed explanation of all assignments and grading procedures. Your work will be assessed in terms of concept comprehension and skill mastery. In regard to the skill mastery assessments, it must be stressed that although objective standards exist that can be used to determine the quality of an oral communication skill, a certain amount of subjectivity is inherent in the determination of the degree to which such standards are met. After a graded assignment has been returned to you, please wait 24 hours before contacting your instructor about a possible grade dispute. After a graded assignment has been returned to you, you have a maximum of 1 week to contact your instructor regarding a possible grade dispute.

## **Academic Conduct**

One fundamental goal of achieving a university degree is betterment of self; upon obtaining your degree you should be a more skilled writer and a more analytical thinker. To accomplish this goal and realize your true potential, all work should be uniquely your own in both word and thought. You should correctly document all words and ideas belonging to others according to APA (American Psychological Association) guidelines. Otherwise, you will not only fail yourself, but the course as well. Please consult the Code of Student Conduct for further information.

## **Regarding online videos and class recordings**

Class videos and recordings are reserved for use only by students in this class for educational purposes. The recordings and videos should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## **Academic Integrity Standards and Standards for Violations**

According to UNT Policy 18.1.16, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**Cheating.** The willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, using someone else's work or written assignments as if they were your own, or any other dishonest means of attempting to fulfill a requirement of this course.

**Plagiarism.** The use of an author's words or ideas as if they were your own without giving proper credit to the source, including but not limited to failure to acknowledge a direct quotation. Exact wording from a source must be identified by quotation marks and citation of the author. Concepts and ideas from sources should also be identified by citation of the author. Rules for citing quotes and ideas can be found in the Publication Manual of the American Psychological Association, 5<sup>th</sup> edition. *Intentionality is not a factor in determining plagiarism and its consequential penalties.* Students are responsible for making themselves aware of the parameters and provisions of plagiarism.

Plagiarism includes the use of A.I. software or apps (e.g., ChatGPT) to write, edit, or paraphrase text for your paper, as you did not author these words or ideas. The professor of this course will use automated methods to search student papers for A.I.-generated text. Students will be assumed to be the author of all submitted text and assignments. As such, students may be asked to explain portions of their papers or to defend arguments presented in their papers verbally. This verbal explanation can then factor into a student's paper grade, influencing the final grade for that paper up to and including the assignment of a 0% or grade of F for the assignment. The penalty for the

first use of A.I.-generated text will be a zero for the assignment. The penalty for the second use of A.I.-generated text will be a grade of “F” for the course.

**Ethical use of A.I. for academic papers.** For this class, clearly state when you have used A.I. and describe how you employed it. What prompts did you use? What were the results of your query? If you do want to use A.I. for ethical purposes, such as the creation of ideas for a potential paper topic, you must declare that you used the A.I. tool and also provide a copy of the results generated by A.I. Keep a record of all original work, prompts entered, and text generated by A.I. for each assignment. **Remember that for this class, the expectation is that all actual writing will be done by you without the assistance of A.I.** Use of A.I. to create written portions of any assignment is strictly prohibited and considered plagiarism.

**Collusion.** Intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

**Punishments for cheating, plagiarism, or collusion range from a grade of Zero on the assignment in question to failure of the course.**

### **Policy on Incompletes**

An “Incomplete” will be awarded only in cases where 75% of the coursework has been completed and the grade is warranted by an exigent reason (e.g., medical, military). Inability to complete coursework in a timely fashion does not constitute an acceptable reason for requesting or receiving an incomplete.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

### **Firearms Policy**

The University of North Texas is committed to providing a safe environment for students, faculty, staff, and visitors, and to respecting the right of individuals who are licensed to carry a handgun where permitted by law. Individuals who are licensed to carry may do so on campus premises except in locations and at Activities prohibited by

law or by this policy. Open carry is not permitted. See 04.001 Carrying of Concealed Handguns on Campus policy for more details.

### **Access to Information – Eagle Connect**

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: [eagleconnect.unt.edu/](http://eagleconnect.unt.edu/)

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

### **ADA Statement**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu)

### **Student Perceptions of Teaching Effectiveness**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide

students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

## Disclaimer

This syllabus is an agreement between the instructional faculty member teaching a course and the students enrolled in that course. The syllabus establishes the instructional faculty member's expectations, providing students with an overview of course content and explanations of course guidelines, procedures, and requirements. Consistent with UNT Policy 15.2.20, Academic Freedom and Academic Responsibility, instructional faculty have the academic freedom to design the course and present the syllabus as they wish, and instructional faculty have the academic responsibility to include specific items to fulfill state and institutional requirements.

This syllabus is intended to serve as a guideline for COMM 2020: Interpersonal Communication. Both UNT and your professor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the optimal educational experiences within prevailing conditions affecting the course.

## Assignments

Participation is crucial in this course, and perhaps is even more important considering our use of an online learning platform. Communication is a dynamic, interactive process and thus this course is designed to engage students in discussions and experiential activities on a regular basis even if we are not working in a face-to-face (FTF) environment. **It is the student's responsibility to keep up with the course content and to engage in dialogue in a timely and respectful manner via online assignments.**

### Reflect and Engage Assignments

Three types of reflect and engage assignments (60 points total)

1. 8 Discussion Forums, 20 points total
2. 5 Online Activities, 20 points total
3. 5 Quizzes, 20 points total

Reflect and Engage activities are designed to apply course concepts to real-world scenarios. Activities and discussions are graded and your participation alone does not guarantee full credit. **Your work must show comprehension of the material and active engagement to achieve full credit on activities.** A variety of activities such as reflective informal writing, personal assessment and exploration activities, class discussion boards, and quizzes will be included. Please note the discussion forums, online activities, quizzes, and exams listed in the course schedule. Please follow the course schedule closely so that your reading, engagement activities, and assignments are completed on time.

Online assignments include **Discussion Forums (DF)** (20 points), **Online Activities (OA)** (20 points), and **Quizzes** (20 points).

## Interpersonal Analysis Assignments

(4 assignments, 25 points each)

### Assignment #1: Communication in Music (25 points)

This assignment asks you to analyze music lyrics using concepts from the course. That is, analyze the lyrics using communication concepts. First, choose a song whose lyrics you want to analyze. Then, analyze the song using concepts from Chapter 3 (Communication & the Self) and/or Ch. 4 (Perception) that are illustrated in the song lyrics. For example, you might find that the lyrics illustrate *reflected appraisal*, *social comparison*, *reference groups*, *face*, *facework*, *face threats*, *autonomy face*, *fellowship face*, *competence face*, *interpretation*, *stereotypes*, *perceptual accuracy*, *recency effect*, *egocentrism*, *attributions*, or *self-serving bias*. Finally, elaborate on the lyrics' connection to the concept(s), and discuss your interpretation of the overall meaning of the song. Assignments should be typed, single-spaced, 12-point font or smaller, and 1 full-page in length. Please include a copy of the lyrics you selected at the end of the assignment.

### Assignment #2: Nonverbal Communication Analysis (25 points)

This assignment asks you to analyze interpersonal interactions using concepts from nonverbal communication. For this assignment, select one relationship you currently interact with (i.e., friend, parent, romantic partner, sibling, co-worker). Then, analyze your communication with this person using concepts from Ch. 6 (Nonverbal Communication). You can analyze a specific interaction, or you can analyze your communication patterns with this person as a whole. Use concepts from Chapter 6 for your analysis (e.g., "turn-taking signals," "expressing emotions nonverbally," "immediacy behaviors," "kinesics," "haptics," etc.). Then, briefly analyze the effects of each nonverbal behavior on your communication and satisfaction with the relationship. Finally, provide concrete suggestions for how your communication approach could improve for similar instances in the future. Assignments should be typed, single-spaced, 12-point font or smaller, and 1 full-page in length.

### Assignment #3: Culture & Communication Analysis (25 points)

This assignment asks you to analyze mediated communication using concepts from Chapter 2, e.g., "individualistic culture," "collectivistic culture," "monochronic," "polychronic," "uncertainty avoidance," "expressive talk," "instrumental talk," "affectionate communication," and so forth.

First, select a movie, YouTube video, or television clip that you want to analyze. The video selected should illustrate or relate to concepts from Chapter 2. Then, use concepts from the textbook or lecture to analyze the events and the communication between characters in the TV episode or film. For example, to analyze the communication and events in the show, you might use the terms "individualistic culture," "collectivistic culture," "monochronic," "polychronic," "uncertainty avoidance," "expressive talk," "instrumental talk," or "affectionate communication," and so forth to describe

people's behaviors, or to describe the influence of culture on communication. Once you've made the connection between the example you selected and the concept, elaborate on the connection to the course concept(s) you selected by going into more detail in your analysis.

The video or film clip can be from any movie, television show, YouTube video, etc. of your choosing. Focus on finding an interesting clip or show first (it could be a dramatic clip from a TV show such as *Friends*, *Bridgerton*, *Insecure*, an episode of *Rick & Morty* where they visit different worlds, an episode of *Queer Eye* on Netflix, a travel/adventure show where they visit a foreign country, or an episode of your favorite TV show, whatever that is). Then, illustrate your knowledge and understanding of course concepts by identifying course concepts illustrated during the show, and by using the concepts to analyze the interactions between people or to analyze events in the episode.

For example, you might discuss: How do the people in the video value time (monochronic/polychronic culture)? How are people in the video communicating their identity through behaviors and artifacts (e.g., their clothes, jewelry, home decorations). Or you might discuss how two people in a video clip illustrate expressive talk or instrumental talk. Or how a group of characters in a show represent a co-culture or social community. Or how the material components featured in the show reflect the nonmaterial values of the culture and the characters.

You can analyze a specific interaction from the show or movie, or you can use the course concepts to analyze the movie, show, or video as a whole. Elaborate on the show's illustration or reflection of the course concepts you selected. Finally, discuss how the people in the example could have improved their communication. Assignments should be typed, single-spaced, 12-point font or smaller, and 1 full-page in length.

#### **Assignment #4: Technology & Communication Analysis (25 points)**

This assignment asks you to analyze technologically-mediated interactions using course concepts. Specifically, you will analyze a mediated communication interaction between you and a relational partner of your choice (i.e., friend, family, romantic partner, co-worker). That is, analyze a recent interaction of text messages, emails, Facebook interactions, SnapChat, Instagram, Skype, Google Hangout, or any other form of mediated communication between you and your chosen relational partner. Apply interpersonal communication concepts from any of Chapters 8 (Emotion), 9 (Friendships & Professional Relationships), 10 (Romantic & Family Relationships), and/or 11 (Conflict) to your analysis, focusing on how these concepts affected the interaction, or influenced the way you communicated.

For instance, when analyzing your communication might discuss "display rules," "how technology affects emotions," "valence of emotions," "friendships are governed by rules," "relational maintenance behaviors," "communication privacy management," "stages of relationships," or "dialectical tensions." Assignments should be typed, single-spaced, 12-point font or smaller, and 1 full-page in length.

Furthermore, you might discuss “display rules,” “how technology affects emotions,” “valence of emotions,” “friendships are governed by rules,” “relational maintenance behaviors,” “communication privacy management,” “stages of relationships,” or “dialectical tensions.” Also, discuss specifically how the channel of communication influenced your communication. **Assignments should be typed, single-spaced, 12-point font or smaller, and 1 full-page in length.**

## Exams

(4 exams, 60 points each, 240 points total)

The four exams each consist of 30 multiple-choice questions. Exams will be administered online using Canvas. There will be a period of days (e.g., Thursday - Monday) for you to take each exam. For each exam, you will be responsible for all material covered in the text and all material covered during that unit. Please note, the exams will be timed, so be prepared to take the test when the exam begins (rather than trying to “find” the answers as you go).

## Grading scale:

A: (excellent, clearly outstanding)	360-400	(90-100%)
B: (good, impressive)	320-359	(80-89%)
C: (average, satisfactory college-level)	280-319	(70-79%)
D: (below satisfactory college-level)	240-279	(60-69%)
F: (failing)	< 240	(0-59%)

## Tracking Your Grade!

Assignment	Point Value	Your Score
<b>Exams</b>	-----	-----
Exam #1	60	
Exam #2	60	
Exam #3	60	
Exam #4	60	
<b>Reflect &amp; Engage Assignments</b>	-----	-----
Discussion Forums	20	
Online Activities	20	
Quizzes	20	
<b>Interpersonal Analysis Assignments</b>	-----	-----
Communication in Music	25	
Nonverbal Communication	25	
Culture & Communication	25	
Mediated Communication	25	
<b>Total</b>	<b>400</b>	

# COMM 2020 5W1 Summer 2026 Schedule

Date	Read	View	Do
<b>Week 1</b>	<b>Unit 1: Foundations</b>		
May 18	Start Here Read Syllabus Course Introduction		Discussion Forum (DF) #1: Introductions
May 19	Textbook: Chapter 1	Interpersonal Foundations Lecture	Online Activity (OA) #1: What is Your Communication Color?  DF #2: Are You a High Self- Monitor?
May 20	Textbook: Chapter 3	Communication and the Self Lecture	OA #2: Visual Identity Collage  DF#3: Critical Thinking
May 21	Textbook: Chapter 4	Perception Process Lecture	OA #3: Stereotypes in Perception Process
Week 1:			<p><b>Assignment #1</b> Analysis #1 due by Tuesday, May 26<sup>th</sup> at 11:59pm</p> <p><b>Exam #1</b> due by Tuesday, May 26<sup>th</sup> at 11:59pm</p>
May 21 – May 26	<p>Take Exam #1 on Canvas. The exam covers chapter 1, 3, 4, and all material covered in lecture and recitation. The exam opens at 12pm on Thursday May 21<sup>st</sup> and closes at 11:59pm on Tuesday May 26<sup>th</sup>.</p>		

Date	Read	View	Do
<b>Week 2</b>	<b>Unit 2: Interactions</b>		
May 25		<i>Memorial Day</i>	
May 26	Chapter 5: Language	Language and Communication Lecture	Quiz #1 DF #4: History of Your Name
May 27	Chapter 6: Nonverbal Communication	Nonverbal Communication Lecture	DF #5: Nonverbal Cues
May 28	Chapter 7: Listening	Listening Lecture	OA #4: Listening & You
May 29	Chapter 7: Listening		
Week 2:			<p><b>Assignment #2:</b> Nonverbal Communication Analysis due by Monday, June 1<sup>st</sup> at 11:59pm</p> <p><b>Exam #2</b> due by Monday, June 1<sup>st</sup> at 11:59pm</p>
May 28 – June 1	<p>Take Exam #2 on Canvas. The exam covers chapters 5, 6, 7, and all material covered in Unit 2. The exam opens at 12pm on Thursday May 28<sup>th</sup> and closes at 11:59pm on Monday June 1<sup>st</sup>.</p>		

Date	Read	View	Do
<b>Week 3</b>	<b>Unit 3: Communication Dynamics</b>		
June 1	Chapter 2: Culture & Communication	Culture & Communication Lecture	
June 2	Chapter 2: Culture & Communication	Culture & Communication Lecture	Quiz #2
June 3	Chapter 8: Emotions	Communicating Emotions Lecture	OA #5: Nonverbal Video Response  "Quiz" 3: Emotional Affect Activity
June 4	Chapter 8: Emotions	Communicating Emotions Lecture	
Week 3:			<b>Assignment #3:</b> Culture & Communication Analysis due by Monday, June 8 <sup>th</sup> at 11:59pm
June 4 – June 8	<b>Assignment #3:</b> Culture & Communication Analysis due by Monday June 8 <sup>th</sup> at 11:59pm.		

Date	Read	View	Do
<b>Week 4</b>	<b>Unit 3: Communication Dynamics (continued)</b>		
June 8	Chapter 11: Conflict	Interpersonal Conflict Lecture	DF #6: Case Study in Conflict
June 9	Chapter 11: Conflict	Interpersonal Conflict Lecture	Quiz #4
June 10	Technology Module	Technology & Communication Lecture	
June 11	Technology Module	Technology & Communication Lecture	
Week 4:			<p><b>Assignment #4:</b> Mediated Communication Analysis due by Monday, June 15<sup>th</sup> at 11:59pm</p> <p><b>Exam #3</b> due by Monday, June 15<sup>th</sup> at 11:59pm</p>
June 11 <sup>th</sup> – June 15 <sup>th</sup>	<p>Take Exam #3 on Canvas. The exam covers chapters 2, 8, 11, and all material covered in Unit 3. The exam opens at 12pm on Thursday June 11<sup>th</sup> and closes at 11:59pm on Monday June 15<sup>th</sup>.</p>		

Date	Read	View	Do
<b>Week 5</b>	<b>Unit 4: Communication Contexts</b>		
June 15	Chapter 9: Friendships	Friendships Lecture	Quiz #5  DF#7: Friendships & Attraction
June 16	Chapter 10: Romantic Relationships	Romantic Relationships Lecture	DF #8: Course Takeaways
June 17	Course Summary & Review	Course Summary & Review Lecture	
June 18			Take Exam #4
Week 5:			<b>Exam #4 due by Thursday, June 18th at 11:59pm</b>
June 17 <sup>th</sup> – June 18 <sup>th</sup>	Take Exam #4 on Canvas. The exam covers chapters 9, 10, and all material covered in Unit 4. The exam opens at 10am on Wednesday June 17 <sup>th</sup> and closes at 11:59pm on Thursday June 18 <sup>th</sup> .		