

COMM 2020.001: Fall 2026

Interpersonal Communication

Tuesday 11:10am – 12:30pm, WH 222

Professor: [Dr. Joseph McGlynn](#)

Email: Joseph.McGlynn@unt.edu

Office Hours: Mondays 2pm–5pm in GAB 320-C and by appointment

Required Text:

Floyd, K. (2024). *Interpersonal communication*. McGraw Hill. ISBN: 126-635-8757 or 978-126-635-8753.

Course Meeting Times & Locations:

Lecture meets every Tuesday from 11:10am – 12:30pm in WH 222

Recitation 201: LANG 319, Thursday 11:10am – 12:30pm; Emma Masterson

Recitation 202: LANG 215, Thursday, 11:10am – 12:30pm; Xiaoyu Lin

Recitation 204: LANG 323, Thursday 12:45pm – 2:05pm; Xiaoyu Lin

Teaching Assistants & Office Hours:

201: [Emma Masterson](#); Emma.Masterson@unt.edu: Monday 11:30am–1pm & Thursday 3pm–4:30pm in GAB 322 and by appointment

202: [Xiaoyu Lin](#); Xiaoyu.Lin@unt.edu: Tuesday 3pm–4:30pm & Thursday 3pm–4:30pm in GAB 322 and by appointment

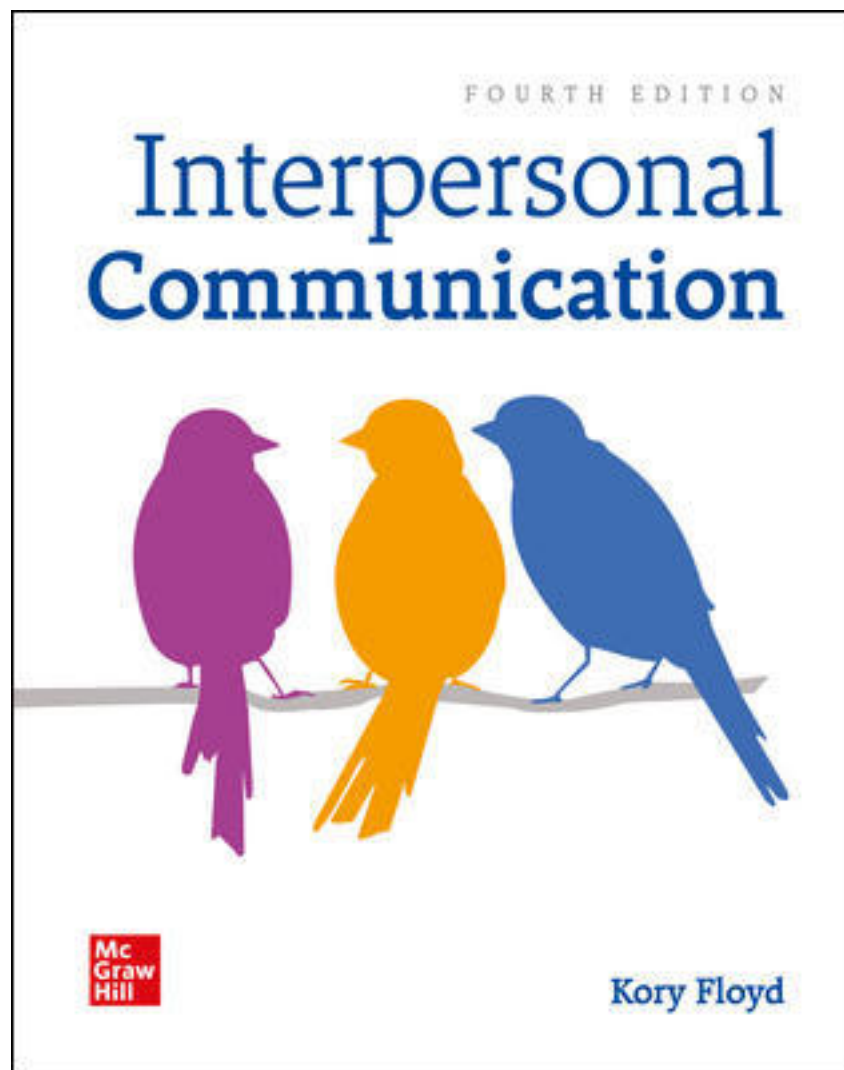
204: [Xiaoyu Lin](#); Xiaoyu.Lin@unt.edu: Tuesday 3pm–4:30pm & Thursday 3pm–4:30pm in GAB 322 and by appointment

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 and Participation

Learning is a social process. In order for this class to be successful, your attendance and participation are imperative. We will conduct this class as a seminar, performing the roles of teachers and learners simultaneously. This is possible only if everyone prepares in advance for class by giving thoughtful attention to the assigned readings, assuming a constructive role in class discussions, asking questions, thoughtfully attending to the ideas of others, and sharing your own insights.

If you are absent from class, it is your responsibility to learn about assignments or any class work missed, ideally from other members of the class. If that is impossible for some reason, you are certainly free to *then* contact your instructor.

Due to the time constraints of this course, you are allowed 3 unexcused absences this semester. With each additional absence, 5 points will be deducted off your final grade per absence. Any student absence from class is considered *unexcused* with the exception of: personal or family illness requiring physician assistance/hospitalization, UNT school-sponsored activity, religious holy day, or death of a family member. Documentation must be provided within 1 calendar week after the return to class. A verbal explanation is appreciated but will not suffice as sufficient documentation for consideration.

Attendance Policy (UNT)

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

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. You cannot make up missed daily activities under any circumstances. If you are unable to attend class on the day an assignment is due, or if there is any remote chance your car might break down, you might get stuck in traffic, etc., you must email that assignment to me no later than the due date to avoid penalties for lateness. All assignments 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.

Please note: 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 or resubmitted 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. It is your responsibility as the student to keep up with points accrued throughout the semester. Cumulative grade points will be available through the Canvas course site.

After a graded assignment has been returned to you, you must wait a minimum of 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 Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, 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.

Academic Integrity Standards and Consequences

According to UNT Policy 06.003, 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, 7th 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.

A.I. Usage. 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. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

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 Canvas for contingency plans for covering course materials.

Access to Information – Eagle Connect

Students' access point for business and academic services at UNT is located at: 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/

Firearms Policy

As of August 1, 2016, a concealed handgun license holder may carry a concealed handgun while on the campus premises, except in locations and at activities prohibited by law or UNT policy. A license holder may not carry a partially or wholly visible handgun, or intentionally or knowingly display a handgun in plain view of another person.

Recording Class

This course will encourage open and robust discussions on issues and ideas without fear that any statements made will be used for inappropriate or retaliatory purposes. To ensure the comfort and protection of everyone in our classroom, recording of any kind is prohibited in this space (this includes audio recordings, live-streaming, photographs of course materials, etc.) unless a student has an approved accommodation from the Office of Disability Access (ODA). In such cases, all students in the course will be notified whenever recording will be taking place.

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 student's 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. See UNT Policy 10.10, Records Management and Retention for additional information.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their academic performance is urged to contact the Dean of Students for support (940-565-2648). UNT has both a Food Pantry and a "Seeking Options & Solutions" (SOS) team who work to help students navigate diverse concerns, including identifying resources for personal, academic, financial, and social issues.

Academic Support & Student Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Course Accessibility

The University of North Texas makes reasonable accommodation for students with disabilities. Students needing reasonable academic accommodations must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the student will request their letter of accommodation. ODA will provide faculty with a reasonable accommodation letter via email to begin a private discussion regarding a student's specific needs in a course. Students 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 meet with faculty regarding their accommodations during 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 website.

Student Evaluation Administration Dates

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, 14 and 15 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) 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](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Distractions

Turn off all cell phones and place them out of sight during class.

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

Reading Quizzes & In-Class Activities

(12 quizzes/activities, 5 points each, 60 points total)

You will have many opportunities this semester to demonstrate your superior understanding of the course material and readings through unannounced quizzes and in-class activities during class. You should excel. Quizzes and in-class activities cannot be made up if they are missed. If you are late to class and miss the quiz or activity, that quiz or activity cannot be made up. Quizzes are given to make sure you are keeping up with the reading. Some quizzes will consist of short answer questions, while others may include multiple-choice questions. Quizzes and activities may occur in either lecture or recitation.

Activities will during class occur throughout the semester on unannounced days. Activities may take many forms, including but not limited to reaction papers, critical thinking assignments, survey participation, discussion groups, or thought exercises.

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.

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: Film/Movie 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 Ch. 2 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 from the show 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*, an episode of *Rick & Morty* where they visit different worlds, an episode of your favorite show 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 in the communication during the show, and by using the terms 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 through behaviors and artifacts (e.g., their clothes, jewelry, house 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 movie, or you can use the course concepts to analyze the movie or video as a whole. Elaborate on the video's illustration or reflection of the course concepts you selected. Finally, discuss how the communicators in the film or video 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.

Exams

(4 exams, 30 points each, 120 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 - Sunday) 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: (Solid, average college-level)	280–319	(70-79%)
D: (below-average)	240–279	(60-69%)
F: (sub-par)	< 240	(0-59%)

Tracking Your Grade!

Assignment	Point Value	Your Score
Exams	-----	-----
Exam #1	60	
Exam #2	60	
Exam #3	60	
Exam #4	60	
Reading Quizzes & Activities	-----	-----
Quizzes & Activities	60	
Interpersonal Analysis Assignments	-----	-----
Communication in Music	25	
Nonverbal Communication	25	
Film/Movie Analysis	25	
Technology & Communication	25	
Total	280	

COMM 2020 Fall 2026 Schedule

Date	Topic	Readings & Assignments <i>Complete readings prior to the assigned date.</i>
Unit	Unit 1: Foundations	
August 18 th	Course Introduction Syllabus Overview	Welcome to COMM 2020!
August 25 th	Interpersonal Foundations	Read: Chapter 1
September 1 st	Communication & The Self	Read: Chapter 3
September 8 th	Perception	Read: Chapter 4
Thursday, September 10 th		Due Assignment #1: Communication in Music Analysis
September 10 th – September 14 th	Take Exam #1 on Canvas. The exam covers chapter 1, 3, 4, and all material covered in lecture and recitation. The exam opens at 5pm on Thursday September 10 th and closes at 11pm on Monday September 14 th .	

Date	Topic	Readings & Assignments <i>Complete readings prior to the assigned date.</i>
Unit	Unit 2: Interactions	
September 15 th	Language & Persuasion	Read: Chapter 5
September 22 nd	Nonverbal Communication	Read: Chapter 6
September 29 th	Listening	Read: Chapter 7
Thursday, October 1 st		Due Assignment #2: Nonverbal Communication Analysis
October 1 st – October 5 th	Take Exam #2 on Canvas. The exam covers chapters 5, 6, 7, and all material covered in lecture and recitation in Unit 2. The exam opens at 5pm on Thursday October 1 st and closes at 11pm on Monday, October 5 th .	

Date	Topic	Readings & Assignments <i>Complete readings prior to the assigned date.</i>
Unit	Unit 3: Culture	
October 6 th	Culture	Read: Chapter 2
October 13 th	Emotions	Read: Chapter 8
Thursday, October 15 th		Due Assignment #3: Film/Movie Analysis
October 20 th	Technology	<i>No readings this week</i>
October 27 th	Conflict	Read: Chapter 11
Thursday, October 29 th		Due Assignment #4: Technology & Communication Analysis
October 29 th – November 2 nd	Take Exam #3 on Canvas. The exam covers chapters 2, 8, 11, and all material covered in lecture and recitation in Unit 3. The exam opens at 5pm on Thursday October 29 th and closes at 11pm on Monday, November 2 nd .	

Date	Topic	Readings & Assignments <i>Complete readings prior to the assigned date.</i>
Unit	Unit 4: Relationships	
November 3 rd	Friendships & Professional Relationships	Read: Chapter 9
November 10 th	Family Communication	
November 17 th	Romantic Relationships	Read: Chapter 10
November 23 rd – 27 th	<i>Happy Thanksgiving!</i>	
December 1 st	Love, Time, & Health Communication	<i>No readings this week</i>
December 3 rd – December 8 th	Take Exam #4 on Canvas. The exam covers chapters 9, 10, and all material covered in lecture and recitation in Unit 4. The exam opens at 5pm on Thursday December 3 rd and closes at 11pm on Tuesday, December 8 th .	