

Mayville State University

COMM 212—Interpersonal Communication

Spring 2025
3 SH Credits

Course and Instructor Information

Instructor Name: Mr. Bob Sylskar

Contact Information:

Office: Classroom Building 119

Email: robert.sylskar@mayvillestate.edu This is my preferred means of contact.

Cell Phone: (701) 430-9024. Use this only to call or text me when an email response will not be timely enough.

Hours of Availability:

Monday, Wednesday, and Friday

10-10:50 a.m.

3-4 p.m.

Weekday Evenings

By Appointment (Zoom)

Tuesday and Thursday

9 a.m.-Noon

1 p.m.-4 p.m.

Weekends

By Appointment (Zoom)

Instruction Mode: on-campus face-to-face

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Education Rm 122 (by entrance to Library)

Zoom Link: <https://mayvillestate.zoom.us/j/83193041499>

Course Materials and Technologies

Required

Interpersonal Communication: Everyday Encounters by Julia T. Wood (4th edition or newer)

Course Description

This course focuses on the theory and practice of communication in interpersonal relationships. Students will study the dynamic elements of personal communication between people, including perception, self-expression, verbal and nonverbal tools of communication, listening, personal disclosure, conflict management, and relationship development.

Pre-/Co-requisites: No Pre-/Co-requisites are required.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

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1. The student will apply guidelines for interpersonal competence by understanding the interpersonal imperative, explaining models of interpersonal communication, defining interpersonal communication and understanding the principles of interpersonal communication.
2. The student will apply guidelines for improving self-concept by understanding how the self arises.
3. The student will apply guidelines for improving perception and communication by understanding the process of human perception and influences on perception.
4. The student will demonstrate understanding and improved use of verbal and nonverbal communication.
5. The student will apply guidelines for communicating emotions effectively.
6. The student will understand communication climates and apply guidelines for creating and sustaining confirming climates.
7. The student will show how to communicate effectively to manage conflict.
8. The student will show how to communicate effectively with friends.
9. The student will show how to communicate effectively in romantic relationships
10. The student will show how to communicate effectively in families.

Standards Alignment (English Education Program Approval Standards—ND ESPB)

- 05020.2.1 Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.
- 05020.2.2 Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.
- 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 05020.3.5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.
- 05020.4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes
- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
- 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- 05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.

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- E-mail me at robert.sylskar@mayvillestate.edu. I prefer that you contact me through this campus email address. I will respond to your email within 24 hours during the week, and within 48-72 hours during the weekend. If you have an emergency or need immediate response from me, please text me at my cell phone number, provided above: (701) 430-9024. I expect everyone to use this method of contact discretely and judiciously.
- You may address me as “Professor” or “Mr. Sylskar” (if you can pronounce my last name). Please use these terms of respect and courtesy in all course correspondence, in emails, etc. to maintain the proper and necessary instructor/student relationship.
- I expect each student to show courtesy and respect to other students and to the instructor at all times. This includes your written comments/feedback in class, as well as online.

Assignments and Assessments

- Students will explore the course topics through reflective writing and discussion in class, classroom debate, activities that apply communication guidelines or demonstrate communication principles, and observation and reflective writing outside of class. Personal observations and experiences, as well as popular media, including movies, magazine and newspaper articles and pop culture will serve as examples of interpersonal communication concepts. Additionally, students will access relevant information on line, so students must bring notebook computers to each class.
- I expect all assignments to be completed by the due dates posted, including completion of knowledge checks and discussion prompts, and any other assignments.
- You will be expected to share some personal information, which follows a basic interpersonal principle to develop trust in interpersonal relationships, but you will not be asked to share anything that makes you feel uncomfortable or unsafe.
- Grades for Knowledge Checks and Exams are posted to Grade Book automatically upon completion.
- Discussion forum posts should be on time and grammatically correct. Posts should thoughtfully and thoroughly answer questions.
- Participate in all in-class activities and exercises.
- Prepare for assignments outside of class.
- Assignments will be posted on Moodle and explained in class.
- Some assignments and exercises will be submitted to Moodle.

Evaluation and Grading

Grading Policies

- I expect all assignments to be completed on time in accordance with requirements and guidelines established in class. Due dates are posted in the Blackboard Topic Modules for assignment related to each topic. Any papers or essays I assign must be submitted to Blackboard and must use proper MLA or APA style for citation of sources.
- Scores for quizzes and exams will be available immediately to students upon completion via Blackboard. Other written work may take longer to appear as a score in Blackboard.

Attendance/Participation Policies

- At Mayville State University, student attendance and participation are very important elements of university success.

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- I encourage daily attendance to practice your listening and other interpersonal communication skills and to make the most of your learning experience.
- Cancellation for non-attendance occurs when MASU is unable to verify that a student is actively attending classes or has engaged in activity through the LMS. Attendance is reported for vital Financial Aid, Veteran, and Enrollment reporting purposes. Your instructor's responsibility is to report students who have no activity within courses. Student information must be reported by the set dates for the course sessions.

Grading Scale

- Your final grade will be determined by the sum of points for all written work, activities, and tests
- A midterm exam (100 points) and a final exam (100 points) will each have multiple choice, short answer, and essay questions and will each cover a portion of the material presented in the textbook, and class discussions.
- Letter grades will be assigned as follows:
100-90% = **A** 89-80% = **B** 79-70% = **C** 69-60% = **D** Below 60% = **F**

Breakdown of Grades

15 Quizzes and Exams	830 points
39 Written Assignments	675 points

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in this class. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

WEEKLY SCHEDULE OF TOPICS AND READING:

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Week One:	A First Look at Interpersonal Communication	Assigned readings
Week Two:	Communication and Personal Identity	Assigned readings
Week Three:	Perception and Communication	Assigned readings
Week Four:	Verbal Communication	Assigned readings
Week Five:	Nonverbal Communication	Assigned readings
Week Six:	Mindful Listening	Assigned readings
Week Seven:	Emotions and Communication	Assigned readings
Week Eight:	Communication Climate: Personal Relationships	Assigned readings
Weeks Nine/Ten:	Managing Conflict in Relationships	Assigned readings
Weeks 11/12:	Friendships in Our Lives	Assigned readings
Week Thirteen:	Committed Romantic Relationships	Assigned readings
Weeks 14/15:	Communication in Families	Assigned readings

In addition the timeline for this course is indicated by the sequence of topics covered in the Blackboard Course Content. Each topic module has the inclusive dates that the topic will be covered. Dates for knowledge checks, exams, and other assignments within each module will follow the inclusive dates given for that topic.