COMMUNICATION 424
HEALTH AND RELATIONSHIPS
SECTION 1
SCHED 20845

INSTRUCTOR:
Dr. Perry M. Pauley
Office: Communication 220
Email: ppauley@mail.sdsu.edu
Office Phone: 619-594-4639
http://communication.sdsu.edu

Office Hours: MW 11:30 – 12:45
(also by appt.)

COURSE INFORMATION:
Course Description (from the catalog): Influences of institutional, social, and personal relationships on health. Influences of health on development of human relationships, interaction between relationships, health practices and outcomes.

This course explores the interplay between relational health and physical health. Over the course of the semester, we will examine how aspects of diverse personal relationships (including romantic, familial, professional, and therapeutic) affect health-related outcomes. The primary goal of this course is the identification of major health-related outcomes associated with both positive and negative types of relational communication. Through identifying these underlying processes, we will explore how the relationship between relational and physical health extends beyond emotional or psychological effects and exerts a notable influence on total health. By the conclusion of the semester, students will:

- Understand the importance of socially supportive interaction.
- Link relational processes to relevant physiological systems.
- Identify major components of the nervous, cardiovascular, endocrine, and immune systems.
- Explore relational behaviors and patterns, both positive and negative, which affect health.
- Describe various pathways linking relationships to health.
- Analyze communication processes in relationships.
- Apply communication concepts to lived experience.

REQUIRED TEXTBOOKS:

Course Reader also available from Cal Copy (inside KB Books, 5191 College Ave).

COURSE POLICIES:
Although there is no formal attendance policy, students are expected to attend class when it is scheduled. Please be on time for class and stay for the entire period. If you should need to excuse yourself early from a class session, please let me know ahead of time. People walking in and out of the room are very distracting to me and to others in the class. Should you need to miss class for any reason, it is your responsibility to find out what you missed. You should get the notes from a classmate – I will not “share” my notes with a student for any reason. Afterward, you can come to office hours to discuss the material covered in class.
**Communication Etiquette.** Should you need to contact me at any point during the semester, the best alternative is to see me in person. I have regularly scheduled office hours and am frequently available on campus outside of these scheduled times (it is best to make an appointment to see me in this case). The next best alternative is to send an email. I check email very often during weekdays and periodically on weekends.

When contacting your instructor, you will be expected to maintain a professional and respectful tone in your email. Violations of this expectation include, but are not limited to, all of the following: typing messages in ALL CAPS, beginning messages with a subject line of “Read Immediately” (or similar), and writing in text-messaging shorthand. Also, please exercise patience when sending emails. The lack of an immediate reply to your message does not mean that you will not receive a response, and resending multiple emails in the span of a few hours is not acceptable. If you have not received a reply within 48 hours (during regular weekdays), you can assume that one of two things happened: (1) your message did not go through, or (2) your message contained a question about information outlined in the syllabus (see **Information Availability** policy below).

**Information Availability.** Students are encouraged to make use of the syllabus for information about assignment guidelines and due dates as well as testing procedures and exam dates. Although I welcome questions about class material, questions about procedures and scheduling will likely be answered by information provided in the syllabus. Any student question regarding information explicitly detailed in the syllabus will receive no reply.

**Classroom Etiquette.** The School of Communication, as a representative of SDSU and higher education, expects students to engage in behaviors enhancing classroom learning environments. The Instructor is responsible for optimizing learning not only for individual students, but for all students comprising a class. Behaviors disruptive to the classroom instruction are thus not tolerated. Among the actions that are considered disruptive to the learning environment are:

- The use of cell phones, and/or computers/laptops/tablets, not directly related to the course and its instructional objectives, materials, or contents (e.g., using social media or Facebook for conversation, correspondence, emailing, texting, tweeting, or other activities).
- Conversations with other students, during class lectures and related activities, that are distracting to shared attention and collaborative learning.
- Reading, sleeping, harassing, bullying, or related activities exhibiting disrespect to the instructor or fellow students.
- Consistently entering late, leaving early, or leaving often from class.
- Activities that are grossly inappropriate, threatening or dangerous, including the use of language that is racist, sexist, homophobic, or contains other forms of personal insults.

When students’ actions distract from learning objectives, instructors may be required to intervene to minimize disruptive conduct. For example, if a student is observed texting in class, Instructor may request that the cell phone be turned in for the remainder of class. Or if a student is using a laptop to access Facebook or e-mail, Instructor may ask the student to close the technology until the end of class.

Should repeat offenses occur, with fair warning, each Instructor will determine fair and appropriate consequences for these disruptive behaviors. Should an emergency occur or require monitoring, or if students observe violations of these policies distracting to their learning, they are encouraged to inform the instructor as soon as possible.

Certain other activities may be acceptable, but only with permission or by direction of the Instructor. Such activities include:

- Filming, taping, or otherwise recording the class;
- Accessing the Internet to elaborate or clarify class content;
• Requesting that computers/laptops/tablets may be permitted, but only if the students are seated in the front row(s) of the classroom.

**Sensitive Subjects.** Throughout the course of this semester, we will be touching on a number of very sensitive issues including violence, sexuality, family, and loss. Our goal this semester is to create an open dialogue where we can discuss how the theories and concepts analyzed in research become real through lived experience; therefore, I ask that you keep the information shared in class privileged. Please be respectful of your classmates by treating their stories with care and sensitivity. If you feel like you need to speak with someone this semester, feel free to utilize one or more of the resources listed below:

- **At SDSU:** Students who require immediate psychological help are seen on an emergency basis by calling C&PS at (619) 594-5220 during business hours.
- **After hours,** students can call the San Diego Access and Crisis 24-hour Hotline at (800) 479-3339. Other emergency services include: Student Health Services Nurse Advisory Line at (888) 594-5281; or University Police at (619) 594-1991.
- **Other Therapist referral lines:**
  - Counseling & Psychotherapy Referrals 619.232.9622
  - Psychiatrist Referrals sandiegopsychiatricsociety.org
  - Psychologist Referrals 619.291.3451
  - Psychotherapists Referral Service 619.296.9011

**ACADEMIC INTEGRITY**

All assignments must be your original, non-redundant work. When employing or drawing upon the ideas of other scholars, provide appropriate references to their work in order to avoid plagiarism, whether intentional or accidental (see the Academic Dishonesty Policy of the School of Communication – Appendix C). All assignments and exams are expected to be the students’ own work – evidence that students have worked inappropriately, copied from a classmate, or submitted anyone else’s work for credit, will be treated as an example of academic misconduct. Any evidence of academic dishonesty or plagiarism, whether intentional or not, will result in an “F” for this course.

Forms of academic misconduct include, but are not limited to:

- Turning in a paper written by another student as your own work
- Failing to cite the original author of any article, book, or website consulted during the preparation of your work
- Purchasing a paper available for sale on the Internet or from another source
- Copying another student’s work on an exam
- Submitting the same work as another student in the class
- Submitting a paper you wrote for a different class in the current or previous semester for credit in this class

Please note that the above list is NOT exhaustive, instead, these are the types of academic misconduct that seem to occur most commonly. There are MANY other behaviors that constitute academic misconduct. Please refer to the Academic Dishonesty Policy of the School of Communication (Appendix C), the San Diego State University Student Rights and Responsibilities website (http://csrr.sdsu.edu/conduct1.html), or the SDSU Course Catalog (http://arweb.sdsu.edu/es/catalog/2013-14/466-480_U_Policies.pdf, beginning with the section titled “Student Conduct” on p. 481) for more information about the nature of, and penalties for, situations of academic dishonesty.

In my experience, most situations that result in academic misconduct can be attributed to students feeling overwhelmed by the course content and/or significant problems occurring outside of the course. If you begin to
feel like you are having trouble with this course or a particular assignment, please come and see me. I will be more than happy to assist you in any way possible so that you can succeed in this class without resorting to dishonesty.

**Extra Credit.** Because the School of Communication seeks not only to distribute knowledge through teaching, but also generate it through original research, and because participation in such research provides important insights into this process of knowledge generation, students in the School of Communication may participate in authorized research projects. Participation in each research project will generate 2 extra credit points (approximately .5% toward the final overall course grade) and students will receive extra credit for a maximum of 4 studies during the semester.

Extra credit cannot be guaranteed as it is dependent on the need of research participants in departmental research. All research opportunities will be presented on the SONA Research Recruitment System which can be accessed through the School of Communication Research Participation website, [https://sites.google.com/site/commsdsuresearch](https://sites.google.com/site/commsdsuresearch)

1. **Eligibility:** Only research projects approved and listed on the site listed above are eligible.
2. **Availability of Opportunities:** Research in a program ebbs and flows. Participation is only available during the active windows of time specified by each study. Opportunities for participation may or may not be available in any particular semester, or at any particular time of the semester.
3. **Grade:** No more credit is available than is indicated above—there are no "additional" projects or sources for achieving extra credit in the course.
4. **Ethics:** It is also important to emphasize that any attempt to falsify participation in research for the sake of receiving unearned credit is a form of academic dishonesty, and will be a basis for failure of a course and initiation of proceedings with the office of Student Rights & Responsibilities.

If you have any questions, please do not hesitate to contact Dr. Carmen Lee (clee@mail.sdsu.edu). The Research Committee, Dr. Carmen Lee and Dr. Brian Spitzberg, appreciate your participation.

**APA Formatting for All Written Assignments.** As of Fall 2007, the School of Communication requires student papers to be formatted according to *Publication Manual (6th ed.)* of the American Psychological Association. Therefore, a substantive amount of the grade for written assignments in this class is based on compliance and accuracy with which the APA style is used. Resources are widely available for providing guidance in the APA style, including: the library ([http://infodome.sdsu.edu/refworks/index.shtml](http://infodome.sdsu.edu/refworks/index.shtml)), bookstore, Word 2007, and the School of Communication website. There is also a brief primer in APA style posted under “Course Documents” on the Blackboard site for this course.

**Policy Regarding Late Papers.** Final papers may be submitted late without permission of the instructor; however, a penalty will be assessed according to the following sliding scale formula:

\[(10 \text{ points} \times \text{number of days late}) - (\text{Correction Factor})\]

**Correction Factors:**
- A = 5
- B = 3
- C = 2
- D = 0

What this means is that students (or teams) who need a little extra time will be rewarded for submitting quality work because the penalty will be offset based on the final paper grade. For example, a paper turned in one day late that earns a perfect score (highly unlikely) will receive only a five point penalty \[(10 \times 1) – (5)\], however, a paper that is two days late that earns a D (65%) will be penalized 20 additional points \[(2 \times 10) – (0)\]. It is therefore in students’ best interest to take more time only when they are certain that the extra time will significantly improve the quality of their work. Regardless of quality, papers that are more than five days late will receive no credit.
As with exams, the instructor may grant extensions to students, without penalty, at his discretion in the case of EXTREME documentable emergencies. Things like computer failure, difficulty working with a group member, lack of reliable internet connection, or a minor illness resulting in a note from a doctor do not qualify as EXTREME emergencies. If you feel you have an extreme emergency, please contact the instructor privately and produce the necessary documentation to verify your situation.

**Policy Regarding Retention of Student Records.** All records from the course will be retained by the instructor for a period of one year from the conclusion of the semester. So, course records from a course concluding in May 2013 will be available until the conclusion of the semester in May 2014 and so on. **Student records will be permanently destroyed at this point, so if you have questions or concerns regarding a grade after the conclusion of the semester, please contact your instructor as soon as possible.**

**Syllabus Policy.** Although the instructor will make every effort to follow the structure of the syllabus as indicated herein, he reserves the right to make changes to the course policies, assignments, or schedule. Students will be notified of such changes in a timely manner.

**Students Requiring Special Assistance.** If you receive special assistance from the university or if you require accommodation because of specific learning needs, please let me know what I can do to help you succeed in this class. Students who require testing accommodations should let me know as early as possible so that arrangements can be made with the testing center.

**Assignments and Exams**

**Class Discussion Leadership.** During the course of the semester, we will engage in six class discussions on the dates indicated on the syllabus. Small groups (size to be determined based on final course enrollment) will lead a group discussion. Successful discussion leadership entails all of the following: (1) submission of no fewer than four discussion questions (related to the readings) one week prior to the scheduled discussion date, (2) presentation of a brief activity designed to promote discussion and/or engagement surrounding the topic, and (3) leadership of a roundtable discussion in which classmates are invited to share their responses to one or more of the discussion questions. The discussion leadership is worth a maximum of 75 points. Grading criteria for the assignment appear in Appendix A.

**Class Discussion Responses.** Students will be invited to respond to one of the discussion questions offered by the presenting group each week. Students MUST be present in class to receive credit for their discussion response assignments. Each discussion response will consist of a two-paragraph (maximum) response to ONE of the discussion questions for the week. Successful discussion responses will: (1) contain and appropriately cite information from the week’s reading (2 points), (2) contain some element of application or reflection as appropriate to the question (2 points), (3) be written in complete sentences that are mostly free from spelling and grammatical errors (1 points). A total of FIVE written discussion responses worth 5 points each will count for credit in the course. Students will not be awarded extra credit for completing more than three discussion responses.

**Engaged Learning Activities.** Throughout the semester, we will engage in a series of class discussions, responses, and activities. These activities will not be announced in advance and the dates for these activities will be selected at random. If you are present and participate in class on these days, you will receive credit for your participation. If you are absent, you will not be able to make up the points for these assignments UNLESS you have an excused university absence (e.g., athletic team travel/game dates, debate team tournaments, student government events). **Students will be able to miss one (or more) of these activities without penalty to their final grade – we will have at least one more in-class activity than will be counted toward the final grade.** Being present in class for all participation assignments will not result in extra credit.
Exams. The course contains a midterm and final exam, each worth 100 points. Exams will contain a combination of objective (multiple choice, true-false) and short answer questions. Students will receive study guides approximately two weeks in advance of the exams.

Semester Project. The final project in the class will consist of a research paper designed to analyze the connections between personal relationships and health. Students will have a great deal of flexibility in deciding which relationships and which health-related outcomes they are interested in exploring. Students will be allowed to work with a partner toward the completion of the assignments. Please see Appendices B and C for more information about the assignment and its grading criteria.

GRADING
Semester grades will be determined based on the accrual of points from the following assignments and exams:

<table>
<thead>
<tr>
<th>Class Discussion</th>
<th>125 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Leadership</td>
<td>(75 points)</td>
</tr>
<tr>
<td>Discussion Responses (5 @ 5 each)</td>
<td>(25 points)</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>(25 points)</td>
</tr>
<tr>
<td>Exams (2 @ 100 each)</td>
<td>200 points</td>
</tr>
<tr>
<td>Project</td>
<td>150 points</td>
</tr>
<tr>
<td>Status Update</td>
<td>(10 points)</td>
</tr>
<tr>
<td>Final Paper</td>
<td>(120 points)</td>
</tr>
<tr>
<td>Poster Presentation</td>
<td>(20 points)</td>
</tr>
<tr>
<td>Total</td>
<td>475 points</td>
</tr>
</tbody>
</table>

Final letter grades will be based on the following distributions:

- B+ 418 – 426
- C+ 370 – 379
- D 285 – 331
- A 437 – 475
- B 389 – 417
- C 342 – 369
- F < 285
- A- 427 – 436
- B- 388 – 380
- C- 332 – 341

TENTATIVE COURSE SCHEDULE
Although every effort will be made to follow the proposed schedule as closely as possible, the instructor reserves the right to make changes in the order in which certain topics are presented. I will do my best to inform students of schedule changes as far in advance as possible.

<table>
<thead>
<tr>
<th>Class Date:</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Welcome &amp; Introduction</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Defining Social Support</td>
<td></td>
</tr>
<tr>
<td>September 2</td>
<td>NO CLASS: LABOR DAY</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>Why are Relationships Important?</td>
<td>Cohen (P)</td>
</tr>
<tr>
<td></td>
<td>Response 1 Due Before Class</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>Understanding the Functions of Support</td>
<td>Burleson (BB)</td>
</tr>
<tr>
<td></td>
<td>Theories of Social Support</td>
<td>Goldsmith (P)</td>
</tr>
</tbody>
</table>
September 23  Communication and Biology  
Evolutionary Approaches to Relationships  
Response 2 Due Before Class  
Chap. 1 (T)  
McCroskey (P)  
Floyd 1 (P)

September 30  The Biology of Communication 1  
The Brain and Nervous System  
Chap. 2 (T)  
Chap. 3 (T)  
Daly (P)

October 7  The Biology of Communication 2  
The Endocrine System and Facial Musculature  
10/7: Status Update Due, 11:59PM  
Chap. 4 (T)  
Chap. 5 (T)

October 14  Wrap-up and Review (4:00 – 5:00 PM)  
Exam 1 (5:15 PM)

UNIT 2: COMMUNICATION, HEALTH, AND PERSONAL RELATIONSHIPS

October 21  Close Relationships 1: Affection & Intimacy  
Response 3 Due Before Class  
Chap. 6 (T)  
Floyd 2 (P)

October 28  Close Relationships 2: Managing Stressors  
Response 4 Due Before Class  
Robles (BB)

November 4  Close Relationships 3: Conflict & Dissolution  
Response 5 Due Before Class  
Chap. 8 (T)  
TBA (BB)

November 11  NO CLASS: VETERAN’S DAY

November 18  Family Relationships 1: Family Stress  
Response 6 Due Before Class  
Chap 12 (T)  
Taylor 2 (BB)

November 25  Family Relationships 2: Coping  
Professional Relationships  
11/25: Final Paper Due by 11:59PM  
Floyd 3 (BB)  
Boren (BB)

UNIT 3: RELATIONSHIPS IN CONTEXT

December 2  Relationships With Care Providers  
Enhancing Supportive Relationships  
Response 7 Due Before Class  
Thompson (P)  
Helgeson (P)

December 9  Maintaining Unwanted Relationships  
Wrap-up & Review  
Hess (P)

FINAL EXAM: MONDAY, DECEMBER 16, 4:00 – 6:00PM
APPENDIX A
Discussion Leadership Assignment

On the weeks indicated on the syllabus, students will be responsible for leading their classmates in a semi-structured class discussion about the week’s topic. The discussion will be evaluated according to three criteria: (1) advance preparation of at least four discussion questions, (2) effective engagement of the class through a guided activity, and (3) leadership of an in-class discussion based upon student responses to the discussion questions.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions submitted in advance (minimum 1 week prior to discussion)</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Questions relate to critical concepts in the reading</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Questions invite opportunity for application or reflection</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Question list contains at least four appropriate questions</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Questions demonstrate thorough understanding of material</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Questions free of spelling, grammatical, and syntactical errors</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity demonstrates forethought and planning</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Activity illustrates concepts relevant to class discussion</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td>Discussion leaders provide opportunity for application/reflection</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In-Class Discussion</th>
<th>25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion leaders maintain focus during discussion</td>
<td>6 7 8 9 10</td>
</tr>
<tr>
<td>Discussion leaders ask follow-up questions when appropriate</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Discussion leaders demonstrate knowledge of subject area through summary/recap and referencing relevant concepts</td>
<td>6 7 8 9 10</td>
</tr>
</tbody>
</table>

FAILURE TO ATTEND CLASS FOR THE ENTIRE DAY OF YOUR GROUP PRESENTATION WILL RESULT IN A GRADE OF 0.
APPENDIX B
Research Project Assignment

For the final assignment, students will have the opportunity to work in pairs to produce a research paper analyzing the connection between relationships and health. One of the consistent themes throughout this class is the fact that relationships can be a useful resource for people, improving their physical health, coping ability, and quality of life. This is especially true in the context of long-term illness, ongoing health issues, or disability. Likewise, relationships can also be a significant contributing factor in decisions to engage in positive health behaviors.

The goal of the assignment is to identify a health-related issue (some ideas are given below, however, students are certainly welcome to explore issues that are NOT covered on the list below) and discuss how personal relationships can either alleviate or exacerbate (in the case of negative health issues) or reinforce (in the case of positive health behaviors) the chosen health issue. Possible topics might include:

**Health Challenges**
- Cancer
- Cardiovascular disease/heart problems
- Anxiety disorders
- Depression
- Drug/alcohol abuse
- Drug/alcohol dependency
- Other addictions
- Obesity/weight control
- Eating disorders
- Cholesterol/diabetes care

**Positive Health Behaviors**
- Changes in diet
- Changes in lifestyle
- Changes in exercise
- Recovery from illness/injury
- Long-term caregiving

From there, the goal of this paper is to synthesize relevant research that examines the interplay between psychological/physical health and personal/familial/professional/caregiving relationships.

**Section 1: Introduction (1-2 pages)**
In the opening section, the authors should work to establish attention for and enthusiasm toward their selected topic. This can be accomplished by:

- **Establishing the scope or magnitude of the problem.** Provide statistics, anecdotes, or other evidence that establishes the severity of the problem.
- **Preview the points of the paper.** Make sure to mention how relationships can potentially improve or worsen the phenomenon under investigation and outline the main arguments that will be presented in support of this claim.

**Section 2: Psychophysiological Consequences of the Health Issue (2-3 pages)**
The first “full” section of the paper should provide an overview of the health issue under investigation. This section should include a MINIMUM of FOUR sources drawn from reputable, scholarly sources (peer-reviewed journal articles or book chapters) to describe the psychological and physiological consequences (good or bad) associated with the health issue. This section should include:

- **A clear link to physiology.** Although this is not a class in biology/anatomy/kinesiology, some linkage to physiology MUST be included in this section of the paper.
- **An overview of the symptoms (challenge) or benefits (behavior) associated with the issue.** You must describe the nature/progression of the health challenge or outline the tangible benefits associated with a health behavior change.
• **A link to communication behaviors.** This is a segue to the final section of your paper. The role that communication behaviors play in various health outcomes varies widely. For example, there is some evidence that relational behavior can directly affect certain hormonal, immunological, or hematological outcomes; however, there is NO evidence that relational behavior provides any medicinal benefit to cancer treatment. **It is therefore incumbent upon the researcher(s) to identify which physiological outcomes are likely to be affected by relational behavior.**

**Section 3: Links to Relationships (3-6 pages)**
The third section should include an overview and analysis of specific relationships that have been linked to the health issue under investigation. You should cite a MINIMUM of FOUR (individual) or SEVEN (partners) peer-reviewed, scholarly sources (journal articles or book chapters) in this section of your paper. This section should include:

• A focus on TWO (individual) or THREE (partner) relationships OR relational behaviors (your choice) that have been examined in connection with your selected health issue. **Relationships** could include individuals' relationships with romantic partners, healthcare providers, support group members, family members, counselors/spiritual advisors, etc. **Relational behaviors** could include things like verbal or nonverbal forms of affection, social support or social control, disclosure/listening, etc. These are NOT meant to be exhaustive lists, just suggestions.

• Detailed discussion of the **findings** from the research studies reviewed in this section. Although the literature reviews are fine resources and you should read them to understand the nature of the articles being reviewed, your goal here is to review the results of previous scientific studies.

• A **logical progression of ideas** as you move from one topic to the next. Your organization for this section should show some forethought and planning and should be arranged by **topic**, NOT by study. Try to set this section of your paper up so that you are discussing similar topics and comparing similar studies to one another to strengthen your overall argument.

**Section 4: Conclusions (2 pages)**
In the final section, try to speculate what can be done with the information you have included in your paper. Knowing what we know about the connections between the body (our health) and our relationships, what can we do to improve the quality of relationships and/or the quality of our health? The implications in this section should be clearly drawn from the research presented in the previous sections of the paper. You should include:

• A **minimum of two** pieces of advice/guidance or suggestions for best practices that have a CLEAR and LOGICAL link to the studies reviewed in the previous section. Another way to think of it is this: What is the take-home message of your research? If you knew someone managing the health issue you reviewed, what would you want this person to know about the importance of the relationships in their lives?

• A discussion of **future directions** for additional research – based upon your research for this paper, what questions do you have that you feel should be addressed in additional/future scientific studies?

The paper must be prepared in accordance with the guidelines of the APA Publication Manual (see policy in the syllabus). Based on the guidelines above, the paper should include a minimum of 8 (individual) or 11 (partner) peer-reviewed, scholarly sources (journal articles and book chapters from edited volumes – textbooks, including your textbook for this class, WILL NOT BE COUNTED as scholarly sources.). **All papers are due on or before 11:59PM, Monday, November 25.**

There will be two additional assignments associated with this project: A brief (one-page) status update, due 10/7, and a poster presentation, to be given in class on 12/9. Details about these assignments will be forthcoming.
# APPENDIX C
## Research Project Evaluation

### 1. Introduction (10 Points)

<table>
<thead>
<tr>
<th>Introduction</th>
<th>0-1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces the topic in an interesting way, establishes the scope and importance of the topic.</td>
<td>Topic is not immediately clear and/or authors do not present focus of research.</td>
<td>Topic is stated vaguely.</td>
<td>Topic is presented in a clear and interesting way, focus of research weak.</td>
<td>Topic is presented, clear and interesting, focus of research established but not elaborated.</td>
<td>The introduction is interesting, clearly defines the aims of the paper, establishes relevance.</td>
</tr>
<tr>
<td>Introduction ends with a preview of main points.</td>
<td>There is no preview of main points to follow.</td>
<td>Preview of main points is implied rather than stated.</td>
<td>Preview is present, but is not consistent with the contents of the paper.</td>
<td>Preview is present and consistent with contents of the paper.</td>
<td>Preview is present, integrated with study purpose, and shows logic.</td>
</tr>
</tbody>
</table>

### 2. Psychophysiological Consequences of the Health Issue (30 points)

<table>
<thead>
<tr>
<th>Foundations</th>
<th>0-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ability to locate and appropriately cite recent, relevant, and reasonable scholarly research, consisting mostly of peer-reviewed journal sources.</td>
<td>One or two related sources, lacking in recency, relevance, or scholarly importance</td>
<td>Citation of a few recent, relevant, and scholarly sources.</td>
<td>Citation of numerous recent, relevant, and scholarly sources.</td>
<td>Development of sound warrants for claims, with appropriate sources.</td>
<td>Key claims are clearly identified, articulated, and the evidential basis is elaborated in the sources.</td>
</tr>
<tr>
<td>Completeness: Clearly and completely defines the issue under investigation; sufficient detail is provided.</td>
<td>Several important aspects of the issue are missing from the paper.</td>
<td>At most two key aspects of the issue are missing from the paper.</td>
<td>At most one key aspect of the issue is missing from the paper.</td>
<td>The information is complete, but more detail about certain aspects is necessary.</td>
<td>The information is complete, well-documented, and thorough.</td>
</tr>
<tr>
<td>Links to communication: The paper includes specific information about the link between physiological systems and communication.</td>
<td>Links to communication or relationships are not clear.</td>
<td>One or two links to communication are mentioned, but no evidence or support is offered.</td>
<td>One or two links to communication or relationships are presented, but evidence is weak or contradictory.</td>
<td>Numerous links to communication or relationships are offered, but more evidence/ support is needed.</td>
<td>Numerous links to communication or relationships are offered and well-supported.</td>
</tr>
</tbody>
</table>
3. Links to Relationships (40 points)

<table>
<thead>
<tr>
<th>Application</th>
<th>0-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research: Present information relevant to the intersection of relationships and health.</td>
<td>Connections between relationships and health are not clearly identified in the paper.</td>
<td>A few connections are presented, but evidence is weak, inconsistent, or contradictory.</td>
<td>Several connections are presented, but the evidence is weak, inconsistent, or contradictory.</td>
<td>Several connections are presented, evidence is mostly clear.</td>
<td>Several connections are presented, evidence is clear and well-documented.</td>
</tr>
<tr>
<td>Demonstrates ability to locate and appropriately cite recent, relevant, and reasonable scholarly research, consisting mostly of peer-reviewed journal sources.</td>
<td>One or two related sources, lacking in recency, relevance, or scholarly importance</td>
<td>Citation of a few recent, relevant, and scholarly sources.</td>
<td>Citation of numerous recent, relevant, and scholarly sources.</td>
<td>Development of sound warrants for claims, with appropriate sources.</td>
<td>Key claims are clearly identified, articulated, and the evidential basis is elaborated in the sources.</td>
</tr>
<tr>
<td>Construction of Argument / Presentation. Section shows care, thought, and logic – arguments are clear, transitions are present, paper is organized logically.</td>
<td>The claims are not clear at all – paper shows no structure that indicates logic (e.g., Study 1...Study 2...etc.)</td>
<td>Key claims incomplete, vague, or poorly evidenced; structure of paper is haphazard and does not show clear logic.</td>
<td>Key claims articulated, warrants and evidence need development AND arguments do not flow logically from one claim to the next.</td>
<td>Key claims articulated, warrants and evidence need development OR arguments do not flow logically from one claim to the next.</td>
<td>Clear, comprehensive arguments; structure of arguments is consistently excellent; sections are organized logically with transitions.</td>
</tr>
<tr>
<td>Comprehensive: The items mentioned here do not need to be exhaustive, but should provide a detailed and thorough analysis of multiple related relationships/behaviors.</td>
<td>The paper focuses on too few applications AND contains insufficient detail about these applications.</td>
<td>The paper focuses on too few applications OR contains insufficient detail about these applications.</td>
<td>The paper focuses on enough applications (4-6), but the detail regarding these applications is insufficient.</td>
<td>The paper includes enough applications, the detail regarding these applications is mostly good – more detail is necessary in 1-2 places.</td>
<td>The paper includes several applications, each is well-supported by numerous scholarly sources that corroborate the authors’ claims.</td>
</tr>
</tbody>
</table>

4. Conclusions (20 points)

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>0-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ability to articulate reasonable claims specifying the interrelationship among variables. Gives a clear sense of “what we can do” with this information.</td>
<td>Key claims are not clearly articulated or delineated. Propositions fail by level of scaling, relationship, or syllogistic entailment.</td>
<td>Moderately low level of relationship specification or implications of claims or propositions, or makes several errors in wording (intermediate to scales 1 &amp; 3).</td>
<td>Only minor or one or two claims or propositions need editing for sake of clarity.</td>
<td>Moderately high level of relationship specification or implications of claims or propositions, or makes few errors in wording (intermediate to scales 3 &amp; 5).</td>
<td>Propositions that are both logically sound, and sophisticated in their thematic connection &amp;/or articulation of complex relationships.</td>
</tr>
<tr>
<td>Content demonstrates relevance to the assignment and to the communication-based focus expected of the assignment.</td>
<td>There is no discernible direct link to the process of human communication, and/or no direct fulfillment of the specified assignment.</td>
<td>There is a minor or indirect discernible link to the process of human communication, and/or to the specified assignment.</td>
<td>There is a partial direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
<td>There is a substantial direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
<td>The entire project displays a direct discernible link to the process of human communication, and/or fulfillment of the specified assignment.</td>
</tr>
</tbody>
</table>
### 5. Manuscript Preparation (20 points)

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITING/STYLE:</td>
<td>Form displays: Extensive</td>
<td>Form displays: Numerous</td>
<td>Form displays: Multiple</td>
<td>Form displays: Few typos,</td>
<td>Form displays: No typos,</td>
</tr>
<tr>
<td>Demonstrates proficiency in</td>
<td>typos, grammatical, &amp;</td>
<td>typos, grammatical, &amp;</td>
<td>grammatical &amp; spelling</td>
<td>grammatical, or spelling</td>
<td>grammatical, or spelling</td>
</tr>
<tr>
<td>grammar, spelling, &amp; academic</td>
<td>spelling errors.</td>
<td>spelling errors.</td>
<td>errors.</td>
<td>errors.</td>
<td>errors.</td>
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<td>voice.</td>
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<tr>
<td>WRITING/APA:</td>
<td>Form displays: Extensive</td>
<td>Form displays: Numerous</td>
<td>Form displays: Multiple</td>
<td>Form displays: Few errors</td>
<td>Form displays: No errors in</td>
</tr>
<tr>
<td>FORM: Demonstrates proficiency</td>
<td>errors in APA style.</td>
<td>errors in APA style.</td>
<td>errors in APA style.</td>
<td>in APA style.</td>
<td>APA style.</td>
</tr>
<tr>
<td>in APA style guidelines.</td>
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</tbody>
</table>
APPENDIX D
THE ACADEMIC DISHONESTY POLICY OF THE SCHOOL OF COMMUNICATION

Plagiarism is theft of intellectual property. It is one of the highest forms of academic offense because in academe, it is a scholar’s words, ideas, and creative products that are the primary measures of identity and achievement. Whether by ignorance, accident, or intent, theft is still theft, and misrepresentation is still misrepresentation. Therefore, the offense is still serious, and is treated as such.

Overview:
In any case in which a Professor or Instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor’s determination. However, the faculty/instructor(s) will confer with the director to substantiate the evidence. Once confirmed, the evidence will be reviewed with the student. If, following the review with the student, the faculty member and director determine that academic dishonesty has occurred, the evidence will be submitted to the Office of Student Rights and Responsibilities. The report “identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus judicial affairs office.” (CSSR Website[1]).


Intellectual Property:
The syllabus, lectures and lecture outlines are personal copyrighted intellectual property of the instructor, which means that any organized recording for anything other than personal use, duplication, distribution, or profit is a violation of copyright and fair use laws.

Proper Source Attribution:
Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment. Text that is identical with another source but without quotation marks constitutes plagiarism, regardless of whether you included the original source.

Specific exemplary infractions and consequences:
a. Reproducing a whole paper, paragraph, or large portions of unattributed materials (whether represented by: (i) multiple sentences, images, or portions of images; or (ii) by percentage of assignment length) without proper attribution, will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.

b. Reproducing a sentence or sentence fragment with no quotation marks but source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment. Repeated or serious cases will result in assignment of an “F” in the course, and a report to Student Rights and Responsibilities.

Self-plagiarism:
Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping topics or sources, but there is a problem with double-dipping exact and redundant text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to repeat exact text across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of self-plagiarism. Consequently, a given paper should never be turned in to multiple classes. Entire
paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

**Secondary citations:**
Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. **In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea.** There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

- When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
- When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
- In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.
- Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

**Solicitation for ghost writing:**
Any student who solicits any third party to write any portion of an assignment for this class (whether for pay or not) violates the standards of academic honesty in this course. The penalty for solicitation (regardless of whether it can be demonstrated the individual solicited wrote any sections of the assignment) is F in the course.

**TurnItIn.com**
The papers in this course will be submitted electronically in Word (preferably .docx) on the due dates assigned, and will require verification of submission to Turnitin.com.

“Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material” (source: language suggested by the CSU General Counsel and approved by the Center for Student’s Rights and Responsibilities at SDSU)
Specific exemplary infractions and consequences

- **Course failure**: Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, or solicitation of a ghost writer, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR).  
- **Assignment failure**: Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will minimally result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below. In this instance, an “F” may mean anything between a zero (0) and 50%, depending on the extent of infraction.

- **Exacerbating conditions--Amount**: Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.

- **Exacerbating conditions--Intent**: Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.

- **Exceptions**: Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

HOWEVER, THERE ARE NO EXCUSES ALLOWED BASED ON IGNORANCE OF WHAT CONSTITUTES PLAGIARISM, OR OF WHAT THIS POLICY IS