INTERPERSONAL COMMUNICATION

Course Syllabus

Instructor Information
Susan C. Jarboe, Ph.D.
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Office Telephone: None
Office Hours: 12:15 -1:30 p.m. M & W;
12:30-1:30 p.m. T & Th; or by appointment
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School of Communication
Communication Building, Rm. 237
Office Phone: (619) 594-8512
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School of Communication Website
Students are expected to be familiar with relevant contents, policies, and announcements on the School website: http://communication.sdsu.edu/

Graduate Teaching Associate (GTA)
To be announced

Required Reading
Note: This title is available as EITHER a bound textbook OR a loose-leaf packet for which you can supply your own binder. The content in these titles is identical.

Educational Access
Students with disabilities needing accommodations for this class have the responsibility to contact Student Disability Services [594-6473; 594-2929 (TDD/TTY); Calpulli Center, Suite 3101]. To avoid any delay in the receipt of accommodations, contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that instructors cannot provide accommodations based upon disability until they have received an accommodation letter from Student Disability Services. Any needs (disabilities, religious obligations) requiring special accommodation (e.g., tests, closed captioning) must provide at least two weeks’ notice. Test arrangements are difficult to make at the last minute, especially for final exams, so do not delay! Your cooperation is appreciated.

Students are responsible for adapting to any announcements concerning changes in due dates, examinations, resources, and schedules whether or not they have (1) attended class or (2) logged into Blackboard.

Course Purpose and Objectives
General Education Requirement

Courses that fulfill the 9-unit requirement for Explorations in General Education take the goals and skills of GE Foundations courses to a more advanced level. Your three (3) upper-division courses in Explorations will provide greater interdisciplinary, more complex and in-depth theory, deeper investigation of local problems, and wider awareness of global challenges. More extensive reading, written analysis involving complex comparisons, well-developed arguments, considerable bibliography, and use of technology are appropriate in many Explorations courses.

This is an Explorations course in Social and Behavioral Sciences. Completing this course will help you learn to do the following with greater depth: (1) explore and recognize basic terms, concepts, and domains of the social and behavioral sciences; (2) comprehend diverse theories and methods of the social and behavioral sciences; (3) identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness; and (4) enhance your understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues.

In order to develop these abilities in all our students, San Diego State University's General Education program will emphasize the following seven essential capacities: (1) construct, analyze, and communicate arguments; (2) apply theoretical models to the real world; (3) contextualize phenomena; (4) negotiate differences; (5) integrate global and local perspectives; (6) illustrate relevance of concepts across boundaries; and (7) evaluate consequences of actions.

Core Professional Competencies

By the conclusion of the semester, students should be able to demonstrate the following competencies.

• Ability to write: Demonstrates proficiency in grammar, syntax, semantics, academic voice, application of APA style guidelines.
• Ability to formulate claims: Demonstrates ability to articulate researchable claims specifying the interrelationship among variables.
• Ability to argue competently: Demonstrates ability to articulate comprehensive arguments that include relevant and appropriate claims, warrants, and evidence, and argue ethically (i.e., originality/avoiding plagiarism).
• Ability to conduct scholarly research: Demonstrates ability to locate and appropriately cite and list recent, relevant, and reasonable scholarly research, consisting mostly of peer-reviewed journal sources.
• Ability to select research topics relevant to the course: Content demonstrates relevance to the assignment and to the communication-based focus expected of the assignment.
• Ability to apply course concepts to real-life situations: Analyzes and offers suggestions for change scenarios in terms of course principles.

Course Purpose

This course seeks to both refresh and assess knowledge competencies in regard to the theory and practice of interpersonal communication focuses on role of communication in initiating, developing, and transitioning through everyday relationships. Emphases include verbal and nonverbal messages, contexts, and challenges of managing interpersonal communication (description from the SDSU Course Catalog).

Specific Communication Outcomes

This is an introductory-level course in the study of interpersonal communication. This class will explore the foundations that guide our underlying assumptions and behavior in relationships (things like language use, culture, and perceptions) before exploring the specific channels through which people convey and create meaning in their personal and professional associations. By the conclusion of the semester, students should be able to:

1. grasp basic concepts related to interpersonal communication.
2. understand the major theories, models, research, and processes accounting for relationship initiation, development, maintenance, and termination.

3. demonstrate expertise in the research literature regarding one particular process, function, or theory of relational communication.

4. understand the basic trajectory of relationships from initial introductions to termination.

5. develop a theoretical framework of interpersonal relationships.

6. increase listening abilities in order to communicate effectively and appropriately.

7. become more competent communicators.

Learning outcomes are assessed predominantly by objective examinations and by a written research paper assignment.

**Course Policies and Requirements**

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>3 tests @ 50 points each</td>
<td>279-300 = A</td>
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<tr>
<td>1 final exam @ 50 points</td>
<td>270-278 = A-</td>
</tr>
<tr>
<td>1 outline @ 30 points</td>
<td>249-257 = B</td>
</tr>
<tr>
<td>1 paper @ 70 points</td>
<td>240-248 = B-</td>
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Grades are based on a total point system, in which ‘a point is a point, is a point’. Letter grades are assigned based on .60, .70, .80, .90 main cuts, with .x3, and .x7 mid-grade cuts. There is no normative curving. To determine course grade at any time, simply divide the number of points accrued by the number available; then multiply that percentage for the total. For example, if after the first two exams and one paper (plus any extra credit points), you have acquired a total of 123 points, divide that number by 150 (the total points available at that time) for 82%; 82% of 300 would be 246 points, which falls in the B- range. There is no normative curving.

An “I” grade is assigned when a faculty member concludes that a student cannot meet a clearly identifiable portion of course requirements within the academic term for unforeseen reasons. An incomplete is not provided because a course or schedule is too difficult or because time was not managed sufficiently.

The instructor reserves the right to adjust the grading scale to ensure fair and equitable grading.

**Attendance**

Classroom attendance will not be taken but is strongly encouraged. There are several reasons why you should attend class regularly.

First, although presentations are based on the readings, often bits of extra information are included. You could be tested on this information. Second, additional examples are given in class that are not on the Slide Shows. Third, I often give hints about a topic that will be on tests. Finally, in class there is the opportunity for questions and discussion.

Please arrive on time and do not leave early. Please wait until I have finished (you’ll see a final picture slide) before you start packing up. 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.

Examinations

Record the dates of your final exam NOW, and plan travel schedules accordingly. In particular, the final exam date is set. DO NOT SCHEDULE ANYTHING AGAINST THIS DATE!

Bring the small red form (F289) and #2 pencils to all tests, including the final.

Be sure to examine All About Tests in the Preparing for Tests folder on Blackboard. This document is considered part of the course syllabus and students are responsible for the
information therein. It contains useful information on taking notes, studying, test tips, and sample test questions.

Early exams are given rarely in extenuating circumstances; and entirely at the instructor’s convenience. Makeup exams will be given only in the case of verified emergencies, illness, national service, or participation in University sponsored activities. Confirmation must be in writing. All makeup exams must be completed before the next scheduled test.

Because of the large number of students in this course, exams cannot be returned to you. However, you can see your exam and which questions you missed during GTA office hours (or by negotiating another time). This review must be done before the next scheduled test. All exam forms will be destroyed at the end of the following semester.

All test reviews, make-ups, and other issues MUST be dealt with before the next test occurs.

Written Assignments

Students are responsible for turning in one paper (70 points) and one preliminary sentence outline thereof (30 points). Written assignments will be turned in to Turnitin via Blackboard. Students may also be required to submit a hard copy in class. See the Calendar for due dates.

- **Substance:** This *Pop-Culture vs. Science Analysis* paper is a 3-page, double-spaced, critical assessment of interpersonal communication recommendations in popular articles intended for the lay audience. Many people read popular press advice articles and books, for entertainment or information. This assignment allows you to (a) identify such an article, (b) identify a concise piece of advice, (c) formalize that advice into a clear hypothesis or claim, (d) locate a minimum of three scholarly research articles relevant to that advice, and (e) analyze the extent to which that advice is well-founded by scientific research. In the process, you will also be demonstrating your ability to (f) make a compelling and credible argument by linking warrant(s) and research (i.e., “data”) to the proposed claim, and (g) place all of this in a standard written format and style (i.e., American Psychological Association, APA, 6th ed.). The full-sentence outline, which represents student work-in-progress, is due several weeks before.

- **Writing Style:** This course, like the entire School of Communication, requires all written assignments to use the APA (6th ed.) style guide for references, headings, and other format considerations not otherwise specified by the course assignment; this is part of the grade. There is a generic guide to APA on Blackboard that covers most cases students will encounter. For a tutorial, see [http://flash1r.apa.org/apastyle/basics/index.htm](http://flash1r.apa.org/apastyle/basics/index.htm). Students might consider purchasing an APA style guide if they plan on majoring in communication.

- **Writing Aids:** The following documents are in the Writing Assistance folder on Blackboard:
  - A Generic Guide for APA Style
  - Academic Dishonesty Policy (Jan 2013)
  - Citing Films and Lectures
  - Common Errors in Undergraduate Writing
  - Evaluating Internet Research Sources (Harris)
  - Evaluating Internet Resources (Georgetown)
  - Helping Students Write
  - Most Common Types of Plagiarism
  - Popular vs. Trade vs. Scholarly Sources
  - Scholarly vs. Popular Articles (SDSU)

- **Grading:** Two rubrics, *Pop Culture vs Science Analysis Rubric* and *Pop Culture vs Science Sentence Outline Rubric*, are attached at the end of this document. For a full-size version, see the Assignments folder.

- **Late Work:** Papers are due at the beginning of the class period (11:00 a.m., as recorded by the submission time on Blackboard. Late papers will be penalized 10 percent per 24-hour period. This includes holidays, Saturdays, and Sundays. Thus, if a paper is due on Thursday and it is submitted on the following Monday, it is four days late and thus can achieve a maximum of 60% of the points available. Extensions are not given. If you have planned your time well, even a last-minute emergency will not prevent your submitting work on time.
For a fuller explanation of these papers, their requirements, and related procedures, be sure to see *Pop-Culture vs. Science Analysis* and *Pop-Culture vs. Science: The Sentence Outline* in the Assignments folder.

**All documents in the Assignments folder are considered part of the course syllabus and students are responsible for the information therein.**

## Classroom Courtesy

The School of Communication, as a representative of SDSU and higher education, expects students to engage in behavior that enhances the classroom learning environment. The Instructor is responsible not only to the individual student, but to the collective group of students who constitute a class. This means that behavior disruptive to the classroom instruction is not tolerated. For the sake of the other students, the instructor may be required to intervene under various circumstances. Among the actions that are considered disruptive to the learning environment are:

- The use of cellphones and/or computers/laptops/tablets, whether for conversation, correspondence, emailing, texting, tweeting, or other activities (e.g., social media/Facebook), and when not directly related to the course and its instructional objectives, materials, or contents;
- Side conversations or discussion in a manner distracting to the instructor or fellow students;
- Ongoing or unrestricted interruption of instructor or fellow students, or otherwise attempting to monopolize classroom time or discussion;
- Reading, sleeping, snoring, moving about, yelling, harassing, bullying, or otherwise engaging in activities disrespectful of the instructor or students, or unrelated to the course, materials, or contents;
- Entering late, leaving early, or leaving often during presentations, especially when in a disruptive manner;
- Activity that in any way could be considered grossly inappropriate, threatening or dangerous.

Certain other activities may be acceptable, but only with permission or by direction of the Instructor, who retains the authority to specify relevant restrictions. Such activities include:

- Filming, taping, or otherwise recording the class;
- Accessing the Internet during class;
- Use of computers/laptops/tablets is permitted for instructional purposes only.

The Instructor reserves the right to establish additional reasonable expectations deemed necessary to maintain optimal learning conduct in the classroom. Each faculty member is the primary arbiter of classroom comportment. The faculty member has the authority to enforce this policy in a manner deemed suitable to the particular class in question. For example:

- A student texting in class may be requested to turn the phone in to the instructor for the remainder of the class, or
- A student using a laptop or IPAD to access Facebook may be asked to close and shut down the technology for the remainder of the period.
- Should repeat offenses occur, with fair warning, each faculty member will determine fair and appropriate consequences for these behaviors. Should an emergency occur or require monitoring, or if students observe violations of this policy, they are encouraged to inform the instructor as soon as possible.

## Sensitive Subjects and Potential Stressors

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.
Issues of personal violence and loss can be particularly difficult to manage. If you find yourself in need of extra care, counseling, or support this semester, please feel free to take advantage of one or more of the services 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 Referrals: 619.232.9622
  - Psychiatrist Referrals: sandiegopsychiatricsociety.org
  - Psychologist Referrals: 619.291.3451
  - Psychotherapists Referral: 619.296.9011

**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 insights into this process of knowledge generation, students in COMM 245 are allowed a maximum of ten extra credit points (five points for each half-hour of research time) for participation in authorized research projects. Students will be asked to set up an account 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)

On [TBA] the pre-screen period will open. This is worth 1 hour of credit and counts as a “study” but really opens up the possibility of students having access to a good number of studies that they pre-qualify for (based on the pre-screen). Those studies that will require pre-screen will not open until after [TBA] but if there are other studies not requiring a pre-screen that need to run, they will be open right away ([TBA] ).

1. **Eligibility:** Only research projects approved and listed on the site above are eligible.
2. **Announcement of Opportunities:** Research in a program ebbs and flows, so it is students' responsibility to avail themselves of such research options by checking the site regularly. Opportunities for participation may or may not be available in any particular semester, or at any particular time of the semester. I will not be alerting you to opportunities via announcements or solicitations.
3. **Participating in Research:** Research studies specify active windows of time or conclude when the desired number of subjects has participated. If you wish to participate, do so promptly, as to avoid being closed out. There is no guarantee that you will get into any study. Furthermore, some research requires a “special” kind of participant; you may not “fit” the necessary criteria for a particular study.
4. **Application of Extra Credit:** You have to select the course to which you want to apply the credit for a particular research project (for instance, 245 or 350). A final decision must be made by the last week of classes. Remember, you can only get credit (ten points) for 1 hour of participation in Comm 245. Other courses may have different extra credit policies.
5. **Participation Difficulties:** If you have a problem with the link or the survey, contact the researcher, not me. I wouldn’t know how to help you. Be sure to follow the research instructions completely. You may not get credit if you don’t comply or if you do not fit the participant criteria. If technical problems preclude your participation, or you are too sick to participate, or your computer breaks down, I cannot remedy the situation.
6. **Record of Participation**: You can log onto the site at any time to view the status of your participation. Your points for 245 will be posted on Gradebook at the end of the semester. (I have no idea until then so please do not ask me.)

7. **Ethics**: It is 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. Extra credit for a particular study can only be applied toward ONE course. If your name shows up on more than one course list for the same research project, this will be considered a form of ACADEMIC MISCONDUCT, and treated accordingly.

8. **Grade**: No more extra credit is available than is indicated here--there are no additional activities for this course. Please do not ask, “Is there anything else I can do...”

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**How to Be Successful in this Course**

This is a traditional real space didactic classroom course. The primary mode of instruction is lecture, with a slideshow, combined with questions and answers in class. Presentations are based on the book. Although not all chapter material can be presented in class, students are still responsible for knowing it. Occasionally material may be presented that is not in the book and students should know that, too.

Instructor presentations are based on the assumption that students have read the assigned chapters before attending class. The material, although not particularly difficult, is abstract and some of the vocabulary may be new to you. Please be prepared to devote the necessary energy needed to gain a thorough and critical understanding of the readings. Let the ideas soak in over time.

The textbook contains many useful aids such as. Learn it, Apply it, Reflect on it, Fact or Fiction, Skills Self-Assessments, and Get Connected. At the end of each chapter, there is a chapter summary, a list of terms, discussion questions, and practice quizzes.

Each chapter’s slideshow has learning outcomes. Students should test themselves on them...can you do them all? Slide shows will be posted on Blackboard within 48 hours after presentations of chapters are concluded. Please gently remind me if I forget!

Laptops should be charged; electrical outlets are not always available.
Academic Integrity

Students are expected to comply with SDSU’s policy on academic integrity as outlined in the Policies section of the general catalog as well as the policy of the School of Communication. Relevant sections are cited below.

Cheating and Plagiarism
(from the "University Policies" section of the SDSU General Catalog 2014-2015, p. 479)

Institutions of higher education are founded to impart knowledge, seek truth, and encourage one’s development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Section 41301 of Title 5, California Code of Regulations as follows:

Expulsion, Suspension, and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes that must be campus related.

Cheating
Cheating is defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to

a. copying, in part or in whole, from another's test or other examination;
b. discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor;
c. obtaining copies of a test, an examination, or other course material without the permission of the instructor;
d. using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition;
e. collaborating with another or others in work to be presented without the permission of the instructor;
f. falsifying records, laboratory work, or other course data;
g. submitting work previously presented in another course, if contrary to the rules of the course;
h. altering or interfering with the grading procedures;
i. plagiarizing, as defined; and
j. knowingly and intentionally assisting another student in any of the above.

Plagiarism
Plagiarism is defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to:

a) submitting work, either in part or in whole, completed by another;
b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another;
c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;
d) close and lengthy paraphrasing of the writings of another;
e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and
f) submitting as one's own work papers purchased from research companies.
Disciplinary Action

Cheating and plagiarism in connection with an academic program at the university may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion.

Academic sanctions are concerned with the student's grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student's records and status on campus and shall be the responsibility of the university president or designated representative. The Coordinator of Judiciary Procedures shall be the president's representative in matters of student discipline.

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, presentations, slide shows, and presentation 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.

“Most plagiarists, like the drone, have either taste to select, industry to acquire, nor skill to improve, but impudently pilfer the honey already prepared, from the hive.” --Walter Colton
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.

Useful Aides

A good place to learn about plagiarism is the tutorial on academic integrity at [http://plagiarism.org/plagiarism-101/overview/](http://plagiarism.org/plagiarism-101/overview/); and at [http://www.yorku.ca/tutorial/academic_integrity/caseintro.html](http://www.yorku.ca/tutorial/academic_integrity/caseintro.html)

A good place to learn about APA writing and citation style is: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

A good place to learn about making better arguments is: [http://www.readwritethink.org/files/resources/interactives/persuasion_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)

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.

NOTE: There are no excuses allowed based on ignorance of what constitutes plagiarism or of what the university, School of Communication, and course policies are.

PLAGIARISM IS A CRIME OF CONDUCT, NOT OF INTENT.

Zero-Tolerance Policy in Comm 245
This course has a no-tolerance policy for plagiarism because:

1. A plagiarism policy is published in the university catalog;
2. The School of Communication plagiarism policy, complete with elaborated examples, definitions and consequences for types of plagiarism is available on the School of Communication Website.
3. There are multiple sources of information about plagiarism online.
4. You can turn in your paper before it is due, see its originality rating, fix any errors and turn it in again by the submission deadline;
5. Finally, you should simply know that it is unethical and a “High Crime” in Academe to misrepresent anyone’s words or ideas, through implication, whether intended or not, that they are your own, or they are someone else’s when they are not.
6. A final analogy: If you are taking a driving test to get a license, and you run a stop sign while the instructor is in the car, you fail the test then and there, and must wait for an opportunity to re-take the exam another time. So it is with plagiarism.

THEREFORE, THERE IS NO EXCUSE FOR PLAGIARISM, AND NO EXCUSE WILL BE ACCEPTED. YOU ARE FOREWARNED. IF YOU PLAGIARIZE, YOU WILL FAIL THIS COURSE.

I would prefer even to fail with honor than win by cheating.

--Sophocles
## SENTENCE OUTLINE RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICALITY:</strong> Content</td>
<td>1: 40-50% (F)</td>
</tr>
<tr>
<td>demonstrates relevance to the</td>
<td>There is no discernible direct or indirect link to the fulfillment of the</td>
</tr>
<tr>
<td>interpersonal focus of the</td>
<td>specified assignment.</td>
</tr>
<tr>
<td>assignment. Ideas significant, show depth,</td>
<td>2: 60-69% (D)</td>
</tr>
<tr>
<td>are non-trivial. Weight 10.00%</td>
<td>There is a minor or indirect discernible link to the fulfillment of the specified</td>
</tr>
<tr>
<td>assignment.</td>
<td>3: 70-79% (C)</td>
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<tr>
<td></td>
<td>There is a direct discernible link to the fulfillment of the specified assignment.</td>
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<td></td>
<td>4: 80-89% (B)</td>
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<tr>
<td></td>
<td>The entire project displays a direct discernible link to the fulfillment of the</td>
</tr>
<tr>
<td></td>
<td>specified assignment.</td>
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<td></td>
<td>5: 90-100% (A)</td>
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<tr>
<td><strong>THESIS STATEMENT:</strong></td>
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</tr>
<tr>
<td>demonstrates ability to construct clear,</td>
<td></td>
</tr>
<tr>
<td>specific single sentence that defines scope</td>
<td></td>
</tr>
<tr>
<td>and forecasts main points</td>
<td></td>
</tr>
<tr>
<td>Weight 8.00%</td>
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<tr>
<td><strong>RESEARCH/DATA CONTENT:</strong></td>
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<tr>
<td>demonstrates ability to locate and</td>
<td></td>
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<tr>
<td>appropriately cite recent, relevant,</td>
<td></td>
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<tr>
<td>and reasonable scholarly research (books,</td>
<td></td>
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<tr>
<td>peer-reviewed journals, current events,</td>
<td></td>
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<tr>
<td>reputable internet sources). Does not use</td>
<td></td>
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<tr>
<td>textbook. Quantity appropriate for this point</td>
<td></td>
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<tr>
<td>in time only. Weight 20.00%</td>
<td></td>
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<td></td>
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<tr>
<td><strong>OUTLINE SEPARATION:</strong></td>
<td></td>
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<tr>
<td>demonstrates ability to organize information</td>
<td></td>
</tr>
<tr>
<td>such that main points and subpoints are</td>
<td></td>
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<tr>
<td>separate and distinct. Weight 8.00%</td>
<td></td>
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<td></td>
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<tr>
<td><strong>OUTLINE SUBORDINATION:</strong></td>
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<tr>
<td>demonstrates ability to organize information</td>
<td></td>
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<tr>
<td>such that each major point is directly</td>
<td></td>
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<tr>
<td>related to the thesis and that each</td>
<td></td>
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<tr>
<td>subpoint relates directly to the major point</td>
<td></td>
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<tr>
<td>above. Weight 8.00%</td>
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<tr>
<td><strong>OUTLINE SYMMETRY (BALANCE):</strong></td>
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<tr>
<td>demonstrates ability to organize information</td>
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<tr>
<td>such that major points and subpoints</td>
<td></td>
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<tr>
<td>within themselves have similar quantity</td>
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<tr>
<td>Weight 8.00%</td>
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<tr>
<td><strong>SENTENCE CONSTRUCTION:</strong></td>
<td></td>
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<tr>
<td>demonstrates proficiency in sentence</td>
<td></td>
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<tr>
<td>construction and coherence (transitions,</td>
<td></td>
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<tr>
<td>sentence/paragraph heads). Weight 10.00%</td>
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<tr>
<td><strong>WRITING/GAPA:</strong></td>
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<tr>
<td>demonstrates proficiency in APA style</td>
<td></td>
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<tr>
<td>guidelines (e.g., citations and quotations;</td>
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<tr>
<td>references page). Weight 10.00%</td>
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<tr>
<td><strong>WRITING/STYLE:</strong></td>
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<tr>
<td>demonstrates proficiency in outlining</td>
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<tr>
<td>notation, grammar, spelling, punctuation &amp;</td>
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<tr>
<td>academic voice. Weight 10.00%</td>
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</tbody>
</table>

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**Page 1 of 1**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPICALITY:</strong> Content demonstrates relevance to the interpersonal focus of the assignment. Ideas are significant, non-trivial; show depth. Weight 10.00%</td>
<td>1: 50-59% (F) There is no discernible direct or indirect link to the fulfillment of the specified assignment.</td>
</tr>
<tr>
<td><strong>CLAIMS/ARGUMENT CONTENT:</strong> Demonstrates ability to articulate comprehensive arguments that include relevant and appropriate claims, warrants, and evidence. Weight 30.00%</td>
<td>2: 60-69% (D) There is a minor direct or discernible link to the fulfillment of the specified assignment.</td>
</tr>
<tr>
<td><strong>RESEARCH/DATA CONTENT:</strong> Demonstrates ability to locate and appropriately cite recent, relevant, and reasonable scholarly research (books, peer-reviewed journals, current events, reputable internet sources). Does not use textbook. Weight 30.00%</td>
<td>3: 70-79% (C) There is a partial direct discernible link to the fulfillment of the specified assignment.</td>
</tr>
<tr>
<td><strong>WRITING/ORGANIZATION:</strong> Demonstrates proficiency in organizing ideas, paragraphing, introductions, conclusions, and transitions. Weight 10.00%</td>
<td>4: 80-89% (B) There is a substantial direct discernible link to the fulfillment of the specified assignment.</td>
</tr>
<tr>
<td><strong>WRITING/APA:</strong> Demonstrates proficiency in APA style guidelines (e.g., paraphrasing citations and quotations; references page). Weight 10.00%</td>
<td>5: 90-100% (A) The entire project displays a direct discernible link to the fulfillment of the specified assignment.</td>
</tr>
<tr>
<td><strong>WRITING/STYLE:</strong> Demonstrates proficiency in sentence construction, grammar, spelling, punctuation &amp; academic voice. Weight 10.00%</td>
<td></td>
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<td></td>
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</tbody>
</table>