

<p>COMM 218-L01, CRN 31285 – Interpersonal Communication</p> <p>3 credits, Lebanon Center, room 200 Communication Linn-Benton Community College 44 Industrial Way, Lebanon, OR 97355</p>	<p>Winter Quarter January 9 - March 24, 2017 Tuesday, 6:00 – 8:50 pm</p> <p>Instructor: Rosemarie Tillman, Ph.D. Email: tillmar@linnbenton.edu Office: Lebanon Center, room 214 Office Hours: Tuesday, 4:30 – 5:30 pm Phone: 541.259.5776</p>
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Course Description

This course introduces students to various aspects of the communication process in one-to-one relationships. Emphasis is placed on enhancing personal and professional relationships by expanding knowledge, increasing understanding, and developing practical skills necessary for competent communication.

Course Objectives

Successful completion of this course will require achievement of the following learning outcomes:

- Through the Course Examination, you will display knowledge of terms, theories, and key functional areas of interpersonal communication.
- Through the Ethics Exercises and “Dear Abby” activity, you will demonstrate awareness of how your worldview guides ethical choices.
- Through the Theory Or Model Journal, you will develop and demonstrate an understanding of meta-communication theory, interpersonal communication skills, and identification of important choice points in communication. Additionally, you will demonstrate improved communication competence.
- Through the Article Report, you will demonstrate sufficient critical reading and writing to summarize peer-reviewed research, as well as comprehension of the methods by which social science data on communication is gathered.

Institutional Policies

Academic Honesty

The presentation of another individual’s work as one’s own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the College’s “Students Rights and Responsibilities.” Students caught cheating will receive a grade of ”F.”

Students with Disabilities

You should meet with your instructor during the first week of class if:

- you have a documented disability and need accommodations,
- your instructor needs to know medical information about you, or
- you need special arrangements in the event of an emergency.

If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term in order to receive accommodations. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

Diversity Values

We are a college community enriched by the diversity of our students and staff. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

Prerequisites

College level reading (RD 90) and writing skills (WR 121) are strongly recommended for success in this course.

Required Text

Adler, R.B., Rosenfeld, L.B., & Proctor II, R.F. (2015). *Interplay: The Process of Interpersonal Communication, 13th edition*. New York: Oxford University Press.

Course Policies

This course is a web-enhanced class. This means that you must regularly login to Moodle in addition to attending scheduled face-to-face class sessions. The traditional aspects of the course revolve around lectures, in-class activities, discussions, and participation. The lectures, activities, and discussions will highlight the reading materials, elaborate on assignments, and prepare you for the Course Examination.

This course is designed to develop your understanding of, and ability to use, interpersonal communication skills, based on this the format is one that is impossible to attain a passing grade without a consistent demonstration of organization, efficiency, and promptness. In other words, you must attend lectures, do the reading, and complete assignments in accordance with the prescribed schedule.

Time does not allow for makeup assignments. No makeup tests, activities, or assignments will be scheduled. If an emergency does occur preventing submission of an assignment and/or the time you had to complete the work was consumed by complete interference that was genuinely beyond your control (e.g. serious and debilitating illness), contact me as soon as possible to discuss negotiation of an adjusted deadline.

The best way to get a passing grade for this course is to write an Article Report, participate in role-play and analysis of case studies, create a “Dear Abby” Question, submit a “Dear Abby” Response, complete the multipart examination, and maintain a Theory Or Model Journal. These assignments will all be graded. In addition to completing these assignments, you are expected to participate in other in-class activities and exercises.

It is important that our classroom is a supportive environment. Beepers, cells phones, ipads, ipods, video games, laptops, and similar technological devices must be turned off at the beginning of each class session. (If using a laptop to take notes in class you must inform me of this intention before the start of the class session and email a copy of your notes before 11:55 pm that same day. If the notes are not sent to me as an email attachment prior to 11:55 pm you will be marked absent for that class.) When listening to others, be attentive and encouraging. Work hard on extending courtesy and respect to all. Poor listening habits or distracting behaviors may result in a reduction in your grade.

The best way to get in touch with me is e-mail. On Mondays through Fridays, I tend to check email at least once a day, and I try to guarantee I will not let forty-eight hours pass without checking and responding to email messages. **The best way to make sure that your email message receives the prompt attention it deserves is to use the email function within the course’s Moodle shell. Moodle tends to experience fewer difficulties with my linnbenton.edu address than other systems do. If you must use another email account, please use your Linn-Benton account. Please put COMM218 in the subject line of your email. That will ensure I do not lose your email in the flood of other messages I receive. A third option, and least preferred, is to use some other account. If you must resort to this, in addition to including COMM218 in the title, be sure to include the name you are registered in this course under. This will ensure I do not lose or overlook your email message.**

Course Assignments

The following are brief descriptions of all graded assignments.

1) *Article Report* (5 pages)

You will read an article from a scholarly communication journal, and report its contents. Proofreading is crucial. Keep in mind that the American Psychological Association's (APA) format requires both that you cite *within* the body of your paper, including material paraphrased from the article, *and* that you include a *Works Cited* page at the end. (Your *Works Cited* page should contain at least two entries: the article your report is based on and your course textbook.) If you omit citations within your paper, a *Works Cited* page, or the minimum number of citations (entries) you may be guilty of plagiarism.

2) *Course Examination*

There is one Course Examination. It is broken up into triweekly Exam Parts. Each Exam Part contains twenty questions, and covers the syllabus or chapters from the textbook *plus* any supplements explicitly identified with assigned chapters. You may use the book. You may use any notes you have taken. *You may not use any other human being as a resource as you complete Exam Parts. Consulting another person, whether a classmate or not, constitutes cheating.*

3) "Dear Abby" Question (1 – 2 pages)

Write a letter to "Dear Abby" describing a current and ongoing communication situation that leaves room for improvement. It could involve one or more people that you interact with on a regular basis (e.g. friends, bosses, professors, family or church members). Your letter should directly ask for guidance and/or help.

4) "Dear Abby" Response (2 pages)

After receiving a classmate's anonymous "Dear Abby" letter, write a response containing at least two pages of feedback. Good feedback will explain how parties in the described situation "should" have reacted, or how they "could" have solved the problem. Try to incorporate in equal measure material from the textbook as well as relevant material from an outsider's perspective.

5) *Ethics Exercises* (8 Case Study Analyses (CSA))

As a class we will role-play and verbally analyze eight case studies. Keep in mind that the purpose of this exercise is to train you to think through ethical dilemmas. For each week we are scheduled to analyze a case study there are four case study options. After reviewing the PreviewNotes, TargetTerms, CaseParticipants, and case context for all four options, the class will *choose* one to two case studies to role-play.

6) *Moodle Access* (at least twice weekly)

In order to get the most out of a web-enhanced course you need to regularly be online. To keep abreast of what is happening in our course community access Moodle a minimum of twice a week. Check announcements, review the syllabus, read course messages, read/view enrichments, and keep an eye on discussions and forums. Not only will these activities make the course easier and more enjoyable, but they will also help you build a strong final grade.

7) *Moodle Participation* (at least once a week)

Uploading an assignment, taking a test, participating in a discussion or forum, starting a discussion - doing just about anything within our course community, at least once a week, will help time to fly and your grade to grow.

8) *Theory Or Model Journal* (1 document containing 5 entries, 1 – 3 pages each)

Type one entry per page that reflects upon theories and/or models you encounter over the term. Your writing should be a snapshot of your understanding of concepts and their application to "real" life. Each entry should be a minimum of four paragraphs long. The first paragraph of each entry should clearly identify and explain the theory or model that is the entry's focus. The second paragraph should describe an interaction or situation from your life that is a good example of the theory or model. The third paragraph should explain how the theory or model helps or hinders the described interaction or situation. The fourth paragraph should express how you feel about the theory or model, especially in regards to your life. You should choose at least five theories and/or models to share your thoughts about, yielding a minimum of five log entries.

Points Per Assignment:

1. Article Report (AR)	100
2. Class Exercises and Participation (CEP)	100
3. Course Examination:	600
➤ Exam Part (EP) #1 (Chapter 1, 2, 3, & 4)	200
➤ EP #2 (Chapter 5, 6, 7, & 8)	200
➤ EP #3 (Chapter 9, 10, 11, & 12)	200
4. “Dear Abby”:	200
➤ Question (DAQ)	100
➤ Response (DAR)	100
5. Moodle:	165
➤ Access (MA)	110
➤ Participation (MP)	55
6. Theory Or Model Journal (TOMJ)	100

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TOTAL POSSIBLE POINTS:	1265

The number of points that you have at the end of the semester is your final grade before attendance penalties may be applied. You are allowed two absences for the duration of the semester. Each subsequent absence will negatively affect your final grade. Three absences will reduce your final grade by half a letter grade (e.g. An “A” with three absences becomes an “A-“). **More than six absences will result in automatic course failure.** Try to be in every class session on time. Coming late or leaving early three times equals an absence.

As previously stated, there are no make up assignments, nor are there extra credit assignments. If you review the following grading scale you will see that only 1100 points are needed to secure an A in this class. However there is a possibility of earning 1265 points. That means that the extra credit is built in. If after a few assignments you do not feel you are doing well in the course, contact me for assistance, and plan on putting in a little more effort with remaining assignments.

Grading Scale

For conversion of points to a letter grade please reference the following scale -

A	=	1100 - 1265
B	=	900 – 1099.9
C	=	700 – 899.9
D	=	500 – 699.9
F	=	0 – 499.9

All assignments are due via Moodle by 11:55 pm on the indicated below date.

Course Schedule
(Tentative: Subject to Change)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1.	<i>January 9</i>	<i>January 10</i>	<i>January 11</i> Read chapter 1	<i>January 12</i>	<i>January 13</i> Read chapter 2
2.	<i>January 16</i> Holiday – Martin Luther King, Jr. Day	<i>January 17</i>	<i>January 18</i> Read chapter 3	<i>January 19</i>	<i>January 20</i> Read chapter 4
3.	<i>January 23</i>	<i>January 24</i> CSA #1	<i>January 25</i>	<i>January 26</i>	<i>January 27</i> EP #1
4.	<i>January 30</i>	<i>January 31</i> CSA #2 DAQ Due	<i>February 1</i> Read chapter 5	<i>February 2</i>	<i>February 3</i> Read chapter 6
5.	<i>February 6</i>	<i>February 7</i> CSA #3	<i>February 8</i> Read chapter 7	<i>February 9</i>	<i>February 10</i> Read chapter 8
6.	<i>February 13</i>	<i>February 14</i> CSA #4 AR Sign Up Due	<i>February 15</i>	<i>February 16</i>	<i>February 17</i> EP #2
7.	<i>February 20</i> Holiday – Presidents' Day	<i>February 21</i> CSA #5	<i>February 22</i> Read chapter 9	<i>February 23</i>	<i>February 24</i> Read chapter 10
8.	<i>February 27</i>	<i>February 28</i> CSA #6 DAR Due	<i>March 1</i> Read chapter 11	<i>March 2</i>	<i>March 3</i> Read chapter 12
9.	<i>March 6</i>	<i>March 7</i> CSA #7	<i>March 8</i>	<i>March 9</i>	<i>March 10</i> EP #3
10.	<i>March 13</i>	<i>March 14</i> CSA #8 AR Due	<i>March 15</i>	<i>March 16</i>	<i>March 17</i>
11.	<i>March 20</i>	<i>March 21</i> TOMJ Due GC Sign Up Due	<i>March 22</i>	<i>March 23</i>	<i>March 24</i>

Your Responsibilities And Mine

This is adapted from an article an English professor wrote, under a pen name, which appeared in the June 9, 2006 Chronicle of Higher Education.

Students are **not customers**. Teachers are **not employees**. Students and teachers have **obligations** to each other.

What I expect from you:

- You will treat everyone in the class, including me, with the respect due to all human beings.
- You will attend every class, give your full attention to the material, and conduct yourself in an appropriate manner.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that *your* perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.

What you can expect from me:

- I will treat you with the respect due to all human beings.
- I will know your name and treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will manage the class in a professional manner. That may include educating you in appropriate behavior.
- I will prepare carefully for every class.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so.
- I will conduct scholarly research and publication with the aim of making myself a more informed teacher.
- I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- I will keep careful records of your attendance, performance, and progress.
- I will maintain confidentiality concerning your performance.
- I will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.