

**Linn-Benton Community College**  
**Department of Communication**  
**COMM 218: Interpersonal Communication (CRN: 40262; 40309)**  
**Course Syllabus: Spring 2023**

**Schedule:**

Course Dates: April 4 - June 13, 2023

Day/Time: asynchronous

Location: internet/online

**Instructor:**

Hailey Adkisson, M. A.

[adkissh@linnbenton.edu](mailto:adkissh@linnbenton.edu)

Office Hours: T/Th 11:30am-12:30pm or by appointment (virtual or on-campus)

Link to Office Hours: <https://linnbenton.zoom.us/j/7579805682>



**General Course Information:**

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.

**State of Oregon's Outcomes Statement**

As a result of taking General Education Speech Communication courses, a student should be able to:

- Engage in ethical communication processes and accomplish goals
- Respond to the needs of diverse audiences and contexts
- Build and manage relationships

**LBCC Course Outcomes**

As a result of taking COMM 218, a student should be able to:

- Apply interpersonal communication research and theory
- Identify interpersonal communication's key functional areas
- Analyze, select, and enact appropriate interpersonal communication behaviors based on interpretation of the context

**Student Learning Objectives:**

Students who pass this class will be able to:

- Use theory to explain behaviors in interpersonal relationships
- Monitor, analyze and adjust their communication behaviors
- Effectively interact with others in personal and professional settings
- Manage conflict more effectively
- Empathize with people who have different thoughts, beliefs and lifestyles

**Required Text:** This textbook will be automatically available to you on Moodle through VitalSource. If you do not want an etextbook, you will need to "op-out" and purchase a hard copy during the first week of class. Please do not use older editions of this textbook.

Adler, R., Rosenfeld, L.B., & Proctor II, R.F. (2021). *Interplay: The process of interpersonal communication (15<sup>th</sup> ed.)*. New York, NY: Oxford University Press.

**Additional Course Requirements:** In addition to the textbook, you will need access to the following on a regular basis:

- Moodle
- Linn-Benton Email account
- Reliable computer/laptop (completing assignments on your phone is NOT recommended)
- Reliable internet connection

## ASSIGNMENTS & GRADING

POINTS POSSIBLE	LEARNING ACTIVITY	DUE DATE
50	Journals	Due <u>every</u> Wednesday by 11:59pm
60	Quizzes	Due <u>every other</u> Friday by 11:59pm (see schedule)
40	Interpersonal Interview and Essay	Sunday, May 7 by 11:59pm
50	“Dear Abby” Final Application Essay	Sunday, June 11 by 11:59pm
<b>TOTAL= 200 points</b>		

**Assignment Details:** This list provides an overview of assignments. Due dates and points may be adjusted if need be. More information for each assignment will be discussed throughout the term and be made available on Moodle.

- **Journals (50 points; 5 points each)**- Each week you will need to respond to journal prompts on Moodle. While there is no minimum word requirement, an excellent journal should be **at least 300 words** in length AND show quality in your post (i.e. show me that you have read and spent time reflecting). While you are not required to respond to others’ journal posts, I encourage you to look through your classmates’ posts and start a discussion. In order to understand how to create a journal post, I STRONGLY encourage you to watch the Week 1 “How to complete journal assignments” video on Moodle. **Journals are due every Wednesday by 11:59pm.**
- **Quizzes (60 points; 10-15 points each)**- There will be five quizzes throughout the term (every other week). Material covered will come both from your textbook and the video lectures. **Quizzes are due every other Friday by 11:59pm (see schedule).**
- **Interpersonal Interview and Essay (40 points)**- The goal of this assignment is to give you an opportunity to explore how identity, culture, and perception influences communication through an interview with someone in your life. You will identify key experiences/people in that individual’s life and reflect on how those experiences/people have influenced how/why they communicate the way they do.

- **“Dear Abby” Final Application Assignment (50 points):** The purpose of this assignment is to explore “real-life” challenges in interpersonal communication and provide solutions to these challenges by applying concepts and theories from the course.

**Grading:**

Grades will be assigned based upon points earned in all assignments:

A	=	200-180 points
B	=	179-160 points
C	=	159-140 points
D	=	149- 120 points
F	=	Below 120 points

After I return your assignment, you have one week to discuss a grade with me. **I will not discuss grades after the one week deadline.**

**Extra Credit:** The only way to receive extra credit is by turning in your Interview Essay and “Dear Abby” Assignment early (1 pt. for each day it is early for up to 5 pts). There will be no additional extra credit opportunities.

**COURSE POLICIES & PROCEDURES**

**Attendance:** You must login to Moodle on the first day of the term (**Monday, April 3**) to secure your spot in the class. You will need to login to Moodle at least 3-4 times a week in order to be successful in this course and complete the required activities and assignments.

**Assignment Submissions:** All assignments must be submitted via Moodle. Email submissions will not be accepted.

**Late Work:** Late assignments will not be accepted and will receive an automatic zero. Please pay attention to assignment due dates listed on the course schedule (below) as well as on Moodle. That being said, I understand life happens. If you know you will have difficulties meeting a deadline due to an illness, childcare issues, or other extenuating circumstances (vacations or poor planning don’t count), please contact me as soon as possible so we can develop a plan to aid in your success of this course. In general, the more frequent and open communication with me, the better.

**Online Class Participation Expectations:** While an online platform provides many benefits, there are some clear differences between studying interpersonal communication online versus face-to-face. Reflection and discussion are imperative in this course in order to have a better understanding of ourselves and others, and as a result, become better communicators. With that in mind, it is extremely important to your learning to be intentional and thoughtful in all of your assignments, watch the lectures, read others’ journal responses, and ask for help if you are struggling. Additionally, when I prompt you during lecture videos to think about a certain question or attempt an activity, I strongly encourage you to do so. You will get out of this class what you put into it.

**Communication and office hours:** While I check email often, after 5:00pm M-F and during weekends are times I set aside for my family (and sleeping). If you email me after 5:00pm M-F or on the weekends, do not expect a response until the next business day. While I do not have regularly scheduled office hours during summer term, you can still schedule a time to meet with me via Zoom at

any point. To do so, please email me and we can schedule a time to virtually meet and chat about assignments, course content, or life in general.

**Writing Guidelines:** While this is not a writing course, proofreading/editing for grammatical and spelling errors is imperative in effective communication. Excessive spelling or grammatical errors will result in point deductions on assignments. Any information from another source that is included in written papers should be appropriately cited using APA format. If you have any questions about how to do this properly, please see me. It is highly recommended to take WRI 121 before taking this course.

**Honor Code:** LBCC is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. Accordingly, if you exchange information with another student during an exam, use unauthorized sources during an exam, or submit someone else's work or ideas as your own in any of your assignments, you will receive an F for the exam/assignment and may be subject to further discipline..

**Equal Opportunity and Non-Discrimination Policy:** LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

**Pronouns & Names:** In order to provide an optimal learning environment for all students, creating a safe space is imperative. If you identify with a particular pronoun/name not represented on the class roster, please feel free to send me an email or come and discuss it with me in-person so I can be sure to recognize this. Your learning and identity are important to me.

## **ADDITIONAL RESOURCES**

**Tips for Success in this Course:** If I had my choice between a face-to-face class and an online class, I would choose face-to-face. Online learning can admittedly be a little challenging for those that prefer face-to-face interaction (myself included)-- especially in a communication course. However, due to health concerns and flexibility in scheduling, online learning is a great platform. With that in mind, I have tried to create a class that is engaging, well-organized, and somewhat flexible. Below are a few tips to help you be successful in this course:

1. Log on to Moodle at least 3-4 times a week.
2. Allow enough time to focus on coursework. This course is worth three credits. A credit is equivalent to an hour of in-class time. For each credit, you should also allow at least an hour of course work. **This means you should allow six hours a week for this class.**
3. Schedule time into your week where you will work specifically on this class (much like you would schedule a face-to-face class). Stick to this schedule. The more you adjust your schedule, the more likely you are to fall behind.
4. Set reminders on your phone calendar for when assignments are due.
5. Use the resources available on Moodle **and** read your textbook. I know it is easy to not watch videos OR watch the videos and not read the textbook, but this course is designed in a way where ALL resources are required. I suggest the following schedule for completing coursework:
  - a. **Sunday - Monday:** read the weekly journal prompt

- b. **Sunday - Wednesday:** read the textbook (paying attention for material related to the journal prompt)
  - c. **Sunday - Wednesday:** watch the mini lecture (paying attention to material related to the journal prompt)
  - d. **Tuesday - Wednesday:** complete the journal
  - e. **Thursday - Friday:** complete the quiz (if relevant).
6. Reach out to me with questions and find time to connect during my office hours. If you start struggling, TALK TO ME. Don't wait until the end of the term. Let's figure out a plan for you to be successful together.

**Moodle Layout:** Our course page is divided into 10 weeks for the term. Each week is organized by what you need to read, assignments that are due, YouTube videos, and mini lecture videos (see below). Weeks begin on Mondays and new weeks will populate at least one week early. This allows you to work slightly ahead if you feel inclined to do so.

**Mini Lectures:** In order to make the online class feel more like a traditional face-to-face class, I have recorded "mini" lectures for each chapter. Most of these video lectures are between 15-25 minutes (mini compared to a 50 or 80 minute face-to-face class). While these lectures do not make up for reading the assigned chapters in the textbook, they will help clarify some key concepts/theories in the field of Interpersonal Communication, provide examples of how you can use this course in your everyday life, and hopefully, be mildly entertaining. During the lectures, there are opportunities to engage in "**Personal Growth Activities**". These are short activities that I highly encourage you to participate in as it will help apply course content and allow you to reflect on how communication shapes your life. If you have read this far, I want you to reward you! Please email me by the end of the day (11:59pm) on Wednesday, April 5th with your name, a picture of a llama (I really like llamas), and what CRN you are in, and you will receive 2 points extra credit.

I will include a link to the slides used in the mini lectures. While you are welcome to use these as an additional resource and/or for note taking, they are not sufficient on their own. You must watch the mini lecture, as well as read the textbook, to get the content you need for the week.

**Roadrunner Resource Center:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Roadrunner Resource Center for support ([resources@linnbenton.edu](mailto:resources@linnbenton.edu) , or visit [www.linnbenton.edu/RRC](http://www.linnbenton.edu/RRC) under Student Support for Current Students). This office can help students get connected to resources to help. Furthermore, please notify me if you are comfortable in doing so. This will enable me to connect you to any resources I know may be available.

**Accessibility:** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR website](#) for steps on how to apply for services or call 541-917-4789.

## Tentative Course Schedule\*: Spring 2023

Below is the schedule for the entire term including what you need to read, what videos you need to watch, and what assignments are due. I highly encourage you to add all the deadlines to your calendar/phone NOW as to not miss an assignment due date. This also aligns with the schedule that is up on Moodle.

<b>Week 1</b>	<p><b>Introduction to Course and Interpersonal Process (Ch. 1)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Course schedule/syllabus</li> <li>○ Chapter 1 (Interpersonal Process)</li> <li>○ Chapter 2 (Mediated Interpersonal Communication)</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Video: “Welcome to COMM218/Course Overview”</li> <li>○ Video: “How to complete journal assignments on Moodle”</li> <li>○ Mini Lecture: Ch. 1 and Ch. 2                             <ul style="list-style-type: none"> <li>■ YouTube Video: “Guys read mean tweets”</li> </ul> </li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #1- Wed., April 5 by 11:59pm</li> <li>○ Quiz #1 (Syllabus, Ch. 1 &amp; Ch. 2): Fri., April 7 by 11:59pm (10pts)</li> </ul> </li> </ul>
<b>Week 2</b>	<p><b>Communication and the Self (Ch. 4)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter 4 (Communication and the Self)</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Mini Lecture: Ch. 4</li> <li>○ Video: Hailey’s Discussion Prompt example</li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #2- Wed., April 12 by 11:59pm</li> </ul> </li> </ul>
<b>Week 3</b>	<p><b>Culture and Communication (Ch. 3)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter 3 (Culture and Communication)</li> <li>○ Interview Essay Assignment</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Mini Lecture: Ch. 3</li> <li>○ Video: Interview Essay Overview</li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #3- Wed., April 19 by 11:59pm</li> <li>○ Quiz #2 (Chs. 3 &amp; 4): Fri., April 21 by 11:59pm (10 pts)</li> </ul> </li> </ul>
<b>Week 4</b>	<p><b>Perceiving Others (Ch. 5)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter 5 (Perceiving Others)</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Not as Mini Lecture: Ch. 5                             <ul style="list-style-type: none"> <li>■ YouTube video: “Run like a girl” commercial</li> <li>■ YouTube video: “Empathy” by Brene Brown</li> </ul> </li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #4- Wed., April 26 by 11:59pm</li> </ul> </li> </ul>

<p><b>Week 5</b></p>	<p><b>Language (Ch. 6) &amp; Nonverbal Communication (Ch. 7)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter 6 (Language)</li> <li>○ Chapter 7 (Nonverbal)</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Mini Lecture: Ch. 6 <ul style="list-style-type: none"> <li>■ YouTube video: “Dude” Commercial</li> <li>■ YouTube video: The power of words</li> </ul> </li> <li>○ Mini Lecture: Ch. 7</li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #5- Wed., May 3 by 11:50pm</li> <li>○ Quiz #3 (Chs. 5, 6 &amp; 7): Fri. May 5 by 11:59pm (15 pts)</li> <li>○ Interview Essay Due- Sun., May 7 by 11:59pm <ul style="list-style-type: none"> <li>■ <b>EXTRA CREDIT: 1 pt. for each day early (up to 5 pts)</b></li> </ul> </li> </ul> </li> </ul>
<p><b>Week 6</b></p>	<p><b>Listening (Ch. 8)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter 8 (Listening)</li> <li>○ “Dear Abby” Assignment</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Mini Lecture: Ch. 8</li> <li>○ Video: “Dear Abby” Assignment Overview</li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #6- Wed., May 10 by 11:59pm</li> </ul> </li> </ul>
<p><b>Week 7</b></p>	<p><b>Emotions (Ch. 9)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter You 9 (Managing Emotions)</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Mini Lecture: Ch. 9 <ul style="list-style-type: none"> <li>■ YOUTUBE: The Mask You Live In (trailer)</li> </ul> </li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #7- Wed., May 17 by 11:59pm</li> <li>○ Quiz #4 (Chs. 8 &amp; 9): Fri., May 19 by 11:59pm</li> </ul> </li> </ul>
<p><b>Week 8</b></p>	<p><b>Managing Conflict (Ch. 12)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter 12 (Managing Conflict)</li> </ul> </li> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Mini Lecture: Ch. 12 <ul style="list-style-type: none"> <li>■ YouTube Video: How to deal with conflict</li> <li>■ YouTube Video: Gottman’s “Four Horsemen of the Apocalypse”</li> </ul> </li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #8- Wed., May 24 by 11:59pm</li> </ul> </li> </ul>
<p><b>Week 9</b></p>	<p><b>Communication and Interpersonal Relationships (Ch. 10 &amp; 11)</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Chapter 10 (Interpersonal Relationships)</li> <li>○ Chapter 11 (Communication in Close Relationships)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Watch:</b> <ul style="list-style-type: none"> <li>○ Mini lecture: Ch. 10 <ul style="list-style-type: none"> <li>■ YouTube Video: “Be More Us”</li> <li>■ Video: Dialectical Tensions</li> </ul> </li> <li>○ Mini lecture: Ch. 11</li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #9- Wed., May 31 by 11:59pm</li> <li>○ Quiz #5 (Chs. 10, 11 &amp; 12): Fri., June 2 by 11:59pm (15 pts)</li> </ul> </li> </ul>
<b>Week 10</b>	<p><b>Course Wrap-up</b></p> <ul style="list-style-type: none"> <li>● <b>Read:</b> <ul style="list-style-type: none"> <li>○ Review “Dear Abby” assignment to make sure you are on track</li> </ul> </li> <li>● <b>Assignments Due:</b> <ul style="list-style-type: none"> <li>○ Journal #10- Wed., June 7 by 11:59pm</li> <li>○ “Dear Abby” Assignment: Sun., June 11 by 11:59pm <ul style="list-style-type: none"> <li>■ EXTRA CREDIT: 1 pt. for each day early (up to 5 points)</li> </ul> </li> </ul> </li> </ul>