

**Linn-Benton Community College  
Department of Communication**

**COMM 218: Interpersonal Communication (CRN: 20812; 20512)  
Course Syllabus: Fall 2019**

**Schedule:**

Sept. 30- Dec. 6  
Days: MWF  
Time: 9:00-9:50; 10:00-10:50  
Location: IA-232

**Instructor:**

Hailey Adkisson, M. A.  
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Office: SSH 202  
Office phone: 541-917-4757  
Office Hours: M/W 1:30-2:30pm; T/Th. 1:00-2:30pm; or by appointment



**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
- Recognize and apply interpersonal concepts while serving the community

**Required Text:**

Adler, R., Rosenfeld, L.B., & Proctor II, R.F. (2018). *Interplay: The process of interpersonal communication (14<sup>th</sup> ed.)*. New York, NY: Oxford University Press.

## ASSIGNMENTS & GRADING

POINTS POSSIBLE	LEARNING ACTIVITY	DUE DATE
50	Homework/Journals	SEE SCHEDULE
20	“What do you carry with you?” Presentation	Oct. 16 & 18
30	Exam #1	Nov. 1
10	Mid-term Service-Learning Hours Check	Nov. 4
25	Service-Learning Interpersonal Interview and Essay	Nov. 15
25	Service-Learning Final Reflection Essay	Dec. 6
10	Final Service-Learning Hours	Dec. 6
30	Exam #2 (FINAL’S WEEK)	SEE SCHEDULE
<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 handed out in-class.

- **Homework/Journals (50 points; 5 points each)**- There will be ten homework assignments throughout the course of the term (nine journals and one syllabus quiz). **Journals must be submitted on Moodle by 9:00am the day they are due.** No emailed, hard copy/printed, or late journals will be accepted. All journals must be a minimum of **300 words in length** in order to receive full credit (I do check word count). **These points cannot be made up and may not be turned in late.**
- **Exams (60 points; 30 points each)**- This course has two exams throughout the term. Material covered will come both from your textbook and class discussions/activities. HINT: If you do not read the text, do not come to class, and do not take notes, you will not do well during the exams.
- **“What do you carry with you?” Presentation (20 points)**- This assignment is designed to help you examine and explore the many dimensions of yourself. Fill a bag/backpack/purse with objects that are representative of how you view yourself. Objects should illustrate major life events, personal goals, challenges you’ve faced, successes you’ve achieved, and/or individual values that have impacted your life and made you who you are. Your objects should help us get to know you on a deeper level. Additionally, you **will turn in a typed list** of every object in your “backpack” with a description of how they influenced/shaped you.
- **Service-Learning Project (70 points total)**- The purpose of this assignment is to help strengthen your interpersonal interactions by volunteering a minimum of five hours with a

nonprofit where the interpersonal interactions you experience may be different than what you are accustomed to. This project is broken down into multiple assignments throughout the course of the term.

- o **Mid-Term Hours Check (10 points)**- A minimum of two hours must be completed at this point in the term. This helps keep you accountable by contacting your nonprofit early. Any in-person trainings or meetings with your nonprofit can count towards these hours. You must keep track of these hours on your hours sheet and have it signed.
- o **Interpersonal Interview and Essay (25 points)**- The goal of this assignment is to give you an opportunity to develop deeper interpersonal connections with those you are serving at your nonprofit through interviews. During the interviews, you will be asked to learn more about the people that benefit from/work with this nonprofit, especially those individuals that may have a different background from you and differing styles of communication. You will summarize the interview and reflect on your overall experience in an essay.
- o **Final Hours (10 points)**- A minimum of five hours must be completed to receive full credit.
- o **Final Reflection Essay (25 points)**- In this final essay, you will be asked to reflect on the overall experience participating in this service-learning assignment. Additionally, you will need to integrate at least four interpersonal theories/concepts you noticed as they relate to this course.

### Grading:

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

A	=	215-194 points
B	=	193-172 points
C	=	171-151 points
D	=	150-129 points
F	=	Below 129 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.** I will not discuss grades via email or during class. If you would like to discuss your grade, please come talk to me during scheduled office hours or by setting up an appointment with me. There is absolutely no rounding up in this course.

**Extra Credit:** The only way to receive extra credit is by completing additional volunteer hours as part of your service-learning project. There will be no additional extra credit opportunities.

### COURSE POLICIES & PROCEDURES

**Late Work:** Late assignments will not be accepted and will receive an automatic zero.

**Attendance:** In order to improve your communication abilities, simply reading from the textbook and/or looking at PowerPoint slides is insufficient. Instead, textbook/lecture slides are taught in conjunction with group discussion and activities. This not only applies content and theory in real scenarios, but also helps you understand differing perspectives. While you are adults and are capable of deciding whether or not to attend class, frequent lack of attendance negatively impacts both your own and your classmates' learning. Therefore, students are allowed to miss up to **three days** of class with no point deduction. **Thereafter, your final grade will be lowered by five points for each day you miss class.**

**Tardiness:** Being on time to class is incredibly important as we go over important announcements in the first few minutes of class as well as start discussions and activities. Arriving late is very disruptive to other students' learning. **As a result, if you are late by more than 10 minutes, you will be marked tardy. Two tardies for the term equal one absence. If you are late on an exam day, I will shut the door at the start of class time and you will not be able to take your exam.**

**Assignment and Class Participation Expectations:** 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. In order to do this, sharing information about yourself and personal interactions/experiences as it relates to course content, adds to the learning of others. While I encourage you to stretch yourself, **I never want you to be in a situation or share information where you feel extremely uncomfortable or threatened.** If an assignment is making you feel particularly anxious, please come talk to me and we will find a way to ease your concerns.

**About My Teaching Style:** This is not a traditional lecture course and may feel very different than other courses you have taken. Self-reflection, discussion, and class activities are a central component of this class. You will be asked to interact with one another rather than simply take notes from a PowerPoint. In addition, I give many examples in order to help you understand how the theories and concepts can apply to "real-life" situations. Many of these examples come from my own personal relationships and experiences. This may be uncomfortable for some of you that have not heard an instructor share personal information before. I do this in order to create an atmosphere where dialogue, community, and vulnerability are encouraged and supported, as well as make course content more applicable and tangible. If at any point you have any questions or concerns about what is being shared, please come talk to me. If I feel what is being discussed that day could be "triggers" for people, I will prompt students ahead of time.

**Classroom Culture:** In order to explore interpersonal communication concepts, it is crucial to be open to sharing your experiences and listening to the experiences of others. The only way we can grow in our communication skills is by expanding our understanding of others. That being said, I expect us to form a community of respect and support within our classroom. **This is a space to be SAFE and BRAVE.** What is shared here, stays here. Healthy disagreement and discussion are a central component of this class and is encouraged, but must be done on a professional and constructive basis. While I have never experienced this in all my years of teaching, if you are disrespectful to your class members, you will be given a warning and then asked to leave.

**Note Taking:** As this is a college course, note taking is expected. While lecture slides are available on Moodle, content on my slides is minimal and examples are often given orally and not listed on the slides. In order to do well in this course, and on exams, it is imperative you take notes and write down examples I give throughout the term. **If you do not come prepared to class with something to write with and something to write on, you will be asked to leave.**

**Cell/Laptop Phone Policy:** While internet and cell phone access have become a regular part of our culture, I expect you to silence your mobile devices during the duration of class out of respect for myself and your classmates. If you are expecting an urgent phone call/text, please notify me before class and excuse yourself from the room when responding.

Laptops should only be used for notetaking and/or on in-class work days. Please refrain from visiting any websites that are not related to the class (including social media) and/or working on homework for other classes.

**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 respond to me after 5:00pm M-F or on the weekends, do not expect a response until the next business day. While the best way to get ahold of me is typically email, I thoroughly enjoy when students stop by my office. Students that do best in my class tend to be the ones that come to my office hours. If my office hours do not work with your schedule, please let me know and I will try my best to meet with you at a different time.

**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.

**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 CAMPUS RESOURCES**

**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 provide any resources that they may possess.

**Childcare Conflicts:** I understand the unforeseen disruption in childcare often puts students that are parents in a position of having to miss class to stay home with a child. If this is something you are experiencing, please talk to me and we can figure out a solution.

**Special Needs:** 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\*: Fall 2019**

<b>WEEK</b>	<b>Date</b>	<b>Topics/Activities</b>	<b>Readings</b> (complete prior to class)	<b>Assignments</b>
<b>Week 1</b>	<b>Sept. 30</b>	Introduction to course		
	<b>Oct. 2</b>	Interpersonal Process	Chapter 1	<b>Syllabus Quiz Due by 5:00pm (5pt)</b>
	<b>Oct. 4</b>	“Carry with you” overview Service-learning project overview		<b>Sign-up for nonprofit</b> (sign-ups open at 11:00am)
<b>Week 2</b>	<b>Oct. 7</b>	Communication and the self	Chapter 3	<b>Journal #1 due</b>
	<b>Oct. 9</b>	Communication and the self	Chapter 3	
	<b>Oct. 11</b>	Culture and Communication	Chapter 2	<b>Journal #2 due</b> (decide on nonprofit)
<b>Week 3</b>	<b>Oct. 14</b>	Culture and Communication Interpersonal Interview Assigned	Chapter 2	
	<b>Oct. 16</b>	<b>Presentations</b>		<b>“Carry with you” due</b>
	<b>Oct. 18</b>	<b>Presentations</b>		
<b>Week 4</b>	<b>Oct. 21</b>	Perceiving Others	Chapter 4	
	<b>Oct. 23</b>	Perceiving Others	Chapter 4	<b>Journal #3 due</b>
	<b>Oct. 25</b>	Perceiving Others Language	Chapter 4 Chapter 5	
<b>Week 5</b>	<b>Oct. 28</b>	Language	Chapter 5	
	<b>Oct. 30</b>	<b>Midterm Prep</b>		
	<b>Nov. 1</b>	<b>Exam #1: Ch. 1-5</b>		
<b>Week 6</b>	<b>Nov. 4</b>	Nonverbal Communication	Chapter 6	<b>Mid-term Hours Check-</b> at least 2 hrs completed (10 pts)

	<b>Nov. 6</b>	Listening	Chapter 7	<b>Journal #4 Due</b>
	<b>Nov. 8</b>	Listening Emotions	Chapter 7 Chapter 8	
<b>Week 7</b>	<b>Nov. 11</b>	<b>VETERAN'S DAY- No Class</b>		
	<b>Nov. 13</b>	Emotions	Chapter 8	<b>Journal #5 Due</b>
	<b>Nov. 15</b>	Managing Conflict Final Reflection Essay Assigned	Chapter 11	<b>Interpersonal Interview and Reflection Essay Due</b>
<b>Week 8</b>	<b>Nov. 18</b>	Managing Conflict	Chapter 11	<b>Journal #6 due</b>
	<b>Nov. 20</b>	Interpersonal Relationships	Chapter 9	
	<b>Nov. 22</b>	Interpersonal Relationships	Chapter 9	<b>Journal #7 Due</b>
<b>Week 9</b>	<b>Nov. 25</b>	Communication in Close Relationships	Chapter 10	
	<b>Nov. 27</b>	Communication in Close Relationships	Chapter 10	<b>Journal #8 Due</b>
	<b>Nov. 29</b>	<b>NO CLASS- Thanksgiving Break</b>		
<b>Week 10</b>	<b>Dec. 2</b>	Communication in Close Relationships	Chapter 10	
	<b>Dec. 4</b>	<b>Class Recap Day</b>		<b>Journal #9 Due</b>
	<b>Dec. 6</b>	<b>EXAM #2 PREP DAY</b>		<b>Final Hours Due Final Reflection Essay Due</b>
<b>FINALS WEEK</b>	<b>Dates/ Times</b>	<b>EXAM #2 9:00am Section: Wednesday, Dec. 11 at 10:00am  10:00am Section: Monday, Dec. 9 at 8:00am</b>	Chapters 6-11	

\*Please note that assignments, policies and schedule are subject to change upon instructor's discretion.