COMM 218 - Interpersonal Communication　　　　**Asst. Prof. John Drischell**
Online/Moodle Spring Term 2020　　　　　　Email: drischj@linnbenton.edu
No Office: Available by
Zoom and email only

> **Asynchronous (no live lectures, pre-recorded lectures instead, complete tasks, assignments, and quizzes by due dates)**
> **CRN 42169　|　Mondays & Fridays　|　Online Class/Moodle**

■ COURSE DESCRIPTION & SENTIMENT ■

> *We've all been there. An awkward social interaction. A heated argument. A miscommunication. It happens. Interpersonal communication is something we do everyday. Whether it's meeting your in-laws for the first time, asking your boss for a raise, or ending a toxic relationship. Most of the time we take our communication for granted without really thinking about it. The only time we really pay attention to communication is when it becomes a problem for us.*
>
> *This course considers the subtle nuances of the oft-forgotten process. With some self-inventory, anyone can improve their communication. It's a life skill; learning to work on it and yourself, is an invaluable thing to do that pays off in silver dollars later in life. Your spouse will thank me later. I believe in using real-life & relatable examples, as well as current events and discussion to illustrate the theoretical ideas of interpersonal communication. Identity, perception, emotions, nonverbals, listening, and conflict management are areas of focus. You will be expected to participate, as well as explain, analyze, and apply concepts.*

■ REQUIRED MATERIALS ■

Interplay: The Process of Interpersonal Communication by Adler, Rosenfeld, & Proctor. 14th Ed.

■ LEARNING OUTCOMES ■

Upon successful completion of this course, students will be able to:

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

■ ONLINE TEACHING EXPECTATIONS ■

Asynchronous vs. synchronous learning: Online classes are typically considered synchronous or asynchronous, or somewhere in between. Synchronous learning happens in real time. This means that you, your classmates, and your professor interact in a specific virtual place, at a specific time. This includes live-streaming lectures and live group conferencing.

Asynchronous learning does not happen in real time, and instead offers more flexibility to students. This means there will not be live lectures on a specific day & time. Instead lectures will be pre-recorded and uploaded to Moodle. Our class will operate under an **asynchronous learning format.** There are three benefits worth mentioning about asynchronous learning.

Flexibility: Asynchronous learning happens on your schedule. When you're provided materials for reading, lectures for viewing, and tasks to manage, you have the ability to work within a flexible time frame. Students who work, parents, and others who have personal or family commitments, may not find it possible to be synchronous right now; especially during a time of uncertainty with COVID-19, the best thing to do is remain adaptable.

Pacing: One of the best features of asynchronous learning is that your experience is set at your own pace. You get to read at your leisure, view lectures on your time, and complete tasks in a fashion that makes sense for you. This offers you to shape your learning experience based on your needs, as opposed to the tempo of the classroom. Exercises, quizzes, and exams will still have deadlines and we will still maintain a schedule.

Self-Management: It's my opinion that learning how to manage yourself is the best personal practice for your own growth and transition into real-world outcomes. Once you are given the schedule with corresponding deadlines, you are responsible and accountable to yourself in completing those tasks. This means less hand holding and more self-starting as a student.

Concerns & Considerations: Asynchronous learning does have it's disadvantages. With less in-person urgency in expressing prioritization and importance, procrastination and out of sight, out of mind, are real concerns. I will do my best to express that urgency in my online presence and recorded lectures. Here are some practices to consider, and can apply to any online class.

1. **Plan your day**: Take time to create a consistent schedule for yourself. Consistency is key to being successful in an asynchronous online class.
2. **Print out a copy of the schedule:** Use our schedule and syllabus as a grounding anchor to see what you need to do and when you need to do it by.
3. **Invest in a big white board:** A white board can make a huge difference in being aware and accountable for things. A smaller equivalent is a planner or daily calendar. Any kind of visual reinforcement only serves to help you stay on top of things.
4. **Set up a virtual office**: When you're quarantined and stuck inside, you're going to need a hollowed-out, designated place for work. The lines are already likely blurred for many, as to what is home and what is work. You need to pick a place that your mind can associate with work and study.

■ TASKS, QUIZZES, & TESTS ■

Identity Collage: Your first project will be to present different aspects of your self-concept. You will create a collage on a poster board or by using electronic means like Photoshop/Adobe illustrator, to identify different facets of your identity, with a particular focus on culture. You will upload your poster/picture on Moodle along with a description of what you did **(10%)**

Tests & Quizzes: There are three Moodle quizzes that consist of multiple-choice, fill-in-the-blank, true/false, and short answers. Each one is worth 5% each **(15%).** You will have a semi-comprehensive final exam of approx. 50 questions **(20%)** + a final exam review **(5%)**

Moodle Exercises: There are four online Moodle exercise responses. You will reflect on a "communication event" in which you participated during the past few weeks & apply at least two course concepts of your choosing. Your paper should be organized as follows: (1) Describe the nature of the experience. (2) Discuss & analyze it in regards to relevant ideas or theories from class/reading. (3) Conclude any final thoughts. Each one is worth 2.5% **(10%)**

Movie Response Paper: You will watch one at-home movie that relates to interpersonal & relationship-oriented communication. You will then write a response & critique paper (min. 3 pgs dbl-spaced) that examines the movie through an interpersonal communication lense. You will describe & analyze a few scenes to offer a different perspective on the movie (**10%**)

Term Paper + Group Meeting: You will select one communication theory that you find most interesting from a preselected list of different theories. You will be grouped based on which theory you choose. Using Zoom, you will meet with your group one-time to discuss what thoughts, ideas, and applications you had of the theory. You then will submit a 6 page double-spaced paper (details to be provided later) **(20% for paper & 5% for Zoom meeting)**

Participation and Discussion Board Posts: In the discussion board area of Moodle, you will participate in a few forum posts and group discussion work. Your participation grade is dependent on if you turned everything in on-time, your online presence was noticeable, and if teamwork, courtesy and commitment to the class was commendable **(5%).**

■ POLICIES ■

Quizzes & Exams cannot be taken on a day earlier than scheduled without special approval from the instructor. -50% point deductions apply to all other situations.

Papers must be submitted on the deadline via Moodle. Papers received outside the deadline are late. The penalty for late paper submissions is a 50% point deduction & for only 48 hours after the deadline. Catastrophic medical or family emergencies will be dealt on a case-by-case basis.

Technical problems (including, but not limited to, power outages, deleted/lost files, downed systems, networks, and malfunctioning equipment) are not sufficient conditions for avoiding late work penalties. Prepare & (print) ahead of time.

■ COMMUNICATION ■

Email: Email is the quickest way to ask questions, state concerns, or simply reach me. I will respond to emails as quickly as I reasonably can.

Zoom: I am also available via Zoom if you would like to schedule any meetings with me to receive feedback or ask questions.

■ TECHNICAL REQUIREMENTS ■

1. A computer, laptop, pc, or related electronic device to access materials on Moodle.
2. Download the Zoom App to either your computer or phone to conduct group meetings with students or to make contact with me. (https://zoom.us/)
   a. The basic Zoom account is free, and can host up to 100 participants, unlimited 1 to 1 meetings, and 40 mins limit on group meetings with more than 2 people.
3. A Google account with a linked Google Drive and YouTube account.

■ LINN BENTON POLICIES ■

Academic Honesty: 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 cheat, plagiarize, 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.

Disabilities & Accommodations: 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 notify me during the first week of class for any accommodations that you will be requesting. 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.

■ ADDITIONAL 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 , or visit 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.

■ GRADING ■

LBCC uses whole letter grades (no pluses or minuses): A, B, C, D, and F.

A	=	1000 - 900 points		D	=	699 - 600 points
B	=	899 - 800 points		F	=	Below 600 points
C	=	799 - 700 points				

Grading Breakdown   (1000 points possible)

Identity Collage	**100 points**
Moodle Exercises (4) (25 pts ea)	**100 points**
Moodle Quizzes (3) (50 pts ea)	**150 points**
Movie Response Paper	**100 points**
Zoom Group Meeting	**50 points**
Term Paper	**200 points**
Final Exam Review	**50 points**
Final Exam	**200 points**
Discussion Board Posts & Participation	**50 points**

Class Schedule (tentative to change)

	Monday	Friday	
Week 1	4/6: Watch lecture on Intros; Basics; The Process & Nature of Communication; Read Syllabus	4/10: *Complete **Student Introduction Questionnaire** on Moodle by 11:59pm* Read Chapter 1 - The Interpersonal Process	
Week 2	4/13: Watch lecture on Social Media & Culture Discussion Board Post	4/17: *Complete **Moodle Exercise #1** by 11:59pm* Read Chapter 2 - Culture & Chapter 3 - The Self	
Week 3	4/20: Watch lecture on Culture, Identity, and Social Judgment Theory; Identity Collage Overview	4/24: *Complete Moodle **Quiz #1** by 11:59pm* Read Chapter 4 - Perception	
Week 4	4/27: Watch lecture on Media Effects, Mental Health, and Cultivation Theory	5/1: *Complete/Upload **Identity Collage** by 11:59pm* No Reading	
Week 5	5/4: Watch lecture on Nonverbal Communication *Complete **Moodle Exercise #2** by 11:59pm*	5/8: *Complete Moodle **Quiz #2** by 11:59pm* Read Chapter 6 - Nonverbal Communication	
Week 6	5/11: Watch lecture on Disclosure, Layers, & Closeness	5/15: *Complete **Moodle Exercise #3/Love Language** by 11:59pm* Read Chapter 9 - Dynamics of Relationships	
Week 7	5/18: Watch lecture on Uncertainty Reduction. Discussion Board Post Watch Movie	5/22: *Complete **Movie Response Paper** by 11:59pm* Read Chapter 10 - Close Relationships	
Week 8	5/25: Watch lecture on Term Project Overview Discussion Board Post on Moodle; *Complete Moodle **Quiz #3** by 11:59pm*	5/29: *Complete **Moodle Exercise #4** by 11:59pm* No Reading	
Week 9	6/1: No lecture Zoom Meeting with Groups	6/5: Work on Term Projects Read Chapter 11 - Managing Conflict	
Week 10	6/8: ***Complete Term Project by 11:59pm*** Watch lecture Final Exam Review	6/12: ***Complete* FINAL EXAM by 11:59pm**	