

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

**COMM 218: Interpersonal Communication (CRN: 30761)
Course Syllabus: Winter 2022**

Schedule:

Course Dates: Jan. 3 - March 13, 2022
Day/Time: Wednesdays, 11:30-12:50pm and asynchronous
Location: Virtual/Zoom and Asynchronous
Zoom Class Link: <https://linnbenton.zoom.us/j/93240719981>

Instructor:

Hailey Adkisson, M. A.
adkissh@linnbenton.edu
Virtual Office Hours: M: 11:30-1:00pm; Th: 1:00-2:00pm or by
appointment (adkissh@linnbenton.edu)
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:

Adler, R., Rosenfeld, L.B., & Proctor II, R.F. (2018). *Interplay: The process of interpersonal communication* (15th 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 class time (11:30am)
60	Quizzes	Due <u>every other</u> Friday by 11:59pm (see schedule)
40	Interpersonal Interview and Essay	Sunday, Feb. 6th by 11:59pm
50	“Dear Abby” Final Application Essay	Sunday, March 13th by 11:59pm
TOTAL= 200 points		

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. Many of the journal prompts will be used to guide in-class discussion and must be completed prior to our Wednesday class meetings. Therefore, **journals are due every Wednesday by class time (11:30am).**
- **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 Zoom sessions. **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: As this is a hybrid course (virtual and asynchronous), you must login to Moodle on the first day of the term (**Monday, January 3rd**) as well as attend our first virtual meeting time (**Wednesday, January 5th at 11:30am**) to secure your spot in this course. **If you do not attend the first class session, you will be dropped from the course.**

Attending our live Zoom class sessions is mandatory. However, you are allowed one absence during the term. **Any additional absence will result in a five point deduction from your grade.** Additionally, you will need to login to Moodle at least 2-3 times a week in order to be successful in this course and complete the required activities and assignments.

Zoom Links: The link to our Zoom class (listed above and on Moodle) is only for this class: Wednesdays from 11:30-12:50pm. The link is different from my office hours link. Please do not share either links with anyone outside of class. You will be placed in a waiting room until I am ready to admit you to class at 11:30am. **Please log-in on time.** Arriving late is disruptive to the rest of the class.

Zoom Participation: This is a communication course. In order to adequately apply what we learn about in the course, you must communicate with one another. There will be times we have large group discussions as well as small group break out rooms. Please participate as it will make class much more enjoyable.

I will always have the chat box open on Zoom throughout lectures. I also encourage you to “raise your hand” on Zoom to ask a question or have me clarify something. Cameras must be turned on at all times and you should limit distractions. In other words, if you wouldn’t do it sitting in a classroom face-to-face, please don’t do it while in our Zoom class.

That being said, I know interruptions occasionally happen (like my kid walking in while I'm teaching or a cat walking across the keyboard). If that happens, please feel free to hide your screen and return as soon as possible. Additionally, you will not be penalized for these interruptions. It is a part of life!

Additional Thoughts on Online Class Participation: 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, attend lectures, watch videos and ask for help if you are struggling. You will get out of this class what you put into it.

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 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.

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 in-person office hours on campus this term, I still am available via Zoom. You can log-on to Zoom (using the link above) anytime during my office hours. If those days/times don't work for you and you would still like to chat, 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: Online learning can admittedly be a little challenging for those that prefer face-to-face interaction (myself included). However, in order to continue engaging in social distancing and reduce risk of exposing students and faculty to COVID-19, as well as allow for flexibility in schedule, 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 during this chaotic time. Below are a few tips to help you be successful in this course:

1. Log on to Moodle at least 2-3 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. Show up to all Zoom lectures and participate.
4. 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.
5. Set reminders on your phone calendar for when assignments are due.
6. Use the resources available on Moodle **and** read your textbook. I know it is easy to come to class but not read the textbook, however, this course is designed in a way where ALL resources are required and outside work is expected. I suggest the following order/schedule for completing coursework:
 - a. **Sunday:** read the weekly journal prompt and plan for the week
 - b. **Sunday-Tuesday:** read assigned textbook chapters (paying attention to material related to the journal prompt)
 - c. **Sunday-Tuesday:** complete the journal by class time (Wednesday at 11:30am)
 - d. **Wednesday:** attend lecture
 - e. **Wednesday-Friday:** complete the quiz and work on additional assignments
7. 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 virtual lectures (if needed). Weeks begin on Mondays and new weeks will populate at least the Friday before. This allows you to work slightly ahead if you feel inclined to do so.

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 connect you to any resources I know may be available.

Childcare Conflicts: I understand the unforeseen disruption in childcare, especially while most schools and daycares are closed currently, can pose challenges in completing coursework. 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*: Winter 2022

Week 1	<p>Introduction to Course and Interpersonal Process (Ch. 1)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Course schedule/syllabus ○ Chapter 1 (Interpersonal Process) ○ Chapter 2 (Mediated Interpersonal Communication) ● Watch: <ul style="list-style-type: none"> ○ Video: “How to complete journal assignments on Moodle” ○ YouTube Video: “Guys read mean tweets” ● Prepare for Class: <ul style="list-style-type: none"> ○ Journal prompt questions ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #1- Wed., Jan. 5 by 11:30am ○ Quiz #1 (Syllabus, Ch. 1 & Ch. 2): Fri., Jan. 7 by 11:59pm (10pts)
Week 2	<p>Communication and the Self (Ch. 4)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 4 (Communication and the Self) ● Watch: <ul style="list-style-type: none"> ○ VIDEO: Hailey’s Journal Prompt Example ● Prepare for Class: <ul style="list-style-type: none"> ○ Share one event/experience that shaped your self-concept and influenced communication (from journal) ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #2- Wed., Jan. 12 by 11:30am
Week 3	<p>Culture and Communication (Ch. 3)- TENTATIVE: POSSIBLY NO ZOOM CLASS THIS WEEK</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 3 (Culture and Communication) ○ Interview Essay Assignment ● Watch: <ul style="list-style-type: none"> ○ Video: Interview Essay Overview ○ Mini Lecture: Chapter 3 ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #3- Wed., Jan. 19 by 11:30am ○ Quiz #2 (Chs. 3 & 4): Fri., Jan. 21 by 11:59pm (10 pts)

<p>Week 4</p>	<p>Perceiving Others (Ch. 5)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 5 (Perceiving Others) ● Watch: <ul style="list-style-type: none"> ○ YouTube video: “Run like a girl” commercial ○ YouTube video: “Empathy” by Brene Brown ● Prepare for Class: <ul style="list-style-type: none"> ○ Understanding of perception checking statements ○ Fundamental Attribution Error example ○ Access to “Perception Checking” Worksheet (on Moodle) ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #4- Wed., Jan. 26 by 11:30am
<p>Week 5</p>	<p>Language (Ch. 6) & Nonverbal Communication (Ch. 7)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 6 (Language) ○ Chapter 7 (Nonverbal) ● Watch: <ul style="list-style-type: none"> ○ YouTube video: “Dude” Commercial ○ YouTube video: The power of words ● Prepare for Class: <ul style="list-style-type: none"> ○ Any lingering questions about the essay ○ Nonverbal/impression management examples ○ Access to “I Statement” Worksheet (on Moodle) ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #5- Wed., Feb. 2 by 11:30am ○ Quiz #3 (Chs. 5, 6 & 7): Fri., Feb. 4 by 11:59pm (15 pts) ○ Interview Essay Due- Sun., Feb. 6 by 11:59pm ■ EXTRA CREDIT: 1 pt. for each day early (up to 5 pts)
<p>Week 6</p>	<p>Listening (Ch. 8)-</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 8 (Listening) ○ “Dear Abby” Assignment ● Watch: <ul style="list-style-type: none"> ○ Video: “Dear Abby” Assignment Overview ● Prepare for Class: <ul style="list-style-type: none"> ○ Questions about “Dear Abby” assignment ○ Listening style identified (need to complete assessment) ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #6- Wed., Feb. 9 by 11:30am
<p>Week 7</p>	<p>Emotions (Ch. 9)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 9 (Managing Emotions) ● Watch: <ul style="list-style-type: none"> ○ YOUTUBE: The Mask You Live In (trailer) ● Prepare for Class: <ul style="list-style-type: none"> ○ Example of Rational Emotive Approach to Managing Emotions ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #7- Wed., Feb. 16 by 11:30am ○ Quiz #4 (Chs. 8 & 9): Fri., Feb. 18 by 11:59pm

<p>Week 8</p>	<p>Managing Conflict (Ch. 12)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 12 (Managing Conflict) ● Watch: <ul style="list-style-type: none"> ○ YouTube Video: How to deal with conflict ○ YouTube Video: Gottman’s “Four Horsemen of the Apocalypse” ● Prepare for Class: <ul style="list-style-type: none"> ○ Conflict style identified (need to complete inventory) ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #8- Wed., Feb. 23 by 11:30am
<p>Week 9</p>	<p>Communication and Interpersonal Relationships (Ch. 10 & 11)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 10 (Interpersonal Relationships) ○ Chapter 11 (Communication in Close Relationships) ● Watch: <ul style="list-style-type: none"> ○ YouTube Video: “Be More Us” ○ YouTube Video: Dialectical Tensions ● Prepare for Class: <ul style="list-style-type: none"> ○ Love Language identified (need to complete inventory) ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #9- Wed., March 2 by 11:30am ○ Quiz #5 (Chs. 10, 11 & 12): Fri., March 4 by 11:59pm (15 pts)
<p>Week 10</p>	<p>Course Wrap-up</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Review “Dear Abby” assignment to make sure you are on track ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #10- Wed., March 9 by 11:30am ○ “Dear Abby” Assignment: Sun., March 13 by 11:59pm <ul style="list-style-type: none"> ■ EXTRA CREDIT: 1 pt. for each day early (up to 5 points)