COMM 202
Interpersonal Communication
Fall 2018, Sections 60-61
(3 credits)

Instructor: Katie Soy
Cell: 208-691-5206
Email: klsoy@lcscc.edu
Office Hours: Online adjunct - off campus. Flexible times available for student calls and meetings.

GENERAL EDUCATION COMPETENCY AREA: Oral Communication

COURSE DESCRIPTION: A study of skills aimed at improving the individual student’s communication in interpersonal relationships and in small group settings. Includes experiential methods through experiences that exemplify concepts taught: self-image, self-disclosure, listening skills, nonverbal skills. This course is writing integrated.

GENERAL EDUCATION LEARNING OUTCOMES: Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Understand interpersonal rules, roles, and strategies in varied contexts.
3. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
4. Employ effective verbal and nonverbal behaviors that support communication goals.
5. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

COURSE/SECTION SPECIFIC LEARNING OUTCOMES

This course provides students the opportunity to study academic concepts related to the context of interpersonal communication, while also noting the extent to which healthy interpersonal relationships are necessary for effective small group communication. Special consideration will be given to comparing and contrasting face-to-face communication with Technologically Mediated Communication (TMC). The class is writing integrated—students should be prepared to apply course concepts to their own understanding of healthy and unhealthy relationships.
Objectives

1. Gain greater awareness of interpersonal communications often taken for granted in everyday life
2. Understand the multitude of academic concepts related to interpersonal communication
3. Apply the concepts to interpersonal communications (both real and hypothetical);
4. Expand one’s ability and willingness to examine her own interpersonal communication habits in juxtaposition to those of the other
5. Examine the function of interpersonal communication within the small group context
6. Practice skills (especially writing skills) necessary to effective interpersonal communication
7. Consider strategies for resolving and/or managing conflict inevitable to interpersonal relationships

NOTE: This course is Writing Integrated. While writing will not be graded for chapter Discussion papers, it will comprise 15% of the total grade of the Movie Analysis assignments. Proofread all postings carefully, use an English composition book and the LCSC campus Writing Center (or NIC Writing Center) as needed!

Required Text, Readings and Course Materials

2. A variety of readings (journal articles, web sites etc.) accessible through the online course environment — embedded links within course content as well as readings accessible via the LCSC Library’s online databases.
3. Access to a variety of motion pictures (checking them out of the LCSC Library or renting them) for the purpose of applying course concepts to the Interpersonal relationships portrayed on screen. Some films may also be available through Films on Demand on the LCSC Library website. It is the student’s responsibility to find and view films early enough to watch the film and write and submit the related paper.

Please note: alterations to the syllabus may be needed as the semester progresses. Changes will be announced in advance so that students can adjust accordingly.

Important: All attached papers must be submitted as Word Documents.

Assignments

Deadlines are posted on the assignment page, and communicated via course email and announcements. It is the student’s responsibility to keep up with course deadlines.
Assignments are released 1-2 weeks prior to the deadline for posting the discussion assignment, with four-six days available to complete each quiz. I do not accept late work unless arrangements have been made prior to the assignment due date.

1). Week One Introduction Assignment (20 points). Details will be shared in class.
2). Chapter Activities:

We will be studying chapters 1-11 in the textbook. For each lesson, there are two primary assignments that must be completed – a quiz and a discussion paper. Students are also required to submit substantive responses to at least 4 other students’ papers, which comprise 10 points of the 40 points possible for the Discussion. The assignments are designed to encourage out-of-class preparation as well as to substitute for the type of in-class discussion that would be expected in a traditional classroom. Included with each lesson is an introduction in which specific goals and instructions are provided.

Please note: All activities can be accessed through the “Course Content” link in the course menu. Much of the communication in this course occurs via course email and announcements. The quizzes and discussion assignments are released on a weekly basis so as to encourage a timely study and absorption of course materials. In other words, students must complete lesson activities on time, but cannot complete them ahead of time. These deadlines are necessary to facilitate a timely flow of class discussion and are programmed into the online environment. There is little to nothing the instructor can do to alter the deadlines barring some MAJOR, DOCUMENTABLE personal tragedy.

It is recommended that, prior to completing any assignment for a given lesson, students read each chapter thoroughly and take careful notes. Then, proceed to complete the assignments. The order of the assignments is fairly important. Ideally, successful completion of one assignment will lead to a more complete and engaging completion of the next.

1). Chapter reading: The first assignment that should be completed in each lesson is reading the assigned chapter. Note the goals for each chapter and pay particular attention to important terms. There are excellent study guides provided by the text authors, as well as online resources.

2). Quiz (30 points): The second assignment that should be completed for each lesson is a quiz. The primary purpose of the quiz is to motivate reading, understanding, and retention of course material. Questions on the quizzes generally fall into the genres of multiple-choice and true/false. Though, the instructor reserves the right to alter this format from lesson to lesson. There is a limited amount of time to answer the questions. Quizzes should be completed within 5 days of each weekly lesson. Additional discussions relating to weekly activities will be posted.

3). Discussion Assignment (40 points total): The third assignment that should be completed in each chapter is one in which students should think critically about their own interpersonal skills. Students will be prompted to apply self-reflection and concepts from either the text or an external course link to their own experiences and write a summary/explanation of that application. While the format of the summary/explanation may vary from chapter to chapter, plan on the equivalent of a one-two page (double-spaced, 12 point font, 1” margins) attachment. This is the minimum required to achieve the full 30 points for the paper, in addition to addressing the assigned concept(s). Follow the directions below to post the finalized paper to the class site.

The Discussion grade each week will be based upon 2 parts:

Answer the question(s) and post response (30 points): Each post should include an
attached DOC document AND the text pasted into the Discussion Assignments link. The discussion link for that week will give specific guidelines for the discussion post.

Follow-up to Discussion Questions (10 points): Each student should read ALL the original posts for each chapter Discussion assignment, and respond to the original posts of four other students. Responses may be posted until the discussion link is no longer available. Reactions may include total agreement (with additional explanation and extended examples), total disagreement (with explanation and counter-examples), or partial agreement/disagreement (with explanation and counter/extended examples). The primary purpose of this is to encourage class members to share ideas with each other. Of course, students should be responsive to any replies made to their posts. Simplistic responses such as, “Great paper; Way to go; I agree, or Thanks” will NOT receive points as a response. Responses must be detailed and specific.

3). Tests (50 points): Twice throughout the semester, you will be given a 50 question exam worth 50 points. Each test will include questions from chapters in the textbook that the class has studied up to that point. The primary purpose of each test is to motivate reading, understanding, and retention of course material. Questions on the tests generally fall into the genres of multiple-choice and true/false. Though, the instructor reserves the right to alter this format from lesson to lesson. The test format is similar to the quiz format with more questions, and worth more points. While students are encouraged to have the textbook readily available for use during each test, it is strongly recommended to have read the material thoroughly and to have taken careful notes prior to beginning the tests. The reason for this recommendation is that there is a limited amount of time to answer the questions.

PLEASE PAY ATTENTION TO THE COURSE ASSIGNMENTS FOR DEADLINES. The tests will be available for a specific number of days and unless other arrangements are made prior to the exam with your instructor, there will be no opportunity for make-ups.

4). Final Paper - Movie Analysis (110 points): There is no final exam for this course. There are 2 tests and one final paper.

Instead of a final comprehensive exam at the end of the semester, we will take the opportunity to analyze relationships found within movies to analyze prototypically effective and ineffective interpersonal relationships and communication. Students will be given a choice of movies for this assignment—a list of movies appropriate to the course. They should choose one of them, acquire a copy, watch it, and apply course concepts to analyze various interpersonal skills demonstrated within the movie (both good and bad). Students must cite two refereed journal articles that are not in our textbook. The source may be cited in our text; but students should track down their own copy of the article, read it, and apply it to the assigned concepts in the chosen movie. The text chapters provide suggested search terms to use while searching for relevant, scholarly articles. Students may access scholarly databases through the LCSC Library website and/or seek the help of a reference librarian in finding refereed journal articles. All papers should be in APA format.

Paper requirements (more details to be shared in class):
- At least 3 pages in length
• 70 points based on content (consideration and application of assigned concepts and scholarly references)
• 30 points for writing (spelling, grammar, punctuation, 10 points based on accuracy of APA citation style
  HINT: ALWAYS put 2 spaces between sentences—after a period, e.g., in essay writing.)

5). Extra Credit

Students may submit an additional paper written according to the same guidelines in response to one additional film at any point during the semester for up to an additional 30 points of extra credit. Students are encouraged to use this extra credit paper to make up for missed quizzes/discussions. Students may choose an additional film on the list of options for the final paper. Assignment details will be posted to the course content page during the first four weeks of class.

There is one required extra assignment on a film scene. Even though this exercise is required, points count toward extra credit. (20 points maximum).

Academic Honesty Policy

Note: This course employs use of Safe Assignment, which checks papers for unoriginal content.

According to the LCSC student handbook, “Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.” Therefore, plagiarism, or other forms of cheating will not be tolerated. Regardless of the circumstances surrounding an instance of plagiarism, it will result in the assignment earning an “F.” It could also result in an automatic “F” for the course at the discretion of the instructor. In all cases, plagiarism will be reported to the Judicial Affairs officer on campus.

Disability Services:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, please make an appointment to talk with me. You will need to register with the Disability Services office (See the main LCSC office at Harbor Center) to verify any disabilities and to determine suitable academic accommodations.

FERPA Statement

“The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own “education records” and 2) “school officials” may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.” (Dean of Student Services, 2008)
Grading Scale:

Week One Introduction Assignment: 20 points

Chapter Activities: 700 points (70 points/each chapter X 10 chapters)
- Quiz: 30 points
- Discussion: 30 points
- Responses to other Discussion posts: 10 points per chapter.
- Exams: 100 points (50 pts. X 2 papers)

Movie Analysis Paper: 110 points (80 for content/30 points for grammar/punctuation/APA format)

Extra credit movie analysis paper: (up to) 30 points
Required Humanities Department Assignment (assignment required - points extra credit): (up to) 20 points (more information given later in the semester)

Total: 1000 points

A = 926-1000 points (93-100%)
A- = 886-925 (90-92%)
B+ = 876-885 (88-89%)
B = 826-875 (83-87%)
B- = 796-825 (80-82%)
C+ = 776-795 (78-79%)
C = 726-775 (73-77%)
C- = 696-725 (70-72%)
D+ = 676-695 (68-69%)
D = 596-675 (60-67%)
F = 595 points or fewer (59% or less)

Notes on Grading:

With the exception of the quizzes, there are very few “right” and “wrong” answers to course activities. However, there are good and bad answers. Good answers are ones that address the specific questions and goals of the assignment, demonstrate critical thinking on the part of the student, demonstrate comprehension of course material, demonstrate effective, college level writing and demonstrate the willingness and ability to adjust course work based upon instructor feedback. Good answers are evaluative in nature and demand a substantive explanation utilizing multi-examples to demonstrate the coherence and implications of the evaluation. Put simply, this means that answers limited to Yes”, “No”, “I agree”, and/or “Good Answer” are not answers at all. They do not demonstrate internalization of the substance of the course material.

Course Schedule: (Note that this schedule is tentative and subject to the discretion of the instructor. Changes will be announced well in advance so that students will have time to adjust accordingly.)
Please note: chapter quizzes and discussions are usually due Friday and Sunday each week.

Week 1 (starts August 20th): Review syllabus, BECOME FAMILIAR WITH THE ONLINE ENVIRONMENT, Introduction Assignment Due

Week 2 (starts Aug. 27th) Chapter 1 Discussion/Quiz Assignments DUE

Week 3 (starts Sep. 3rd Labor Day-Monday). Chapter 2 Discussion/Quiz Assignments DUE

Week 4 (starts Sep. 10th): Chapter 3 Discussion/Quiz Assignments DUE

Week 5 (starts Sep. 17th): Chapter 4 Discussion/Quiz Assignments DUE

Week 6 (starts Sep. 24th): - Exam #1 DUE

Week 7 (starts Oct. 1st): Chapter 5 Discussion/Quiz Assignments DUE

Week 8 (starts Oct. 8th): Chapter 6 Discussion/Quiz Assignments DUE

Week 9 (starts Oct. 15th): Chapter 7 Discussion/Quiz Assignments DUE

Week 10 (starts Oct. 22nd): Chapter 8 Discussion/Quiz Assignments DUE

Week 11 (starts Oct. 29th): Exam 2 Due

Week 12 (starts November 5th): Chapter 9 Discussion/Quiz Assignments DUE

Week 13 (starts Nov. 12th): Chapter 10 Discussion/Quiz Assignments DUE

Week 14 (starts Nov. 19th): Thanksgiving Break – no classes

Week 15 (starts Nov. 26th) Chapter 11 Discussion/Quiz Assignments Due

Week 16 (starts Dec. 3rd): Movie Analysis Prep - Required Extra Credit

Week 17 (starts Dec. 10th): Final Paper due Wednesday, 12/12