

COMM 218
INTERPERSONAL COMMUNICATION

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Office: SSH 202 Albany Campus

Office Hours: MWF 11:30 AM – 12:30PM in Albany TTR 1-2PM at the Benton Ctr Also by appointment

Requirements:

Text: Adler, R., Rosenfeld, L & Proctor, R., (2013) *Interplay*, (12th ed.). New York, NY: Oxford University Press, **AND** 1 Spiral notebook 10.5" x 8" dedicated to this class for a journal.

Course Description

COMM 218 introduces students to various aspects of the communication process in one-to-one relationships. Emphasis is placed on enhancing personal and professional relations by expanding knowledge, increasing understanding and developing practical skills necessary for competent communication. College level reading and writing skills are strongly recommended for success in the course. **College level reading (RD 90) and writing skills (WR 121) are strongly recommended for success in the course.**

Outcomes

At the successful completion of this course, students will demonstrate the skills necessary to enhance interpersonal relationships within various life roles.

Objectives and Competencies

Interpersonal communication introduces students to complex interaction of social and psychological forces operating in human communication. The course is designed with a dual approach consisting of both theory and application that allows students opportunities to critically evaluate the particulars of interpersonal relationships and the communication issues surrounding human interaction in various contexts.

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should demonstrate an increased understanding of:

1. The options and alternatives for action in a wide variety of interpersonal situations.
2. Individual preferences and an increased appreciation for the differences of others.
3. The dialectical tensions that arise as students use communication to satisfy conflicting personal needs.
4. How the process of perception affects communication behavior.
5. The ethical dimensions of interpersonal communication.
6. The importance of nonverbal communication in successful interpersonal interactions.
7. Defensive and supportive communication climates.
8. Competence and an ability to assess the appropriateness and effectiveness of interpersonal strategies used in various interpersonal relationships.
9. Why and how relationships develop and the role communication plays in determining the nature and quality of interpersonal relationships.
10. Competencies related to communication with individuals from other cultures and co-cultures.
11. Identifying strategies for managing interpersonal conflicts

Statement on Academic Expectation

Linn Benton College and your instructors expect you to make academics your highest priority by dedicating your time and energy to training your mind and acquiring knowledge. Academic success in communication, writing, information literacy, critical thinking, social cultural awareness and problem solving prepares you for the changes and challenges you will encounter in the future. Your instructor and academic support resources are readily available as partners in this effort, but the primary responsibility for learning is yours.

Attendance & Participation Policy

The success of this class relies on your participation. Only by attending class, asking questions participating in the exercises, and class discussions will you be able to gain skills as a competent communicator.

You are expected to attend every class. Missing one week of class (2 or 3 excused or unexcused absences – depending on the class schedule) will result in a 10 point deduction from your Participation score. By electing to miss class thereafter, you are choosing to forfeit 10 participation points for each absence. Leaving class early is strongly discouraged, however if you must leave early I **MUST** be notified at the beginning of class. **Excessive tardiness will be counted as an absence.**

CHEATING & PLAGIARISM POLICY

Cheating and Plagiarism will not be tolerated. Plagiarism is literary thievery. It is taking the words or ideas of another and misrepresenting them as your own. **Academic integrity is expected.** Always cite and credit your sources; including Internet sources. Cheating and plagiarism will be reported to the Dean of Students for disciplinary action.

STUDENTS WITH DISABILITIES AND/OR ACCESS NEEDS

Students with **documented disabilities and/or access needs** are reminded that it is your responsibility to identify yourself to your instructor no later than the first week of the term so reasonable accommodations for learning and evaluation within the course can be made. For further information contact LBCC's Center for Accessibility Resources at 917-4789.

CLASSROOM ENVIRONMENT

PERSONAL COMMUNICATION DEVICES

All personal communication devices must be turned off or kept on "silent" - **not vibrate** - during all class sessions. **Text messaging and social network updating will not be tolerated in class at all. Should you violate any of these terms, you will forfeit five (5) participation points per violation.**

FOOD AND DRINKS

Consumption of food and drinks are not allowed in class during presentations. If the consumption or presence of food or drinks becomes disruptive, they will no longer be allowed in class.

CONDUCT

Respect is mandatory in the classroom; respect for your instructor and fellow classmates...We are a team! As a team it is imperative that we maintain the safety of all. Safety requires that every individual participate in the creation and maintenance of a space which allows for freedom of expression and concern for others. Behaviors that suggest discrimination, disruption and/or an environment where safety and the learning environment are compromised will not be tolerated at any time. Any student that demonstrates reckless behavior that violates the safety of any one in the class will be asked to leave immediately and referred to the Dean of Students Services for appropriate action.

NOTICES AND EMERGENCIES

Notices, such as cancelled classes due to weather or other circumstances will be on my instructor website. Other notices, such as class assignment changes will be sent to your LBCC email.

Course Assignments & Evaluation

You will be evaluated on the following requirements and assignments:

1. Completion of assigned weekly readings and quizzes*
2. Classroom participation and activities – which means **YOUR ATTENDANCE COUNTS!!**
3. Midterm Exam – the only test given! **NO MAKE-UP EXAMS WILL BE GIVEN!**
4. Journal – Late or incomplete journals will have points deducted. **Bring your journals everyday!!**
5. Written assignments: Thought Pieces and paperwork for final **MUST BE** submitted through the Turn It In website – class account.
6. **Written Assignments- Late work will be deducted the equivalent of ONE letter grade, until it is turned in, this means you have three (3) days [not class meetings] beyond the due date to turn in your work before it will not be accepted for credit. Any assignment that is not typed will not be accepted. Please refer to the rubric for grading criteria for all writing assignments.**
7. Final Group Project

***Quizzes** Every week you may be subjected to a reading quiz. The quizzes will assess your comprehension of the subject matter as it is presented in your textbook. Reading assignments are **DUE** on the day they are listed on the course calendar.

Discussions

You are also expected to participate in class discussions. Participation means being present and actively contributing to the discussion in a meaningful way. You are expected to address the topic and the comments made during the discussion. You are not permitted to attack the person or personhood of the individual making comments.

GRADING SCALE

By Percentage		By Points	
100% - 90%	A	570– 513	A
89% - 80%	B	512 - 456	B
79% - 70%	C	455 – 399	C
69% - 60%	D	398 - 342	D
59% & below	F	341 →	F

COURSE ASSIGNMENTS

THOUGHT PIECES 50 pts each: Submitted to the Turn It In class account; Should be no longer than 2 pages in length, not including title page and reference page. Thought Pieces that exceed the 2- page limit will be penalized with a reduction in points. Please double space and use 12-point type in standard fonts, e.g., Arial, Times New Roman, and Verdana.

Thought Pieces are short papers in which you deal with either (a) a conceptual problem you have encountered in the readings (i.e., something you don't comprehend or see the point of, and/or (b) an idea, concept, or claim which has stimulated your interest and imagination. **The Thought Piece is NOT primarily an informational report on the contents of the readings. Rather, you are being asked to make connections between the readings and anything else to which you see a valid connection.** This connection might be to a video or movie you have viewed, or other readings you have done in this or any other class, or observations you have made. My goal is that, by articulating connections rather than simply describing what some technical jargon "means" you will work with concepts rather than merely repeating them.

Your task in each Thought Piece is to discover and create the hidden likeness between readings, observations, or videos, either from the assigned week, or from previous weeks but not the same area covered from the previous Thought Piece. The basis of the Thought Piece will be the identification of representative quotations (or descriptions, in the case of videos or observations). The structure of the paper should be as follows:

1. **Title Page (page 1).** Include your Name, Thought Piece # (1, or 2), Date, and Class. (Neither plastic covers nor file folders please, just one staple in the upper left-hand corner).
2. **At the top page 2.** Choose from **Option A:** two quotations (1 to 2 lines max.) or **Option B:** one quotation and a description of an event. The following are examples:

Option A. Two pertinent quotations from the assigned readings, with citations in **APA format for in text** citations, for example:

"This is just an example," (Emerson, 2010, p.27).

"This is also an example, and furthermore, a picture from our instructor," (Lawrence & Birch, 2010, p. 14).

Option B. One quotation (1 to 2 lines max.) from the assigned readings on page 1 at the top with citation in APA format for in text citations, for example:

"This quote from our instructor," (Emerson, 1998, p. 27).

AND a description (1 paragraph) of an observation or video clip.

3. The reason(s) why you picked the 2 quotations (or the quotation and description); **the hidden likeness or the "Ah...ha! Now, I get it!"** which you have discovered and/or created.
4. Your response to the likeness you have identified.
5. **Reference page (page 4) of all cited resources in APA format** (including the sources for the two quotations or videos, and any additional readings which you quoted from or paraphrased). Videos or movies should be cited by title only.

Make sure that your Thought Pieces are in essay form and have an introduction, a well-organized body and a conclusion. Missing any portion of the Thought Piece, grammar and typing mistakes, and lack of effort will result in points deducted, please refer to the rubric for grading criteria. If you are unaware of the APA citation format, please consult the resources available to you e.g., the library, Writing Center, books and the internet.

"WHO AM I?" PERCEPTION PRESENTATION (25 POINTS):

This assignment is designed to get you to examine and explore the many dimensions of yourself and openly share with others who you are. Bring or create items (i.e. a song, a book, a short story, an article of clothing, magazine cuttings, a poem, a poster, a collage, pictures, drawings, tattoos, a musical instrument, etc.) that illustrate obstacles you have overcome, your triumphs, or anything that makes you who you are today, who you are becoming, or who you want to become in the future. Keep this presentation positive. Do not do anything illegal or hazardous. **Your presentation is to be no longer than 4 minutes in length. Please adhere to the time limits!! This assignment will be evaluated on creativity, preparation, and thoughtfulness.**

JOURNAL AND PRESENTATION (55 POINTS):

You will be given interpersonal communication topics/prompts to write on. **Each journal entry should be at least one page long, hand-written, in a 10.5" x 8" spiral notebook dedicated to your interpersonal journal only.** The entries should demonstrate that some thought was put into each entry. Missing and incomplete entries will result in deducted points. Journal entries **MUST BE** kept separate from notes – failure to do so will result in deducted points. **Bring your entire journal with you to class each day; I will collect portions of your journal during the term for a total of 45 points. Journals turned in after the class meeting will be considered late. The highest score available for late journals will be the lowest score for journals turned in on time.** Entries after a journal check will not be counted towards point total.

At the end of the term, you will be expected to give a brief informal 2 to 3 minute presentation telling us what you learned about yourself this semester from your journal entries. Although this is not a formal presentation, you are expected to prepare for the presentation (**10 points**).

WEEKLY DIGEST (50 POINTS):

As a group, you will be given an interpersonal communication exercise to discuss and complete every other week. Each group's paper should be at least one page long, hand-written, and demonstrate that some thought was put into the assignment. **Digest CANNOT BE MADE UP.** One paper per group will be collected at the end of class.

WEEKLY READING QUIZZES (10 POINTS EACH = 50 POINTS):

You are required to complete the reading assignments before engaging in classroom discussions. You will be quizzed on select readings – not the class discussions. **Quizzes will be given at the beginning of the class meeting and cannot be made up if you are late for class.**

FINAL GROUP PROJECT (170 POINTS):

- In groups decided by the instructor, you will explore and examine a theory and/or concept in interpersonal communication. The group is to teach the class the theory and/or concept by giving definitions, history, supporting theories and/or concepts and meaningful examples in a group presentation. **This is a serious presentation you should dress like you want to be taken seriously.**
- **Each member of the group is to write a 4-5 page paper** detailing their experience working in the group by identifying and applying ideas and concepts from the readings and class discussion. **This paper is not about the theory or concept researched.** This paper should detail what it was like working in your group through the lens of interpersonal communication. This should not detail the process your group engaged in to finish the project. Suggestions for areas to address in your paper include but are not limited to: perception and perception checking, language rules, emotional expression, fallacies, non- verbal communication, relationship development; listening, presenting and perceived self, communication competence, communication climate, and culture.
- In addition to the individual papers, **each group member** is to develop three (3) questions with answers pertaining to the subject/topic they have explored, **and** provide an annotated bibliography of four (4) separate sources.

Requirements that each student must fulfill for the completion of the group project:

- Involvement in an interpersonal communication group project that will be of benefit to him/her, not a project that is meaningless busy work. Class time will be given for discussion, research, preparation, and other work toward this project.
- Participation with his/her group in a meaningful creative class presentation for the individuals' and group's "findings" and conclusions from the project. **Each group determines the type of creative presentation**, which it will use during a pre-determined amount of class time, usually 20 minutes. **However, movie and/or TV clips will be limited to 3 minutes TOTAL(unless your group creates an original recording, i.e., movie or video – this will be limited to 5 minutes) PowerPoint or Prezi presentations are not to be used. The group presentation should allow approximately 5 minutes (part of the 20 minutes) for end-of-presentation class questions and discussion from the class – it is required to ask questions as part of the participation grade.**
- Complete a 4-5 page paper addressing the experience of working in a group using interpersonal theories, concepts or issues as a framework. Consider what skills you observed in others and yourself and which concepts came to light as you worked with your group. Points will be deducted if concepts, issues or theories from textbook are not included; if it is not the required length; if there are grammar, spelling, or typing errors.

- Three questions (exam type – meaning open-ended short essay response) with the three correct answers based on the content of your group's presentation to the class and/or your individual research. The answers to each question should be a paragraph (minimum). These questions and answers should represent a well-researched issue or theory. Points will be deducted for poorly formulated questions; answers less than one paragraph; and less than three (3) questions.
- An annotated bibliography in APA format of the sources used during the preparation of the group's presentation will be required of each individual student. Four (4) sources are a minimum for this part of the assignment. The student may use the textbook as one of the sources. Other sources may be obtained through Internet or library means. **Be sure that your sources are from refereed, peer reviewed, academic, and relevant literature.** Complete citations in APA format should be included on the annotated bibliography with a brief explanation (summary) of what information was found in this source. The summary should not be paraphrased from the source – it should be in your own words and include an evaluation of the source. **Please refer to LBCC's Library and website and other writing resources for help with bibliographies and correct citations.** Points will be deducted if bibliography is not in APA format; less than four (4) sources; no annotations; sources are not peer-reviewed or scholarly; and duplication of sources by group members.
- **All paperwork for the final: Annotated Bibliography, 3 questions with answers and the essay must be submitted through the Turn It In website – class account.**

If you should arrive late or leave early on the assigned presentation day, you may have points deducted from your final score in the class.

Grading the Final Group Project:

Paper	85pts
Presentation	35pts
Bibliography	30 pts
Questions	20pts

TOTAL POINTS AVAILABLE BY ASSIGNMENT:

Who Am I?	25 pts (5%)
Thought Pieces	100 pts (18%)
Journal w/presentation	55 pts (9%)
Digests	50 pts (8%)
Midterm	100 pts (18%)
Final	170 pts (30%)
Quizzes	50 pts (8%)
Participation	20 pts (4%)

Please keep record of your earned scores. If I make a mistake which is entirely very and truly possible and you don't have evidence to challenge it, then my error stands as reality.

All assignments, with the exception of classroom digests and Journal entries, MUST BE submitted through the TURN IT IN website class account. I WILL NOT ACCEPT ASSIGNMENTS VIA EMAIL.

Turn It In class ID _____ password _____

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 law.

**COMM 218
PROPOSED COURSE CALENDAR MWF**

Week 1	1/5 Hey what's up? Is this class hard? 1/7 Communication Model Interpersonal Communication 1/9 Intercultural Communication	Chapter 1 pgs 3-25 Chapter 2 pgs 30-48
Week 2	1/12 Communication and the Self & Disclosure 1/14 Who am I 1/16 Who am I	Chapter 3 pgs 64-103
Week 3	1/19 MLK Holiday 1/21 Perception & Empathy 1/23 Weekly Digest #1 DUE: Thought Piece #1	Chapter 4 pgs 109-137
Week 4	1/26 Emotions 1/28 Emotions 1/30 Weekly Digest # 2	Chapter 8 pgs 247-275
Week 5	2/2 Non Verbal Communication 2/4 Midterm Review 2/6 MIDTERM	Chapter 6 pgs 177-205
Week 6	2/9 Language 2/11 Listening 2/13 Weekly Digest # 3	Chapter 5 pgs 142-172 Chapter 7 pgs 210-241
Week 7	2/16 PRESIDENT'S DAY Holiday 2/18 Library 2/20 Group Work DUE: Thought Piece # 2	
Week 8	2/23 Relationships & Intimacy 2/25 Weekly Digest # 4 2/27 Group Work	Chapter 9 pgs 280-309 & pgs 402-407
Week 9	3/2 Climate 3/4 Managing Conflict 3/6 Weekly Digest # 5; Group Work	Chapter 10 pgs 312-346 Chapter 11 pgs 351-380
Week 10	3/9 Journal Presentations 3/11 Final Project Review 3/13 Group Work	
Week 11	FINAL GROUP PRESENTATIONS	

Interpersonal Communication is a Social Science, meaning that groups are studied instead of the individual for the development of theories, ideas, and concepts. You may be the exception to the group; however, the value of the theories attributed to the group should not be ignored.

It is YOUR responsibility to WITHDRAWAL from the course should you no longer wish to attend. If you stop attending the class and do not officially withdraw, an "F" will be submitted as your grade.