

**Linn-Benton Community College**  
**Department of Communication**  
**COMM 218Z: Interpersonal Communication (CRN 28360)**  
**Course Syllabus: Fall 2023**

**Schedule:**

Sept. 25 - Dec. 10

Days: MW

Time: 9:00 am -10:50 am

Location: Takena Hall, Room 207

**Instructor:**

Garrett Rogers, M.A.

RogersG@linnbenton.edu

Office: SHS

Office Hours: MW 8:30 A.M. - 9:00 A.M.; MW 11:00 A.M. - 12:00 P.M.; 2:00 P.M. - 2:30 P.M.

**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.

**Course Description:** COMM 218Z increases the knowledge and use of competent communication skills to better understand oneself, others, and the role of communication in interpersonal relationships.

**State of Oregon's Outcomes Statement / Course Outcomes (from HECC Oregon Transfer Compass)**

As a result of taking General Education Speech Communication courses, a student should be able to:

- Describe how culture, identity, perception, biases, and power influence the communication process.
- Recognize and analyze interpersonal communication concepts (e.g., ethics, verbal and nonverbal communication, listening, emotions, and conflict).
- Assess one's own interpersonal skills to become more competent in a variety of relational contexts.
- Apply foundational concepts and theories to interpersonal communication.

**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. (2021). *Interplay: The process of interpersonal communication (15<sup>th</sup> ed.)*. New York, NY: Oxford University Press.

**ASSIGNMENTS & GRADING (\*schedule is tentative and may be shifted at instructors discretion.)**

POINTS POSSIBLE	LEARNING ACTIVITY	DUE DATE*
30	“What do you carry with you?” Presentation	Oct. 11th
25	Mid-Exam	Nov. 1st
50	Discussions / TED Talk Responses	Ongoing
25	Class Participation (Includes in class activities)	Ongoing
30	Final Exam	TBD
40	Self-Assessment on Interpersonal Communication (Assigned mid-term)	Dec. 6th
<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.

- **Discussions / Ted Talk Response (50 points)**- All discussions will be assigned in class, to be completed online. # of discussions will vary and some will be responses to Ted Talks that you watch and critique. You will also relate course content, theories, and applications (5 discussions / responses total) These must be a minimum of **500 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.** Will be submitted on Moodle.
- **Exams (55 points; 25 midterm, 30 final)**- 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.
- **Class Participation (25 points)** Vital! This is an interpersonal communication class so everything we do in class has something to do with the course. You will be graded, daily, by myself on your effort and participation in the class for the day. Your effort/lack of effort will be recorded each class. This can also include our brief in-class exercises or pop quizzes. At the end of the term, I will give out scores that can range from 0-25, all based on how you participate! This can be a relatively easy 100, or a quick 0!
- **“What do you carry with you?” Presentation (30 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.**

**o Self-Assessment on Interpersonal Communication (40 points)**

This assignment is designed to help you assess your interpersonal communication skills from 4 different roles that you assume in life (boyfriend, girlfriend, student, friend, son, granddaughter, etc.) You will dissect each role to how you think you are currently perceived as a communicator while then bringing in course concepts and topics that could benefit you on how to be perceived as a better interpersonal communicator in the future. (i.e. listening, non-verbals, interrupting, self-monitoring behaviors, etc.) This assignment will help you understand current effectiveness in communication and analyze areas of potential growth that are still wanted. The assignment portion of the paper will be 3 pages in length no more, no less. **You do not need a cover page, however, you will need a separate citation page.**

**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	=	139-120 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.** 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:** No extra credit unless offered/noted by me in class.

**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 **two 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 potentially be asked to leave.

**Respect is #1 in this classroom and with me as an instructor. We will respect each other at all times, other wise repercussions will happen in the form of points being deducted from your overall grade, or reporting to the disciplinary committee. This class should be fun and I always try to make it the literal best experience you all could have on a college campus! I always say, save the stress for algebra, not interpersonal communication! 😊**

**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. Some days we will not be taking notes, so I will ask for all electronics up on occasion.

**Communication and office hours:** While I check email often, after 5:00pm M-F and during weekends are times I set aside for myself, my mini dachshund, and gallivanting off on an a hike or a coastal getaway! (Or grading, ha!) If you respond to me after 5:00pm M-F or on the weekends, do not expect a response until the next business day. (Meaning if you email me on a Saturday, you may not get a response until Monday.) 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.

## COLLEGE POLICIES

**Disability and Access Statement:** Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with Accessibility Resources, please visit their website at [www.linnbenton.edu/accessibilityresources](http://www.linnbenton.edu/accessibilityresources) for steps on how to apply for services or call (541) 917-4789.

**Honor Code/Academic Integrity:** Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

**Statement of Inclusion:** To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

**Equal Opportunity and Non-Discrimination Statement:** Linn-Benton Community College does not discriminate based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws in its programs or activities. For further information see [Board Policy 1015](#) and [Administrative Rule 1015-01](#).

The following staff members have been designated to handle inquiries regarding the nondiscrimination policies.

**Title IX Reporting Policy:** If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

**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 Accessibility Resources (Formally 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 Acc. Res., please visit the AR [website](#) for steps on how to apply for services or call 541-917-4789. Their email is [accessibility@linnbenton.edu](mailto:accessibility@linnbenton.edu)


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Tentative * Weekly Schedule Fall 2023		
Week	Monday	Wednesday
<b>Welcome Week</b>		<b>Wed, Sept 27<sup>th</sup></b> - Bring printed workbook to class - Brief class/syllabus/Moodle overview - Ice-breaker game in class!
<b>Week One</b>	<b>Mon, Oct 2<sup>nd</sup></b> - Bring workbook/name cards to class - Ice-breaker game in class! - Discuss Ch 1 during class - <b>Read Chapter 1 before class</b> - <b>Fill out &amp; score textbook page 19 before</b>	<b>Wed, Oct 4<sup>th</sup></b> - Bring workbook/name cards to class - Discuss Ch 1 during class - <b>Read textbook pages 378-381 before class</b> - <b>Syllabus Quiz due</b> - <b>Discuss WDYC? assignment</b> - <b>Introduction Discussion due</b>
<b>Week Two</b>	<b>Mon, Oct 9<sup>th</sup></b> - Bring workbook/name cards to class - Discuss Ch 1 & pages 180-192 in class - <b>Read textbook pages 180-192 before cla</b> - <b>Fill out &amp; score textbook pages 51-52 &amp; before class- bring results to class</b> - <b>Fill out workbook page 12 before cl</b> bring results to class	<b>Wed, Oct 11<sup>th</sup></b> - Bring workbook/name cards to class - Pick small groups for presentations (during class) - Discuss Ch 8 during class - <b>Complete workbook page 13 before class- bring results to class</b> - <b>What do you Carry (WDYC) assignment Due</b> - <b>Fill out &amp; score textbook page 367 before class</b>
<b>Week Three</b>	<b>Mon, Oct 16<sup>th</sup></b> - Bring workbook/name cards to class - Discuss Ch 8 during class - <b>Read Ch 8 before class</b> - <b>Fill out &amp; score textbook pages 144 &amp; 21</b> - <b>Connect Discussion</b>	<b>Wed, Oct 18<sup>th</sup></b> - Bring workbook/name cards to class - Discuss Ch 8 during class - Start going over Chapter 4 in class - <b>Connecting Discussion and replies due</b> - <b>Read textbook pages 141-144 before class</b>
<b>Week Four</b>	<b>Mon, Oct 23<sup>rd</sup></b> - Bring workbook/name cards to class - <b>Read Ch 4 before class</b> - Discuss Ch 4 during class	<b>Wed, Oct 25<sup>th</sup></b> - Bring workbook/name cards to class - Discuss Ch 4 during class - Midterm Prep

<b>Week Five</b>	<b>Mon, Oct 30th</b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Discuss Ch 4 during class</li> <li>-Midterm Prep</li> </ul> 	<b>Wed, Nov 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Discuss Ch 4 during class</li> </ul> <b>MIDTERM</b> <ul style="list-style-type: none"> <li>- Fill out &amp; score textbook pages 109 before class</li> <li>- Fill out workbook page 29 before class</li> </ul>
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**Tentative Weekly Schedule Fall 2023**

Week	Monday	Wednesday
<b>Week Six</b>	<b>Mon, Nov 6<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>-Start talking about Ch 10</li> <li>- Read Ch 10 before class</li> <li>- Fill out &amp; score textbook pages 292-293 before class, bring results to class</li> </ul>	<b>Wed, Nov 8<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Discuss Ch 10 during class</li> <li>- Read textbook pages 187, &amp; 193-204 before class</li> </ul>
<b>Week Seven</b>	<b>Mon, Nov 13<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Discuss Ch 10 during class</li> <li>- Review workbook page 37 before class</li> </ul>	<b>Wed, Nov 15<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Read Chapter 11 before class</li> <li>- Read textbook pages 139-143, 166-170, &amp; 351-3 before class</li> </ul>
<b>Week Eight</b>	<b>Mon, Nov 20<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Fill out &amp; score textbook page 320 before class</li> <li>- Read textbook pages 382-384</li> <li>- Review workbook pages 45-51 before class</li> <li>- Discuss Ch 11 during class</li> <li><b>Discuss Ted Papers</b></li> </ul>	<b>Wed, Nov 22<sup>nd</sup></b> Potential Virtual Learning / Distance Assignment Day* *TBD <b>TED Talk Papers Due</b> Thanksgiving & Native American Heritage Day 
<b>Week Nine</b>	<b>Mon, Nov 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Read Ch 9 before class</li> <li>- Discuss Ch 9 during class</li> <li>- Finish covering Ch 11 during class</li> </ul>	<b>Wed, Nov 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Fill out &amp; score textbook page 255 before class</li> <li>- Discuss Ch 9 during class</li> <li>=Class Presentations all Due by 29th.</li> </ul>
<b>Week Ten</b>	<b>Mon, Dec 4<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Discuss Ch 9 during class</li> <li>- Review workbook pages 59-65 before class</li> <li>-Prepare for final exam</li> </ul>	<b>Wed, Dec 6<sup>th</sup></b> <ul style="list-style-type: none"> <li>- Bring workbook/name cards to class</li> <li>- Present Class Reflections exercise during class (min)</li> <li>-</li> </ul>



	<b>Class Participation Grades Entered</b>
<b>Finals Week</b>	<b>Final Exam Due: TBD</b>

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