

Linn-Benton Community College
Department of Communication
COMM 218Z: Interpersonal Communication (CRN: 28365)
Course Syllabus: Fall 2023

Schedule:

Course Dates: Sept. 25 - Dec. 3, 2023

Day/Time: asynchronous

Location: internet/online

Instructor:

Hailey Adkisson, M. A.

adkissh@linnbenton.edu

Office: MKH- 204

Office Hours: Tues/Thurs. 12:30-1:30pm or by appointment (virtual or on campy)

Link to Office Hours: <https://linnbenton.zoom.us/j/7579805682>



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

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

LBCC Course Outcomes

As a result of taking COMM 218Z, 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

Required Text: This textbook will be automatically available to you on Moodle through VitalSource. If you do not want an etextbook, you will need to "op-out" and purchase a hard copy. As a reminder, the textbook is mandatory for this course and there are assignments due the first week of class that require the textbook. Old editions of the textbook will not be accepted.

Adler, R., Rosenfeld, L.B., & Proctor II, R.F. (2021). *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 |
|--------------------------|-------------------------------------|--|
| 100 | Journals | Due <u>every</u> Thursday by 11:59pm |
| 100 | Quizzes | Due <u>every</u> Sunday by 11:59pm (see schedule) |
| 40 | Interpersonal Interview and Essay | Friday, Oct. 27th by 11:59pm |
| 60 | “Dear Abby” Final Application Essay | Sunday, Dec. 3rd by 11:59pm |
| TOTAL= 300 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 (100 points; 10 points each)**- Each week you will need to respond to journal prompts on Moodle. An excellent journal should be **at least 300 words** (excluding the question prompt) 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. **Journals are due every Thursday by 11:59pm.**
- **Quizzes (100 points; 10-15 points each)**- There will be nine quizzes throughout the term. Material covered will come both from your textbook and the video lectures. **Quizzes are due every Sunday by 11:59pm.**
- **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 (60 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:

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| A | = | 300-270 points |
| B | = | 269-240 points |
| C | = | 239-210 points |
| D | = | 209-180 points |
| F | = | Below 180 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: You must login to Moodle on the first day of the term (**Monday, Sept. 25**) to secure your spot in the class. You will need to login to Moodle at least 3-4 times a week in order to be successful in this course and complete the required activities and assignments.

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 or poor planning 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.

Online Class Participation Expectations: 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, watch the lectures, read others' journal responses, and ask for help if you are struggling. Additionally, when I prompt you during lecture videos to think about a certain question or attempt an activity, I strongly encourage you to do so. You will get out of this class what you put into it.

Communication and office hours: I will send out emails every Monday and Thursday. These emails outline the weekly schedule as well as reminders of deadlines and other information that will help in your success for the term. It is very important you read these emails.

The best way to reach me is through LBCC email. I do not use the Moodle chat feature for communication. 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.

I will hold office hours on campus as well as virtually on Tuesdays and Thursdays from 12:30 - 1:30pm. To meet virtually, use our class [office hours link](#). If I am meeting with another student, you will be placed in a waiting room until I am free to chat. 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 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.

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.

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 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.

ADDITIONAL RESOURCES

Tips for Success in this Course: If I had my choice between a face-to-face class and an online class, I would choose face-to-face. Online learning can admittedly be a little challenging for those that prefer face-to-face interaction (myself included)-- especially in a communication course. However, due to health concerns and flexibility in scheduling, 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. Below are a few tips to help you be successful in this course:

1. Log on to Moodle at least 3-4 times a week.
2. Allow enough time to focus on coursework. This course is worth four credits. A credit is equivalent to an hour of **in-class** time (not including out-of-class work). For each credit, you should also allow **at least** an hour of course work. **This means you should allow at least four hours a week for this class.**
3. 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.
4. Set reminders on your phone calendar for when assignments are due.
5. Use the resources available on Moodle **and** read your textbook. I know it is easy to not watch videos OR watch the videos and not read the textbook, but this course is designed in a way where ALL resources are required. I suggest the following schedule for completing coursework:
 - a. **Sunday - Monday:** read the weekly journal prompt
 - b. **Monday - Thursday:** read the textbook (paying attention for material related to the journal prompt)
 - c. **Monday - Thursday:** watch the mini lecture (paying attention to material related to the journal prompt)
 - d. **Tuesday - Thursday:** complete the journal
 - e. **Thursday - Sunday:** complete the quiz
6. 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 mini lecture videos (see below). Weeks begin on Mondays and new weeks will populate at least one week early. This allows you to work slightly ahead if you feel inclined to do so.

Mini Lectures: In order to make the online class feel more like a traditional face-to-face class, I have recorded "mini" lectures for each chapter. Most of these video lectures are between 20-40 minutes (mini compared to a four credit, 2 hour, face-to-face class). While these lectures do not make up for reading the assigned chapters in the textbook, they will help clarify some key concepts/theories in the field of Interpersonal Communication, provide examples of how you can use this course in your

everyday life, and hopefully, be mildly entertaining. During the lectures, there are opportunities to engage in “**Personal Growth Activities**”. These are short activities that I highly encourage you to participate in as it will help apply course content and allow you to reflect on how communication shapes your life. If you have read this far, I want to reward you! Please email me by the end of the day (11:59pm) on Wednesday, September 27th with your name, a picture of a llama (I really like llamas), and what CRN you are in, and you will receive 2 points extra credit. Hooray!

I will include a link to the slides used in the mini lectures. While you are welcome to use these as an additional resource and/or for note taking, they are not sufficient on their own. You must watch the mini lecture, as well as read the textbook, to get the content you need for the week.

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.

Public Safety/Emergency Resources: In an emergency, call 911. Also, call LBCC Public Safety and Loss Prevention Office at 541-926-6855 and 541-917-4440. From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.

Tentative Course Schedule*: Fall 2023

Below is the schedule for the entire term including what you need to read, what videos you need to watch, and what assignments are due. I highly encourage you to add all the deadlines to your calendar/phone NOW as to not miss an assignment due date. This also aligns with the schedule that is up on Moodle.

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| 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: “Welcome to COMM218/Course Overview” ○ Video: “How to complete journal assignments on Moodle” ○ Mini Lecture: Ch. 1 and Ch. 2 <ul style="list-style-type: none"> ■ YouTube Video: “Guys read mean tweets” ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #1- Thurs., Sept. 28th by 11:59pm ○ Quiz #1 (Syllabus, Ch. 1 & Ch. 2): Sun., Oct. 1 by 11:59pm (15pts) |
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| <p>Week 2</p> | <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"> ○ Mini Lecture: Ch. 4 ○ Video: Hailey's Discussion Prompt example ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #2- Thurs., Oct. 5th by 11:59pm ○ Quiz #2- Sun., Oct. 8th by 11:59pm |
| <p>Week 3</p> | <p>Culture and Communication (Ch. 3)</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"> ○ Mini Lecture: Ch. 3 <ul style="list-style-type: none"> ■ YouTube video: "3 ways I speak English" ○ Video: Interview Essay Overview ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #3- Thurs., Oct. 12th by 11:59pm ○ Quiz #3: Sun., Oct. 15th by 11:59pm |
| <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"> ○ Mini Lecture: Ch. 5 <ul style="list-style-type: none"> ■ YouTube video: "All that we share" ■ YouTube video: "Empathy" by Brene Brown ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #4- Thurs., Oct. 19th by 11:59pm ○ Quiz #4- Sun., Oct. 22nd by 11:59pm |
| <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"> ○ Mini Lecture: Ch. 6 <ul style="list-style-type: none"> ■ YouTube video: The power of words ○ Mini Lecture: Ch. 7 <ul style="list-style-type: none"> ■ YouTube video: "Dude" Commercial ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #5- Thurs., Oct. 26th by 11:59pm ○ Interview Essay- Friday, Oct. 27th by 11:59pm <ul style="list-style-type: none"> ■ EXTRA CREDIT: 1 pt. for each day early (up to 5 pts) ○ Quiz #5- Sun., Oct. 29th by 11:59pm |
| <p>Week 6</p> | <p>Listening (Ch. 8) & Managing Emotions (Ch. 9)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 8 (Listening) ○ Chapter 9 (Managing Emotions) ○ "Dear Abby" Assignment |

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| | <ul style="list-style-type: none"> ● Watch: <ul style="list-style-type: none"> ○ Mini Lecture: Ch. 8 ○ Mini Lecture: Ch. 9 <ul style="list-style-type: none"> ■ YouTube: The Mask You Live In (trailer) ○ Video: “Dear Abby” Assignment Overview ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #6- Thurs., Nov. 2nd by 11:59pm ○ Quiz #6- Sun., Nov. 5th by 11:59pm |
| Week 7 | <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"> ○ Mini Lecture: Ch. 12 <ul style="list-style-type: none"> ■ YouTube Video: How to deal with conflict ■ YouTube Video: Gottman’s “Four Horsemen of the Apocalypse” ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #7- Thurs., Nov. 9th by 11:59pm ○ Quiz #7- Sun., Nov. 12th by 11:59pm |
| Week 8 | <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"> ○ Mini lecture: Ch. 10 <ul style="list-style-type: none"> ■ Video: Dialectical Tensions ○ Mini lecture: Ch. 11 ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #8- Thurs., Nov. 16th by 11:59pm ○ Quiz #8- Sun., Nov. 19th by 11:59pm (15pts) |
| Week 9 | <p>Communication and Interpersonal Relationships (Ch. 10 & 11)</p> <ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Chapter 13: Communication Climate ● Watch: <ul style="list-style-type: none"> ○ Mini lecture: Ch. 13 ● Assignments Due: <ul style="list-style-type: none"> ○ Journal #9- Fri., Nov. 24th by 11:59pm (one day later because of Thanksgiving) ○ Quiz #9- Sun., Nov. 26th by 11:59pm |
| Week 10 | <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- Thurs., Nov. 30th by 11:59pm ○ “Dear Abby” Assignment: Sun., Dec. 3rd by 11:59pm <ul style="list-style-type: none"> ■ EXTRA CREDIT: 1 pt. for each day early (up to 5 points) |