**COMM 218 CRN:** 21271

**Interpersonal Communication**

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**The best way to reach me is by email rather than phone.**

## This is an online course, there are no required zoom meetings. I do have zoom office hours [Office Hour Wednesday 10-11](https://linnbenton.zoom.us/j/98217755581)

**MATERIALS TO PURCHASE FOR THIS COURSE**

**TEXT:** Adler, R.B., Rosenfeld, & L.B Proctor, R. F. (2018) *Interplay: The process of interpersonal communication 14th. ed.* New York, Oxford University Press. ISBN 978-0-19-064625-7. If you happen to have a previous edition the 13th edition is fine as well. There is only a slight variation in the chapters.

Please note you must have the textbook to do well in this course.

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| Recommended Prerequisites: | Recommended completion of WR115 with a grade of C or better, or equivalent test score placement into WR121 |
| Writing Skills: | Written papers and some research will be required in this course. It is a good idea to have successfully completed WR115. |
| Technical Requirements: | This course requires students to possess basic computer and internet skills. Please be comfortable with basic functions such as saving files, emailing, navigating the web, researching online sites, and uploading files. |
| Technical Access: | Students must have access to a word processing software program for writing the assignments.  A Word processor such as Microsoft Word, or Claris Works, or Word Perfect. Regardless of your choice of word processor, for assignments I only accept .doc, docx, pdf and .rtf files. **Any document not saved in the correct format will not be counted.**  Students must have regular and reliable access to an Internet connected computer. |

**COURSE DESCRIPTION:**

This course is designed to facilitate your understanding of the basic concepts, vocabulary, theories, and processes relevant to the study of initiating, maintaining, and terminating relationships through interpersonal communications. An equally important goal of this course is the development of your own interpersonal skills by increasing your repertoire of behavioral choices. Lectures, discussions, classroom activities, written and oral assignments, as well as out-of-class observations will be used to aid the development of knowledge and skills relating to interpersonal communication competence. During each class, we will strive to merge theory with practice. In addition to textbook material, the course will cover some areas by the use of lecture that are not covered by the text. These lectures will be delivered via video or written material.

**COMMUNICATION DEPARTMENT LEARNING OUTCOMES:**

1. Apply interpersonal communication research and theory
2. Identify interpersonal communications key functional areas
3. Analyze, select, and enact appropriate interpersonal communication behaviors based on the interpretation of the context.

**LEARNING OBJECTIVES:**

After completing this course, you should be able to:

1. Develop practical skills to enhance your interpersonal relationships within various life roles by examining and altering your interpersonal communication.

2. Recognize and describe the relationship between nonverbal communication and oral

communication.

3. Develop skills to maintain associations in an interpersonal relationship.

4. Recognize factors of self concept and perception and how they influence communication.

5. Understand the role of self disclosure in relationships.

6. Practice and apply effective active listening skills.

7. Identify the role communication plays in determining the nature and quality of interpersonal relationships

8. Explain Interpersonal communication conflict and apply conflict management principles.

9. Understand and identify dialectical tensions that arise in relationships and how to manage those tensions.

10. Utilize cultural competencies related to communicating with individuals from other countries or cultures.

**INSTRUCTOR PHILOSOPHY: Learning Environment**

I love teaching this class! This is a class, which can be perception altering and even life changing. I look at our time together as an exciting adventure! I value the opportunity to be a part of this experience. We all learn from each other. I look forward to what you will teach me, and what you will teach each other. Some suggestions to make your learning experiences more meaningful take time to process and think reflectively about the communication choices, skills, and experiences you have had. Take time to practice areas in your communication you would like to improve. Take time to share both failures and successes as together we engage in this process we call interpersonal communication.

**CLASSROOM CIVILITY: Learning Environment**

Certain basic standards of classroom civility should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community, both your instructor and fellow students.
2. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

These features of classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned.

**CIVIL DISCOURSE: Learning Environment**

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| **The Moral Basis of Civility**  The word *civility* shares the same etymology with words like *civilized* and *civilization*. Quite simply, the root word means to be "a member of the household." Just as there are certain rules that allow family members to live peacefully within a household, so there are rules of civility that allow us to live peacefully within a society. We have certain moral responsibilities to one another.  Civility also acknowledges the value of another person  Recognizing that each of us comes from a different background and worldview, all postings will adhere to discuss issues in a sensitive manner that does not hurt, insult, or otherwise offend others, but instead tries to get at real understanding of the others' perspectives.   1. Ask open ended, objective Socratic questions for clarification 2. Try to see the other person's viewpoint. Agree when you can, and provide feedback about what you are hearing. 3. Respectfully disagree, and explain why 4. Express your point of view; back it up with evidence, without backing someone else into a corner. 5. Refrain from name-calling, swearing, and other forms of inappropriate language, and using put-downs.   In addition to the above basic rules of civility, we will also adhere to rules of netiquette.  **Netiquette:** This is a communication course. Clear well thought out writing, including proofreading, and spell checking is necessary to make sure you get your point across. Additionally the perception you create Online will be influenced by your knowledge of and adherence to rules of politeness.  In short, *"Poor writing is equivalent to someone speaking with spinach stuck between their teeth. Listeners and readers concentrate on the spinach; not what is being said"* A very astute Netizen from www.netmanners.com | |

**CLASS PREPARATION AND PARTICIPATION: Learning Environment/Instructional Design & Assessment**

*Coming to class prepared and participation in class is mandatory for successful completion of the course****.* Please note participation means interaction, posting, discussing and practicing, time in our class approximately 3 hours per week.**

**Please note just coming to class does not mean that you are participating in class!**

The quantity and quality of your contributions to class discussion and activities will be evaluated according to the following criteria:

1. Are you prepared for class discussions (e.g., completed reading, written chapter notes prepared for discussion questions)?
2. Are you able to relate your own experiences and observations to class concepts?
3. Do you respond to statements by others in an appropriate manner?
4. Do you move the discussion along, not derail it?
5. Do you ask questions and/or paraphrase when needed and appropriate?
6. Do you use Socratic Questions?

Full participation points must be earned. Therefore, this means your participation is required. Nonparticipation and absences will hurt your grade at the end of the quarter. If you are struggling with shyness or speech apprehension please see me-this will be a great class for you!

Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course.

One class missed and or no participation =25 pts

Two classes missed and or no participation =20 pts

Three classes missed and or no participation =15 pts

Four classes missed and or no participation =10 pts

Five classes missed and or no participation = 5 pts

If you never miss a day or have a day where you choose not to participate, you will earn 5 bonus points for a total of 30 points.+

**Class Routine: (Instructional Design/ Learning Environment)**

The class routine is different from a face-to face class, it is also different from a correspondence course. Students and the instructor may make postings to the course around the clock. Regular participation in the discussion board and all other parts of this course is mandatory. There are deadlines and due dates which need to be met, unlike a correspondence course completed at your own pace. This is not a self paced class. In the online environment your frequent and intelligent contributions will not only enhance your learning experience but also your classmates.

**Course Expectations :Instructional Design/ Learning Environment)**

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| 1. Openness to learning and growing- this involves becoming more aware of yourself as a communicator and appreciating the communication differences in others. 2. Participation-Each of us is to be fully and actively involved in the course. I expect each of us to be open to try new experiences and gain confidence using a variety of communication skills. You are required to log on several times throughout the week to participate in the full class discussion board or small group discussions. 3. Responsibility-Each of you are responsible for the success of this experience. On some occasions, you will be asked to reflect on your individual communication experiences. On other occasions, you will be asked to participate with others in facilitation of the discussion experience. Be respectful about sharing and maintain a policy of confidentiality about self disclosure. 4. Role of Instructor-As a teacher my function is to facilitate learning, act as a resource, learn from you and with you, and evaluate your performance. 5. Your role as a learner- The primary responsibility for learning resides with you. I will provide a comfortable learning environment as stated above, however; the degree of your personal motivation will determine how much personal satisfaction and knowledge you gain from the course. 6. Academic Honesty-Do your own work! Using someone else work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Plagiarism and cheating are serious offenses. Bibliographies (called "works cited" in MLA or "references" in APA) and in-text citations are required whenever you use outside sources, including the use of the Internet. | |

**Weekly Requirements :Instructional Design/ Learning Environment)**

Each week I will post a bulleted list of what needs to be done. You will also be able to see in the course calendar at a glance what needs to be completed each day.

Monday- The week will start on a Monday

Quizzes will be open.

* Take each timed quiz twice- the highest score will be recorded.
* You have ONE FULL WEEK for each quiz M-SUN. Sunday @ 11:55PM the quiz will close.
* I would encourage you not to tempt fate. Murphy’s Law can and will get you. If you wait to take the quizzes until 11:30 Sunday night, computer problems, server crashes, and other issues can and do occur. I will not open up a quiz that you have missed.
* \*\*\*\* There are 15 quizzes this quarter. Only 10 of your highest scores will be counted, therefore; you can miss a couple of quizzes and it will not impact your grade.

Tuesday- Wednesday

On either Tuesday or Wednesday you will want to review the discussion for the week and any other assignments and post your submission posting (your response to the discussion question). By no later than **Wednesday, 11:55 p.m.** you should post your response to the discussion question/ and/ or post your paper for peer review.

Thursday-Saturday

You should be responding to a minimum of two of your assigned group members postings on the discussion board or papers. If you don’t have a minimum of two responses to the discussion by Saturday 11:55 PM it is late. There will also be weeks where you will be providing peer reviews for your classmates.

* Peer reviews will require you to read four of your classmates papers and respond with feedback to at least 3 of them.

\*Please note, if you continually wait to post until the last minute either your submissions or your responses that will be noted as detrimental to the group and your grade will be affected. Alternatively, if you want to participate more and be involved more, by asking and answering questions, that is great, as long as the involvement is enhancing the learning climate. Just as little involvement will be negatively reflected in your grade, conversely, greater participation will have a positive effect. Doing the minimum work will generally result in reflecting poorly in your grade.

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| **Due Dates**            There are several due dates each week.   * All Quizzes are due on Sunday * Submission postings are due on Wednesday * Response postings are due on Saturday * Assignments turned into Turnitin (final papers) are due on Sunday | |
| Discussion Postings | |
| **Discussion Board:**  Participation in the weekly postings takes the place of traditional class lectures. **In this course, you will be learning from each other as you read each other’s reflections and experiences with the course ideas.** I may be posting some information in the weekly posts as well.  You will be using the discussion board area in which you will be integrating terminology, theories, and concepts learned through the textbook and other Online resources to provide intelligent well thought out responses and critiques. I will be looking for a correlation between your own thoughts, what the textbook says, and what you see in the world around you. In other words, how you applied the concepts to your life, what examples or experiences have you had or that you have noticed in the world around you that applies to the concept we are discussing.  ***Please note: Like any class, your writing quality will be noticed and evaluated accordingly. Texting language is not appropriate to use within this course. I recommend you type your submission, or assignment in Word (or another similar program) and save it before posting it to the discussion board or Turnitin.*** To post to the discussion board, copy your assignment into a blank bulletin board message (highlight the text you want to be posted, click copy, then go to the discussion board message, put the cursor in the body, and click paste). **The subject line should be the title of the discussion with your name. For example, Hero’s Journey Paper\_Burdon would be a good subject line for the week we are evaluating our Hero’s Journey papers.**  You will be posting two types of messages on the discussion board; submissions and responses. **Submission Postings** will usually take the form of answers to the discussion question assigned to your group for that week. Submission postings should be more than a quick surface response to the question. **Also, note that most of the discussion questions have several parts to them. Make sure you adequately address all parts of the question for full point value**. After a careful review of the examples I have provided (on our course Homepage COMM 218\_KB under Student Work Samples) you will note, submission postings should definitely be a paragraph or two and include terms from the textbook and also your own personal experience. A less effective submission posting does not adequately answer the question, it may be late, difficult to understand, or it may be missing application of the concepts. I have provided you with examples of effective and less effective submission postings on the home page. The effective submission and response postings are signified by **Professor Dumbledore.**    **Response Postings** are the comments you make to other postings, which your group members have made. A good response serves the purpose of adding to the discussion. I have also provided you with examples of response postings that are effective and less effective. The less effective examples are signified by **Mr. Grinch**. Be sure to review both types of examples so you know what I am looking for. One way to add to the discussion is to **use Socratic questions** to help your classmates think more deeply about the topic area. Another way to provide a good response is to add your own experiences as a way to relate to the other person you are responding to. It is not very helpful to the discussion to say "Yeah I agree" or "That's so cool." You are required to post a minimum of two responses to your group by Saturday.    \*Note: Review the Student Work Samples, Rubrics, and the Socratic Questions on the course home page.  **Other Postings**  You may also post questions for the instructor in the discussion board under    You may also post relevant materials such as questions, video’s or articles related to our course in the discussion board “Communication Café” this discussion board is also public and can be seen and answered by anyone.  **Discussion Questions:** Be sure to review the rubric for the discussions so you know exactly what I expect and how your grade will be determined. | |

**GRADING SYSTEM: Assessment**

* Syllabus Quiz 10 pts
* Hero Quiz 10 pts
* Quizzes 100 pts
* Participation 50 pts
* Three Papers 100 pts
* Discussions 50pts
* Three Online peer reviews 30 pts

**Total points possible: 350 pts**

**350-315 A 100-90 A**

**314-280 B 89-80 B**

**279-245 C 79-70 C**

**244-210 D 69-60 D**

**\*\*\*Please note *Moodle’s percentages are usually wrong. Moodle is apparently thrown off its percentages when zeros are not in the quizzes or assignments.*** This can of course, be remedied by completing and turning in all assignments :0)

**TIPS FOR SUCCESS: Learning Environment/Instructional design**

**1. Attend class at least 3 times per week.**

**2. Participate in class, ask questions, make comments, about the discussion topic. In other words, be fully present in the class.**

**3. Become familiar with your textbook author’s resources online** [**Interplay 14th edition**](https://oup-arc.com/access/adler-interplay-14e-student-resources#all_resources)

**4. You may not always agree with the opinions of others- that’s ok, listen anyways**

**5. Be respectful- self-disclosure in class stays in class.**

**6. Have fun and laugh often.**

**CLASS ASSIGNMENTS: Instructional Design/ Assessment**

Heading information such as name, course number, and time of class should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. The name of the assignment or another title. NOTE: Correct spelling, punctuation, and grammar usage are always important. **All assignments should be typed using Times New Roman or Arial, in 12 point font. They should also be double spaced, and proofread for accuracy in both grammar and spelling**. All papers will be submitted via Moodle to Turnitin. All papers will be submitted to the discussion board for peer review and (Final papers to Turnitin) should be submitted in one of the following \*formats: doc, docx, pdf or rtf to assure that your classmates can open and read your papers. **If I am unable to open your document or unable to read it you will earn a 0 for the assignment.** Late papers may be turned in with a possible reduction in point value. ***I will review each assignment in class before it is due.***

**I will NOT accept any assignment by email. All assignments need to be turned in to Moodle.**

In this course, you will be learning from each other as you read each other’s reflections and personal experiences with the course, thus providing you with multiple perspectives into the course material. In order to stimulate integration of course concepts as well as prompt class discussion, each student will post their papers online for peer review. Directions for the papers can be found on Moodle in the Weekly section and will be discussed in class. Please see the discussion board for specific directions.

* Write the 2 to 2.5 page paper and post to the discussion board.
* Read at least five other papers, not including the sample papers.
* Respond substantially (125 words or ½ page at least) to at least 3 other papers.

Please read other student posts, as the goal of this approach is to learn from the perspectives of the other students. Other students will find different concepts within the chapter meaningful and share examples that are pertinent to their lives. By reading the perspectives and thoughts of other students, you may have the opportunity to understand course ideas in new ways.

Each student will also compose a substantial response to the paper of two other classmates. Responses should be a minimum of 1/2 page (125 words) and demonstrate critical thinking and knowledge of content as well as be supportive and insightful.

Please see the Writing Rubric for specific writing criteria. There are sample papers provided on Moodle that demonstrate the type of academic writing that is appropriate for these papers. Your papers and responses to classmates' papers will be graded according to these criteria. **I will be looking for you to use citations in each paper and provide your references at the end (APA style)**. In most cases, there will only be one reference (your textbook), but there will be occasions to provide more than one reference.

**WRITING RUBRIC FOR ALL PAPERS: Assessment**

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| --- | --- | --- | --- | --- | --- |
|  | Excellent | Above Average | Progressing | Poor | Insufficient |
| Completeness | Demonstrates sophistication of thought. Central idea/thesis is clearly communicated. Multiple terms are clearly identified in **bold,** multiple examples are used and clearly relate to the questions asked. All questions are addressed in the paper and correctly cited.  8 - 10 terms/concepts fully defined and explained. Relevance of concept to example is explained. | Solid paper. Clearly states a thesis/central idea. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. Competently addresses the main question or issue, but limited insight. Personal examples used are not as clearly explained and or the connections made are implied and not direct. Student has learned a great deal in class and is able to communicate this knowledge to others. 6-7 terms or concepts used. Concepts fully defined and explained. | Adequate but weaker and less effective paper, possibly responding less well to the assignment. Presents central idea in general terms, shows basic comprehension of sources, perhaps with lapses in understanding. May be unclear about the definitions of the terms. Unable to make the clear connection between personal examples and the terms from the textbook. Attempts to address main question or issue, but fails. Retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. 5-4 terms or concepts used. Concepts may not be fully explained. | Paper does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may have limited or no personal examples. Few sources or misunderstanding sources. The student does NOT address main question or issue, and it is obvious that the student has not retained any information from the course. 3 or fewer course terms or concepts are used. Definitions of terms are missing. Examples demonstrate limited or inaccurate understanding of course material. | Insufficient |
| Content | Student demonstrates full knowledge (more than required). Concepts are summarized and cited. Relevance of concept to example is explained. Explanations and examples illustrates solid understanding of concept. Analysis is thorough and detailed. Synthesis of many ideas is strong. Paper is formatted according to directions: **Bold** is used to highlight terms/concepts, headings are used in paper. Formal language is used as appropriate for college writing. | Student is at ease with content, but fails to elaborate adequately to demonstrate full understanding. Paper meets the minimum requirements. Paper is mostly formatted according to directions: **Bold** used to highlight terms/concepts, headings used in paper. There are some grammar and spelling errors. Some informal language usage. | Student demonstrates some understanding of content. Paper is often shorter or just barely meets the minimum requirements. Paper is partially formatted according to directions: **Bold** not used to highlight terms/concepts, headings not used in paper. There are some grammar and spelling errors. Informal language usage. | Student does not seem to have a grasp of course terms and content. There are few explanations of terms used. Examples used do not demonstrate accurate understanding of course material. Paper is not formatted according to directions: **Bold** not used to highlight terms/concepts, headings not used in paper, not double-spaced with normal margins and 12 font. Grammar and/or spelling errors are distracting and meaning may be unclear. Informal language used. | Insufficient |
| Crit. Think | Demonstrates comprehensive knowledge of course material. Provides astute and detailed analysis of situations, using course terms and concepts accurately. Synthesizes many ideas from course and provides thoughtful reflections about the use of course ideas. Use of course concepts in clear descriptive terms, possibly unique or novel ways. | Demonstrates knowledge of course material. Provides analysis of situations, is able to synthesize several ideas from course, and provides reflections about the use of course ideas. Applies concepts to situations using some detailed explanations. Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument. | Demonstrates some understanding of content. Paper is often shorter, or barely meets the minimum requirements. Limited application of the course content to personal examples. | Demonstrates very little detail about situations under discussion. Student does not seem to have a grasp of course terms and content. There are few explanations of terms used. Examples used do not demonstrate accurate understanding of course material. | Insufficient |
| Layout | Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. | Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. | May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may Reader has difficulty following work because student jumps around. | May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis. Sequence of information is difficult to follow. | Insufficient |
| Mechanics | The assignment is free from spelling and grammatical errors, making the paper easy to read. The paper is double-spaced, 12 font, normal margins. Headings are used to separate each section. If paper is in response to questions, the questions precede the student responses. | The assignment is reasonably easy to read and relatively free from grammar and spelling errors. The paper is double-spaced, 12 font, normal margins. | The assignment has misspellings and/or grammatical errors that slow the reader down. The paper is not double-spaced. The margins are too wide. The font is too small or too large. | The assignment has misspellings and/or grammatical errors that make the paper hard for the reader to understand. The reader must slow down and reread sentences for understanding. The paper is not double-spaced. The margins are too wide. The font is too small or too large. | Insufficient |
| Cite/Ref | Work displays an adequate number of references, written correctly. Citations are written correctly. Citations illustrate the breadth of research/course material used in developing the paper. Citations demonstrate that the student has read and understands course material. Sources are appropriate, credible and the annotation if required is written correctly. Evidence is used from a wide range of sources, including lectures and course readings. When required, the author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class. | References and citations are adequate in number but there are minor errors in format style. Citations demonstrate that the student has read and understands the course text. Minor mistakes in annotation if required. Evidence is used from many sources, but the author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based. | Work does not include an adequate number of references. Or the references are written incorrectly. There are few citations in the body of the paper. References are not annotated if required. Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research. | Work displays no references. References are not cited in the body of the paper and not annotated if required. Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources. | Insufficient |

* + *Please note the rubric specifies APA style citations and References.*
  + *Also note this is how your papers will be graded.*

**COURSE ASSESSMENT STANDARDS:**

We will use the following standard to help you assess and evaluate your efforts. I expect you to use these standards to evaluate your progress throughout the term.

**I am an “A” Learner**

Signifies I was highly engaged in learning process. My work for this class is of exceptional quality; my performance is impressive; beyond expectation. I am not focused on the process of earning an A, but far more concerned with the final product. The grade is far less important to me than learning the material and becoming a true learner. I made ample use of ideas and materials provided in class as demonstrated by my willingness to learn and engage additional learning opportunities. “A” students asked thoughtful questions born of their own inquiry and pondering. “A” students go beyond the expectation set by others. “A” students can say “I was an active participant in this class.” Through the various learning opportunities provided in this class, I can demonstrate deep learning through my own original connections.

**I am a “B” Learner**

Signifies I am not quite there, but I am catching the vision. My work is impressive but I could reasonably have done more on my own; an impressive quantity of my work is somewhat better than average quality. I made progress toward becoming an independent true learner. I am still concerned about earning an “A” in this class and it is still as important to me as learning the material. “B” students asked questions, but questions are more of factual nature than the original connections that grow out of the ponderings of “A” student's. I attended class regularly, with possibly a few reasonable exceptions.

**I am a “C” Learner**

I want traditional education, tell me what to do and I will do it. I did the work, but met the expectations without distinction. My efforts are of acceptable quality but lack inspiration or depth of insight. Evidently, I was just going through the motions. I attended class regularly and sometimes participated, but made only a perfunctory effort to apply the material. I asked few if any questions, preferring to respond only when called on. I made little or no effort to benefit from available resources; rarely sought individualized guidance from the instructor; seemed unwilling to take the initiative for a deep learning experience. A good amount of work/participation was of average quality.

**I am a “D” Learner**

I didn’t catch the vision. I did a minimum of the work. I put forth minimal effort—barely adequate to pass the course. I submitted little work, or work was carelessly presented. My attendance in class was irregular and there was a minimal level of participation, I was frequently unprepared.

**I am an “F” Learner**

I didn’t catch the vision—I didn’t do the work. I put forth little or no effort.

**COMMUNICATION DEPARTMENT AND COLLEGE POLICY STATEMENTS:**

**Center for Accessibility Resources**

You should meet with your instructor during the first week of class if

* you have a documented disability and need accommodations,
* your instructor needs to know medical information about you, or
* you need special arrangements in the event of an emergency.

If you believe you may need accommodation services please contact Center for Accessibility Resources, 917-4789[**cfar@linnbenton.edu**](mailto:cfar@linnbenton.edu)**.**

**Nondiscrimination 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. (for further information <http://po.linnbenton.edu/BPsandARs/> )

**Diversity Statement**

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination.  (related to Board Policy #1015)

**Plagiarism Statement**

Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called “References” in APA) and in-text citations are required whenever you use outside sources, including the Internet.

**Academic Honesty**

The presentation of another individual’s work as one’s own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the college’s “Students Rights and Responsibilities.” Students caught cheating in this class will receive a grade of “F”. See College catalog or public website for definitions and violation penalties.

**Incomplete Policy**

Incompletes are not provided in lieu of a failing grade. A student will only receive an incomplete if 75% of the work has been completed in the course, and the student has maintained regular participation in the course both verbal and written. Incompletes are granted on a case-by-case basis, incompletes are not automatic. It is your responsibility to communicate with me if you find yourself unable to complete the course and you are past the drop date.

**E-mail**

Please include your name and class time on your email subject line. I will not open email without a subject line. Please send email to my e-mail provided. I check my email usually on a daily basis,I generally do not check over the weekend. I will respond to your email generally within 24/48 hours. **I will NOT accept any assignment by email.** All assignments need to be turned in to Moodle.

**Late work and extra credit is due the last week of the class. I will not accept any papers or extra credit during finals week. No exceptions!**

**EXTRA CREDIT: Instructional Design/Assessment**

Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select three of them to be completed and turned in or electronically submitted **(MS Word Only) by last day of instruction. Post it on Moodle under Extra Credit.** Written papers should be about you and how you think, feel, and deal with interpersonal situations in your life.

Each of these paper options should be 2 pages in length unless otherwise specified. Be sure to accurately cite your sources for full points.

For those of you who would like to explore the web you may choose from several interactive tours and explore various sites.

1.[www.oup.com/us/adler-](http://www.oup.com/us/adler-) This is the companion website for your textbook which offers many resources, including; flashcards for key terms, interactive self tests, and links to a variety of communication websites, as well as a listing of movies and clips highlighting various concepts and offering discussion questions. The activities, movie analysis, and some exercises would work for an extra credit assignment. If there is a question, ask me.

2. <http://www.tolerance.org/blog/case-black-barbie-doll> This is a case study which reveals the preference for white dolls verses those with darker skin tone. Review the hyperlinks provided and answer the question about how you would handle such a situation. Please also address one or more of the concepts from your textbook chapter(s) 3,4 and or 6). Be sure to accurately cite your textbook using APA style. (Value 3 pts)

3.<http://www.tolerance.org/supplement/what-ageism-high-school> For this extra credit assignment you would read both articles and complete activities 3 and 4. (Value 3 pts)

4. [www.pbs.org/race](http://www.pbs.org/race) On this website there are multiple opportunities to explore the concept of race. Select one or more and print out the first page. Address the following question in your 1 to 2-page paper. What did you learn about Race? In what ways does the concept of race perpetuate an illusion? (Value 3 pts)

5. **Film Critique:** I love the use of film to help explain concepts from our class. This extra credit assignment is designed for you to apply what you have learned from our class by selecting and analyzing a film of your choice. Please make sure the film clips you choose would be something I would use in class ie PG or PG13 please. You may select any 3-6 concepts covered from our class in lecture or in the textbook. You will explain the concepts in writing as well as via your film clips. This paper would be 1.5-2 pages and include 3-5 film clips as examples of the concepts you have selected. The value of this assignment is 3 to 8 points.

6. **Create a PowerPoint presentation** of test questions. Three questions per chapter (covering all of the chapters that have been assigned in class). You should include a title slide, which includes: your name, the name of the course and textbook. You should also include title separator slide which would include the chapter number followed by the first question. The first question slide would contain the question, the answer slide should have the answer, chapter and page number where you found it. Questions should be multiple choice, (following the example below). (Value 8 pts).*Bonus points may be given if you include some questions about the lecture material.*

CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation

Slide 1: Title Slide Chapter 2

Slide2: Q1 Multiple choice question NOT T/F

Feedback may be all of the following EXCEPT...

A. AUDITORY

B. TACTILE

C. VISUAL

D. COGNITIVE

Slide 3: Answer Slide with Reference information

***D. COGNITIVE*** REFERENCE: Chapter 2, pp. 8-9

7. For Non-native speakers or those who can speak another language fluently this is an opportunity to pick up some extra credit. **Translate the course syllabus into another language. (USING MS WORD ONLY**) I will the post the course syllabus on the web for other students to access. (Value 8 pts). **For this assignment, I must receive a CD or electronic copy with the translation in MS WORD.**

**8: College Skill Zone (On the main campus)**

You will not earn extra credit for Computer Basics, or Navigating LBCC Resources. For extra credit. You must write a paper indicating what you learned, which session (s) you attended and you must turn in your CSZ zone stamped paper indicating you attended. Each paper should be 1 to 1.5 pages and submitted to Moodle (Extra Credit) (Value 1-10 points)

**9: The Writing Center or TutorTrac**

Rough drafts of your outlines can be submitted online or you can go in person to either writing center. There the helpful staff will review your work and give you suggestions. Both of these options can be done in person or online in advance. To receive credit you must provide the tutor’s writing centers suggestions on your rough draft at the same time as you turn in your final draft for me to grade. Each of your speeches or papers can earn the additional 5 points for a total of (1-25 points). You must also provide proof you worked with the tutor or writing center and write a brief paper 1 to 1.5 pages highlighting what you learned from this process.

**EXTRA CREDIT STANDARDS FOR WRITTEN WORK**

Extra credit assignments must be typed and double-spaced and stapled. Heading information such as name and course number, and time of class should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. A cursory attempt at completion of the assignment will not be sufficient.

Please note: All extra credit will be graded on a quality basis. If an extra credit assignment is not up to instructor standard, points may be deducted. **All extra credit assignments must be completed on, or before the last day of instruction. I will not accept late assignments, or extra credit assignments on the day of the final exam or after.**