

COMM 218 CRN: 201404
Interpersonal Communication
M/W 2:30-3:50 (BC 104)

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Office phone 917-4525, Office Hours ½ hour before each class or by appointment.

MATERIALS TO PURCHASE FOR THIS COURSE

- Scantron forms (100 question forms) possible 2 extra for make-up exams
- **TEXT:** Adler, R.B., Rosenfeld, & L.B Proctor, R. F. (2013) *Interplay: The process of interpersonal communication 12th ed.* New York, Oxford University Press. ISBN 978-0-19-982742-8
- Please note you must have the textbook to do well in this course. There are copies in the Learning and Career Center for you to read onsite OR if you are also on the main campus, there are copies in the Library for two-hour checkout.

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.

LEARNING OUTCOMES:

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.

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, 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?

Full participation points must be earned. 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.

A NOTE ABOUT MISSING CLASSES: Instructional Design/Learning Environment

Attendance and respectful participation in class is a way that you can positively influence your grade. Should you miss class, it is your personal responsibility to get notes or handouts from classmates. Your instructor will neither repeat lectures nor provide you with a private lecture. There will be some activities that occur only in class. The group assignment cannot be made up. Missing handouts can often be found on your instructor's Website, (Please note, I am trying to get everything moved over to Moodle) you can send me an e-mail or drop by my office hours.

GRADING SYSTEM: Assessment

✓ Mini-bag speech	5 pts
✓ Test #1	50 pts
✓ Test #2	50 pts
✓ Final Exam	100 pts
✓ Participation	25 pts

- A 100 question Scantron form (50 questions on each side)
- A # 2 pencil
- And your picture ID.

All makeup tests are multiple choice only. The makeup tests are available during the week following the midterm. No appointment is required.

TIPS FOR SUCCESS: Learning Environment/Instructional design

1. Attend every class. Make sure to sign in.
2. Take detailed lecture notes. Not all material will be covered in the text.
3. Participate in class, ask questions, make comments, about the discussion topic. In other words, be fully present in the class.
4. Read the text before coming to class so you are prepared for class.
5. Study with others
6. Consider joining or creating a study group
7. Use Quizlet to make your own flashcards from the lecture or textbook. <http://quizlet.com/>
8. Become familiar with your textbook author's resources online www.oup.com/us/adler
9. You may not always agree with the opinions of others- that's ok, listen anyways
10. Be respectful- self-disclosure in class stays in class.
11. 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. NOTE: Correct spelling, punctuation, and grammar usage are always important. **All assignments should be typed using Times New Roman or Ariel, 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. The assignments vary in length and point value. Assignments can be from 1-6 points. Late papers may be turned in with a possible reduction in point value. ***I will review each assignment in class before it is due.***

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 write a 1 ½ to 2 page or more paper and post it to the discussion board. Directions for the papers can be found in the discussion board in the Weekly section and will be discussed in class. Please see the discussion board for specific directions.

- Write the 1 1/2 to 2 page paper and post to the discussion board.

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.

Cell Phones and other electronic devices

LBCC is committed to providing a quality learning environment. All cell phones and pagers and other electronic devices must be placed in a non-audible mode while in classrooms, computer labs, the library, study centers, and testing areas. Cell phones and pagers must be used outside these facilities. Cell phones or pagers left on during an exam will result in an F grade.

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

"You" and "I" Statements	Symmetrical Relationship
Shyness	Complementary Relationship
Sapir-Whorf Hypothesis	Social Exchange theory
Implicit personality theory	Social Penetration Theory
Fact inference Confusion	Attraction Theory
Active listening	Equity Theory
Listening practice	Rules Theory
Listening Laws	Cost benefit analysis
Families	Social Penetration
Adoption	Boundaries
Communicating with the disabled	Proxemics
Stages in a relationship	Love languages
Intimacy	
Equity Theory	
Power in relationships	
Power in language	

REVIEW OF THE MATERIAL FOR THE SECOND TEST, WHICH WILL COVER CHAPTERS 5, 7, & 9

This Last Half of the Course we will focus on Relationship Development and Conflict as it becomes evident in our relationships.

Shyness	Handling difficult situations
Harassment	Dealing with anger and hostility in others
Sexual Harassment	Conflict management
Domestic Violence	Dating preference worksheet
What is Conflict?	Parenting
What's your conflict style?	Families
Barriers to communication	

Other topics of Communication that may be discussed include unique modes of communication that occur at our places of work.

Schools of leadership	Conflict in communication
Leadership styles	You and I messages
Interview	Do not date smart women
Rumors/Gossip	Communication with the disabled
Good vs. Evil (conceptual bases of communication)	Communication with the elderly

THE FINAL EXAM CAN BE CONSIDERED COMPREHENSIVE. ANY LECTURE MATERIAL COVERED IN CLASS IS FAIR GAME FOR THE FINAL AS WELL AS CHAPTERS 10 & 11

manuscript speech. The speech must be delivered in extemporaneous style (meaning key words or phrases on note cards).

An outline, your speaking note cards and your mask is required on the day you are to speak. **I will not accept late outlines. Dated lecture notes are due the last day of the 10th week of class.** A note on your mask (visual aid):

✓Visual aids should truly aid the speech and audience understanding who you are and some factors that shaped you into the person you are now.

✓They should be large, visible, and as professional in appearance as possible.

✓Volunteers from class, role-plays, overheads, actual objects, models, PowerPoint, short videos, photos are all options for visual aids.

✓Be creative! Have fun!

FAMILY HISTORY SPEECH: 85 points speech 15 points for dated lecture notes

Time limit: 5-8 minutes

Family History speech: The following information should be presented in oral form:

This is a speech. I don't want you to list a bunch of names and facts. I am expecting you to consider your audience and what would be interesting to us. I am expecting you to pick two or three family history stories and share them with us in an oral format. How does knowing these stories or facts about your family help to shape who you are? Are there family traditions, or objects (inheritance) that have been passed down through the generations that have influenced you? Were you named after someone in your family? How does knowing your family history shape your self concept, your values etc? **In the speech you must discuss, explain a minimum of 4 concepts from the textbook and/ or discussion.**

The speech must be delivered in extemporaneous style (meaning key words or phrases on note cards)

Possible topic areas to include in your speech include the above questions as well as the following factual information:

1. Origins of family history and when they arrived in the USA
2. Three family stories and or traditions that can be shared with the class
3. Names, birth dates, death dates (If applicable) and occupations of parents, grandparents and great parents
4. Information that links heritage with person that family is most proud.

Outline is required! Visual aids may be used but are not required. *Your entire speech may not be written out on the note cards. If it is, it is called a manuscript speech. The speech must be delivered in extemporaneous style (meaning key words or phrases on note cards).*

CONCLUSION OF SPEECH

- I. Transition signal
- II. Summarize central idea of the speech
- III. End memorably

**A COMPLETE SPEECH OUTLINE SHOULD FOLLOW THE ABOVE FORMAT, AND IT SHOULD BE TYPED IN COMPLETE SENTENCES.
(Assessment)**

NOTES TO AID STUDENTS:

TRANSITIONS:

In addition- moreover likewise next
further also first
besides too finally
and in addition last
and then equally important initially

II. COMPARISON-

similarly, likewise, in like manner, in this vein, in the same way, and so forth.

POSSIBLE WAYS TO INTRODUCE YOUR SPEECH

Startle them, use a quote, use a suspenseful analogy, begin with a rhetorical question, tell a story, share an example, and quote relevant statistic

POSSIBLE WAYS TO CONCLUDE A SPEECH

Share what you have covered in a clear restatement, end with a quote, relate to your opening story or example in the introduction, or make a dramatic statement. One other tip, the conclusion is not the time to introduce new subjects or information.

TYPES OF SUPPORT MATERIAL

Examples, quotes, analogies, hypothetical examples, testimony-peer or expert, definitions, stories, and statistics (sparingly used)

POINT SYSTEM FOR SPEECHES: Assessment

Outstanding = 85

Superior = 77

Excellent = 68

Good = 60

Fair = 51

THE C SPEECH. To receive a grade of **C**, a speech must be basically **COMPETENT**. The **C** speech is one in which nothing major goes wrong. The introduction gets the speech started appropriately - capturing your audience's attention and directing it toward your speech's theme. **The introduction** also relates the topic to the audience in some clear way, establishes your credibility on the topic, and leads smoothly to the body of the speech. **The body** of the **C** speech is divided in a way that is appropriate to the topic, is developed with appropriate supporting materials, and is cast into language that accurately and clearly expresses your ideas. **The conclusion** fulfills the minimum essentials - summarizing either your main theme or major points, and giving the speech a definite sense of conclusion.

The delivery of the **C** speech is one in which you do not have distracting postural, gestural, or movement mannerisms (such as slouching over the lectern, brushing your hair out of your eyes, and rocking or squirming while you speak). Furthermore, to receive a grade of a **C** you should at least maintain more eye contact with your audience than with your notes, the walls, or the ceiling. Your voice should be relatively flowing, loud enough to be heard without the audience having to strain, and free from vocalized pauses such as "uhs," "you knows," and "like." Finally, the **C** speech keeps the audience at least politely attentive throughout. The topic must be interesting and significant enough to be worthy of their time.

The vast majority of the speeches in the beginning public speaking class fall into this category. For most students, being able to present their ideas in a coherent and reasonably well-developed manner, while looking basically poised and confident standing up in front of their classmates, is an important and significant accomplishment for a single term. A grade of **C** on your speech is an indication that you have achieved a level of competence.

THE B SPEECH. To receive a grade of **B**, a speech must be more than simply competent; it must also be **INTERESTING**. **The introduction** of the **B** speech is usually more fully developed with more time and effort spent in relating the topic to the audience and preparing them for what is to follow. **The body** of the **B** speech has a clear pattern of organization that is closely related to the central theme. The **B** speech also has fuller development and employs a wider variety of interesting supporting material (such as anecdotes, examples, visual aids, definitions, statistics, comparisons, contrasts, analogies), as well as more fully adapting those materials to this particular audience. Often, **the conclusion** of the **B** speech is more fully developed and better integrates with the theme of the speech as well.

minimum of 6 pages in length, 6 sources, 12 point font (Times New Roman or Ariel) written in APA style; properly formatted including the annotated reference list. 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 if you are unfamiliar with APA here are some websites where you can gain some formatting assistance.

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://library.fortlewis.edu/reference/citing/default.asp>,

<http://www.citationmachine.net/> or

<http://www.calvin.edu/library/knightcite/> You may also wish to utilize the excellent resources on campus in the writing lab or

<http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php>

Additionally, please note that Wikipedia should NEVER be used as a source in any written assignment for this class! On that note, consider your audience (me) and what might or might not be accepted as a credible source. For example, unless you know the credibility of a "Blogger," most readers would consider the writing suspect or mere opinion.

Papers and dated lecture notes are due on the last lecture day of the class.

Here are some options for a paper. In addition to these suggestions, you could also select a topic area covered in your text or lecture and complete additional research. **If you choose to write about another topic, area please be sure to discuss it with me FIRST.**

Option 1

Two communication scholars (Steven Duck and Mark Knapp) have developed models of how relationships develop. First, briefly describe both theories, then compare and contrast the two models of relationship development. Next, address the following questions; which relationship model do you believe is more accurate of how relationships work? Why do you believe that? Does it make a difference if the relationship is intercultural? What challenges are intercultural relationships likely to face that others may not. Be sure to back up your position with at least 6 sources (other than your author) *One source must be from a peer reviewed communication journal.*

Option 2

Please note this will be a topic that will be covered in class. You may not use any of the examples or research presented in class. Compare and contrast three different cultural perspectives on beauty and attractiveness. One perspective may be the American perspective. Specifically how is beauty and attractiveness portrayed in the media? What changes if any have been made in these cultures with regard to attractiveness? What have you learned about the differences?

WRITING RUBRIC FOR ALL PAPERS: Assessment

Writing Rubric				
	1 - Emerging	2 - Developing	3 - Effective	4 - Strong
Content Knowledge	Student does not seem to have grasp of course terms and content. There are few explanations of terms used. Examples used do not demonstrate accurate understanding of course material.	Student demonstrates some understanding of content. Paper is often shorter or just barely meets the minimum page requirements.	Student is at ease with content, but fails to elaborate adequately to demonstrate full understanding. Papers are usually slightly longer than minimum requirements.	Student demonstrates full knowledge (more than required). Concepts are summarized and cited. Relevance of concept to example is explained. Explanations and examples illustrate solid understanding of concept. Analysis is thorough and detailed. Synthesis of many ideas is strong. Paper is often longer than required minimum.
Critical Thinking	Student provides very little detail about situations under discussion. Reflections do not reveal accurate understanding of course material. Limited ability to analyze, synthesize, or apply course material.	Student provides some description of situations under discussion. Reflections are limited in scope. Student able to identify appropriate concepts for situation under discussion but details provided are limited or inaccurate.	Student demonstrates knowledge of course material. Student provides analysis of situations, is able to synthesize several ideas from course, and provides reflections about the use of course ideas. Student applies concepts to situations using some detailed explanations.	Student demonstrates comprehensive knowledge of course material. Student provides astute and detailed analysis of situations, using course terms and concepts accurately. Student synthesizes many ideas from course and provides thoughtful reflections about the use of course ideas. Student applies concepts by describing the use of course concepts in unique personal situations.
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps	Student presents information in logical sequence which reader can	Information in logical, interesting sequence which reader can follow. There is a well-

- Please note the rubric specifies APA style citations and References.
- Also note this is how your papers will be graded.
- If you choose to write a final exam research paper your paper will be graded based on this writing rubric including the annotations. This is a final exam and will be graded as such.

Please Note: Each person reads at a different speed. You are responsible to manage your time and come prepared to discuss the material in class as well as, to complete the chapter readings before the tests. Each chapter is between 30-40 pages in length. I do not cover the textbook material chapter by chapter. Do not assume you can sit in the class, take notes, and not read the text. Exams unless otherwise noted will cover the textbook material

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. You may hand in the assignment (hard copy), you may turn in a, CD or you may send an e-mail attachment in MS office format only.** 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.

1. Do you feel empowered in conflict situations? After reading the chapter on conflict how would you describe your preferred conflict style? How do you verbally respond to conflict situations? How do you nonverbally respond? (Hint use the textbook for the terms, be sure to cite the textbook correctly) (Value 3 pts)

2. There are two types of shy people; shy introverts and shy extroverts what are some of the differences? How does shyness affect a person's self-concept, self esteem and reflected appraisal? (Hint you will need your notes and textbook to answer these questions) In what types of situations do you experience shyness? (Value 3 Pts) For more information on this topic go to <http://www.shyness.com/> and explore the site. There are various self-quiz options for you to explore as well as, The Encyclopedia of Mental Health for more information on shyness.

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

6. 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 post the course syllabus on the web for other students to access. (Value 6 pts). **For this assignment, I must receive a CD or electronic copy with the translation in MS WORD.**

7. For those of you who have taken or are currently taking an **online class**, and would like to get some extra credit by sharing that experience with me this is an option to pick up some extra credit points. I have some questions I would like you to address in a short two-page paper. Send me an email if you want to complete this option and I will send you the questions. (Value 3 pts)

8. **Study Groups:** There are various ways to study for this course, one of the most effective is to establish study groups and meet regularly to review the course material in a discussion format. A group is quantified as three or more people. The study guides have been provided for you on the Instructor Website. Here is a website to help you create your own flashcards and other study aids called Quizlet and it is a great way to pool your resources and teach one another the material <http://quizlet.com>. I would encourage you to divide the material between your study groups and meet to teach one another what you have learned and are learning from the class as well as from the textbook. Because I believe this will help you to prepare for the exams, particularly the second exam, which is more difficult, I will provide you with extra credit. To get extra credit you must as a group: 1. decide how to divide the workload between you. 2. Exchange e-mail, phone numbers etc. so that you can contact one another. 3. Meet together a minimum of four times. 4. Complete the second study guide as a group. 5. Complete a peer review for each person in the group including yourself, rating each person's participation in the group, yourself included. 6. Turn in a typed copy of your groups study guide and a summary of the discussions (Value 1-10 points).

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**

April 27-29	Chapter # 7	1 this week Study Guide 2 Watch: If Asians said the things white people say.	directions" Decide which three to focus on, then begin practicing them.
Week 6: May 4-6	Textbook Chapter # 9	Watch:	M: Post rough draft of skills W: Read and Respond to your peers rough drafts. SU: Skills paper due
Week 7: May 11-13	Textbook Chapter # 10 & 11	Review for Test 2 bring textbook and study guide	M: Review for Test 2 W: Test 2 Ch. 5,7, & 8 Read case study before Monday.
Week 8: May 18-20	Textbook Chapter #12	Make-up Test 2 this week T- M.	M: Group Project -assigned to groups for case study. W: Speeches due, begin discussing case study online.
Week 9: May 25-27			M: Memorial Day W: Su: Peer, and self assessment as well as group paper due online.
Week 10 June 3-5		Review chapters and lecture material for final exam	W: Final Reflection paper due. Final Exam Ch. 10, 11 and All Lecture Material Final Papers due All Extra Credit is due this week