

Welcome to COMM218: Interpersonal Communication. I hope that you can benefit from this course related to your own interpersonal relationships, regardless be they face-to-face or online. Below you will find the syllabus for the course. Please read through it CAREFULLY, paying special attention to assignment deadlines. A calendar with **ALL** assignment due dates for the ENTIRE TERM is included, so late assignments are not accepted.

We will focus on the development of interpersonal communication knowledge and the improvement of interpersonal communication skills, both in the context of face-to-face and online relationships. We will move toward these goals by exploring various aspects of theory and practical skill development in the interpersonal communication process. The various aspects of interpersonal communication which we will explore include the communication process, self- concept, perception, emotions, language, nonverbal communication, listening, relationship development, communication climates and conflict resolution. Exploration of these topics will involve readings, discussion boards, video clips, written assignments, homework assignments, and exams.

Success in this course is largely dependent upon your willingness to be an active participant. Additionally, students who successfully complete this course are willing and able to use the technology necessary to access web information, down/upload assignments, and communicate. You must also be a self-disciplined, independent learner with college level reading and writing skills. Completion of WR121 AND RD90 is **STRONGLY** recommended. Students who successfully complete this course 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 context interpretation.

TEXT: Adler, R.B., Rosenfeld, L.B., & Proctor II, R.F. (2015). Interplay: The process of interpersonal communication (14th ed.). New York, NY: Oxford University Press. ISBN: 9780190646257

EVALUATION AND GRADING:

Assignments	Points	Grade Scale	
Homework Assignments (6 @ 15 points each)	90	576 – 640	A
Discussion Board Posts (10 @ 20 points each)	200	512 – 575	B
Discussion Board Responses (20 @ 5 points each)	100	448 – 511	C
Exam #1	100	384 – 447	D
Exam #2	140	383 ≥	F
Syllabus Quiz (extra credit, up to 10 points)			
Assessment Pretest/Posttest (2 @ 5pts)	10		
Total	640		
NOTE: Final letter grade may be lower at the end of the term. See the "ATTENDANCE" policy for more information.			

ACTIVITIES/HOMEWORK: Each week there will be a discussion board post, responses to other students' discussion board posts, and a homework assignment covering the concepts we are discussing in the lecture that week. Homework assignments will involve watching a video on Moodle and completing/submitting a worksheet on Moodle. Discussion board posts will involve responding to questions posted each week including responding to two (2) other students' discussion board posts. All assignments will be submitted via Moodle. Make up activities will not be offered.

EXAMS: Week 4 and week 10 there will be an exam covering the materials presented from the previous week's lectures. Exams will be multiple choice, matching, and short answer. Exams will NOT be cumulative. A study guide will be provided before each of the exams, available on Moodle.

DEADLINES: Discussion board posts are due on Tuesdays by 11:59pm. Responses to other students' discussion board posts are due Fridays by 11:59pm. Homework assignments will be due Sundays by 11:59pm. See calendar below for all due dates. After the due dates, assignments are late and not accepted. If you miss a deadline, it is NOT acceptable to simply email an assignment.

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24 HOUR POLICY: Once graded work is handed back you must wait 24 hours before asking questions about the grade you earned. Comments are written on all graded work, so please take the time to read the comments before asking questions as many times the questions that arise are answered in the comments.

WRITTEN ASSIGNMENTS: For all assignments they must be typed, double – spaced, and proofread. Use of conventional spelling, complete sentences, and a formal approach is required, meaning “text” language, emojis, or abbreviations are not appropriate.

END OF TERM GRADE DISCUSSIONS: Please accept responsibility for the grades that you earn. I do not give out grades rather you earn them based on the direct efforts that you put into the course. I understand that “life” happens, the unexpected arises, and the unthinkable emerges at inopportune times for all of us; 2020-2021 has been a pristine example of this. I am always willing to discuss life situations with if need be. I will not engage reasons why your work is incomplete, I will not haggle for points, nor will I change grades especially at the end of the term. Claim responsibility for your grades. The grade you want is a result of the work you put in, empower yourself.

ACADEMIC HONESTY: Academic honesty is always expected. Using someone else's work, information, or ideas as your own and/or without proper citations can lead to failing the assignment or the class. In short: do your own work. It is your responsibility to familiarize yourself with LBCC's [Student Code of Conduct](#). Academic dishonesty is any action that misrepresents a student or group's work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process. Prohibited behaviors include but are not limited to doing or attempting the following actions: Cheating, Plagiarism, Falsification, Assisting, Tampering, Multiple Submissions of Work, or Unauthorized Recording and Use (including but not limited to class lectures). Any violation of the Student Code of Conduct policy will not be tolerated and will be dealt with in accordance with the procedures outlined by the University.

COMMUNICATION: Email is the best way to get in touch with me. However, there are a few stipulations that you need to follow when sending me an email:

- I will not open nor respond to emails that come from a “personal” email address. As an LBCC student, you have a school email address which all correspondence with me needs to come from. When sending an email to the class it will come from my cooke@linnbenton.edu email address. You may also use your OSU student email if you are dual enrolled. Please make sure that your email does not filter out emails that come from me. **DO NOT send emails to erin.cook.3930@mail.linnbenton.edu!**
- Please be sure to sign your emails with your first and last name, otherwise I won't know who you

are or how to answer your questions or concerns.

- Please include 218 in the subject line of your email.
- During the week, I will respond to emails at various times throughout the week but not in the evenings or over the weekend. If you have not heard from me within 24 hours of emailing me during the week, then you can send a *courteous* and *professional* follow up email.

CENTER FOR ACCESSIBILITY RESOURCES: LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](#) for steps on how to apply for services or call (541) 917-4789.

NONDISCRIMINATION: LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status.

INCLUSION, CIVILITY, DIVERSITY, AND RESPECT: The LBCC community is enriched by diversity. Everyone has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. There may be views and opinions that contradict your own. Everyone has the right to their own opinion as well as the right to express their opinion. What people do not have the right to do is to impose those opinions upon others. Keeping the expression of thoughts and ideas open is beneficial in allowing everyone to be involved in the learning process.

ASSIGNMENT CALENDAR: (I RESERVE THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS ANY TIME DURING THE TERM.)

Week	Monday (Lecture Video & Slides)	Tuesday (Discussion Board)	Friday (Discussion Responses)	Sunday (Homework Assignment)
1	6/28 Course Intro; Ch. 1 Assessment Pretest	6/29 DB1: Who Am I?	7/2 DB1 Responses	7/4 Shrek Syllabus Quiz
2	7/5 Ch. 2	7/6 DB2: I vs. C	7/9 DB2 Responses	7/11 Diversity Day
3	7/12 Ch. 3; Ch. 4	7/13 DB3: Who Are You?	7/16 DB3 Responses	7/18 Bridget
4	7/19 Ch. 5	7/20 DB4: How Often	7/23 DB4 Responses	7/25 Exam #1
5	7/26 Ch. 6; Ch. 7	7/27 DB5: Travels	7/30 DB5 Responses	8/1 One Up

6	8/2 Ch. 8	8/3 DB6: Work Emotions	8/6 DB6 Responses	8/8 Inside Out
7	8/9 Ch. 9	8/10 DB7: Phone Swap	8/13 DB7 Responses	8/15 D&G
8	8/16 Ch. 10	8/17 DB8: Love is Blind	8/20 DB8 Responses	8/22
9	8/23 Ch. 11	8/24 DB9: Colors	8/27 DB9 Responses	8/29
10	8/30 Ch. 12	8/31 DB10: Conflict Style	9/3 DB10 Responses	9/5 Exam #2