

College of Southern Nevada
 Department of Communication
 COM 102, Interpersonal Communication, Section 4001, Fall 2018

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Office hours:	M/ W 9:30-10:50am; MW 2-3pm
Class days/time:	M/W 11:00am-12:20pm
Classroom:	Henderson Campus, C Building, Room 228

Textbook/Required Materials

Wood, Julia. *Interpersonal Communication: Everyday Encounters*, 8th ed. Boston: Cengage, 2014. Print.

• This book is available at the CSN bookstore.

1) **You may find cheaper copies to purchase online.**

2) *If you have a financial hardship that makes obtaining your textbook difficult or impossible, then please come talk to me.*

Each day bring to class: your textbook (an electronic or paper copy); notes from readings; paper to write on; writing utensil; and a printed copy of the syllabus and course calendar. **If you fail to bring these to every class, you are not prepared.**

Course Description

This course introduces students to theories and practices in effective and ethical interpersonal communication, with written and real world applications. Topics include: perception, using verbal and nonverbal symbols, listening, self-disclosure, interpersonal conflict, and developing and maintaining relationships. Students will apply these concepts in systematic, learning opportunities: textbook readings, exam and quizzes, and in-class exercises, one presentation, and various written assignments.

Course Rationale

Each one of us is an individual, with differing and unique goals, values, and life experiences. However, humans are a social species, meaning that—to one degree or another—we must rely on other individuals in order to get our physical and emotional needs met. These inter-active and inter-dependent relationships with other human beings begin at birth, and become more and more complex throughout our adult life. Throughout the course of history, humans have conducted these complex relationships in many different ways: practically, coercively, selfishly, and selflessly. **In this course, we will strive toward *ethical* interpersonal communication, which strikes a balance between *recognizing and honoring the needs and values of the self, with recognizing and respecting the needs and values of others.***

Interpersonal communication (IPC) is complicated, and therefore worthy of our study, because a) it occurs in multiple cultural, sociological, and personal contexts, and b) it changes from situation to situation based on those various contexts. By studying the dynamics of IPC you will gain an appreciation of its importance in our complex world, while also developing the competencies of an effective, empathetic, and ethical relational partner.

In this course, we will explore the many facets of IPC including—but not limited to—the following questions: How do personal relationships form? How are they maintained? How do they disintegrate? What role do relationships play in human experience? What does it mean for you to be a good friend, a good partner, a good parent, a good daughter/son, a good co-worker, or a good teammate?

Through course readings, lectures, in-class activities, journal writings, and student presentations you will engage in thoughtful examination of perhaps the richest aspect of life: our interactions with other human beings. In the process, you will gain a critical understanding of yourself and your connection to the people around you.

Student Learning Objectives

By the end of this course, a student will be able to:

- 1) Examine theoretical perspectives on interpersonal communication.
- 2) Explain the effects of perception on human communication.
- 3) Adapt language to various contexts.
- 4) Recognize the impact of nonverbal messages on the sender/receiver.
- 5) Utilize appropriate conflict management.
- 6) Identify stages of relationship development.
- 7) Explain appropriate self-disclosure.
- 8) Demonstrate active listening skills.

Score	Major Assignments:	Point Value:	Est. % of Course
	QUIZZES and EXAMS		
	· Chapter Quizzes	220	24%
		20 points each	
	- 12 quizzes given; 11 graded*		
	* lowest quiz score is dropped		
	· Midterm	100	11%
	· Final Exam	100	11%
	WRITTEN ASSIGNMENTS		
	· Journal Submissions		225
25%			
	75 points each		
	- collected 3 times throughout semester		
	· Interpersonal Development Paper (IDP)	100	11%
	- IDP Part 1	35	
	- IDP Part 2	65	
	OTHER		
	· Individual Presentation—Concept Facilitation	100	11%
	· Class Participation/In-Class Activities	55	6%

900 points TOTAL

Canvas Grade Book and Keeping Track of Your Grade

I will update the Canvas grade book regularly throughout the semester.

Grade Scale

B+ = 779-805 points

C+ = 689-715 points D+ = 559-625 points

A = 842-900 points B = 752-778 points C = 662-688 points D = 572-598 points F = 0-535 points

A- = 806-841 points B- = 716-751 points C- = 626-661 points D- = 536-571 points

** When submitting final grades, I will round your score to the nearest whole percentage point**

OVERVIEW OF COURSE ASSIGNMENTS:

Quizzes and Exams

Quizzes

There will be 11 quiz scores counted toward your final grade. I will give a total of 12 quizzes on every assigned chapter from our textbook, and will drop your lowest of these 12 quiz scores from Canvas at the end of the semester.

- These quizzes are to be completed outside of class, online through Canvas, and they must be completed using the **Respondus web browser**.
- These quizzes are due 11:59pm on the day of their listed due date.
- Any quiz is available to take at any point during the semester, but ***you may only take it once***. **Regardless of personal or technological issues prohibiting a student from completing a quiz, I do not allow for make-up quizzes.**
 - I will post the answers to these quizzes no later than 1 week *following* the quiz due date.
 - You can find the quiz keys in Canvass, under “Files” < “Quiz Keys.” I publish these keys after the quiz due date.

Midterm and Final Exam

There will be a midterm and a final exam. They will be taken in class and they will deal with the reading and lecture material. The midterm will cover the textbook chapters 1-6, and the final exam will cover the textbook chapters 7-12. These tests will be some combination of multiple choice, true/false, short answer, and essay questions. I will provide study guides for both exams, and you will be able to use 1 sheet (front and back) of hand-written notes during the exam.

Written Assignments

There are two major written assignments: journal entries and your Interpersonal Development Paper (IDP).

All written assignments should be typed, double-spaced, in a standard 12 point font. You may quote and cite the textbook or any outside material, but you must adhere to proper MLA standards when doing so. *Your writing should be thoroughly edited and display college-level standards of grammar, punctuation, sentence structure, and spelling. I do not award the grade of A to any written work that does not display these standards.* If you have trouble achieving these standards, visit Centers For Academic Success for assistance with writing and editing.

Journal Entries

Throughout the semester, and outside of our class meetings, you will respond to various written prompts that connect course concepts to your own life. I will always make these journal prompts available through Canvas. I will collect your journal entries for scoring at three different times throughout the semester. Each submission will contain multiple journal entries.

Interpersonal Development Paper (IDP)

In this paper, you will focus on an interpersonal relationship that you are currently involved in and create a plan for improving it. The assignment will be collected in two parts—one towards the middle of the semester and one at the end. I will make the assignment criteria available on Canvas in a timely fashion.

Other

Individual Presentation—Concept Facilitation

Early in the semester, each student will select a chapter from our textbook. From that selected chapter, you are to pick a single interpersonal communication concept. You will lead the class in an explanation of that concept, and offer some sort of exercise, activity, or artifact that brings this IPC concept to life. Creativity is encouraged. These presentations and activities should fall between 10-20 minutes.

Class Participation/In-Class Activities

The best way for us to make IPC concepts useful is by seeing how they play out in real people's lives. I will provide various examples during lectures, but our conversations and lessons will

be much richer if each of you are willing to share about your lives and experiences.

When assessing your final participation score I will consider the following: Did the student pay active attention in class (refrain from texting, refrain from doing outside classwork, refrain from sleeping, etc); Did the student speak/actively participate rarely, sometimes, or often? Was the student verbally and nonverbally respectful of others?

COURSE POLICIES:

Attendance Policy

You are expected to attend and participate in every class session. An attendance sheet will be passed around at the beginning of sessions. It is your responsibility to sign this sheet every session. I allow for four (4) absences without point deduction. I do not expect or require notification or explanation for any absences. While I do encourage communication with me, I follow this policy because I do not think it is appropriate for me to require students to disclose personal or medical information. If you want to tell me why you were absent, you can. However, do not feel compelled to disclose something you wish to keep private.

Please be wise with your use of these 4 absences. Every absence beyond the (4) “freebies” will result in a 2.5% reduction off your final grade. In my class, the only excused absences, beyond the 4 freebies, are: 1) official college approved absences for university related events (e.g. a job fair required by your major) with proper documentation (e.g. a letter with date/time, name of event, and signature of a faculty member or administrator); 2) jury duty, or witness subpoena w/ proof; and 3) official police or military related events w/ proof. Unexcused absences include: doctor appointments; sick days; bereavement; court dates, and job interviews. Again, it is very important that you save your four free absences in case of events like these.

At my discretion, I reserve the right to suspend/adjust this absence policy in the case of serious health, family, and personal emergencies. In the event of a prolonged absence, work with me as soon as possible to find an appropriate way to proceed. If you do not feel comfortable working with me, please contact Student Affairs (702-651-7374) so that they can work with me on your behalf.

Late Attendance

Tardiness irritates me. I find it inconsiderate and rude when a person is late frequently. I understand that from time to time things happen that are outside of our control, which cause us to be late to class. However, these instances should be rare. If I perceive a pattern of lateness on your part, it will begin to negatively effect your grade. *If your travel arrangements or work/family obligations regularly prevent you from being present in class from the beginning to the end, then you should drop this course.*

Missed/Late Work

If you are absent, then it is your responsibility to understand assignment criteria and to complete all assignments by the original due date. Copies of all assignments prompts will be made available to you on Canvas.

I do not allow for make-up work. If you are having difficulty completing an assignment on time, then speak to me about it in private and before the due date, and I may agree to an alternative due date.

Canvass

Be in the habit of checking your email and Canvas regularly to stay up to date on announcements. Consider using the notification function in Canvas. I will post various assignment prompts, course notes, and resources to

Canvass. Failure to learn how to navigate Canvass constitutes a lack of preparedness for this course. Contact the **CSN Help Desk** for any technology issues: 702-651-4357.

Email

Contacting me by email is the quickest way to get in touch with me. I regularly check my email Monday-Friday. In general, I will respond to an email within 24 hours.

With this in mind, **I expect your emails to be courteous, semi-formal, and properly punctuated.** Use the subject line and an appropriate greeting when beginning an email to me. ***Do not email me as if you are texting a friend; I am not your friend, I am your professor.*** Do not email questions that you could easily find the answer to in this syllabus, course calendar, or through Canvas (for example: “When is X assignment due?”)

Technology

- The use of **CELL PHONES** is prohibited in this classroom. Keep them on silent and out of sight during my instruction. If you need to access your phone during class, then excuse yourself and do so in the hallway.
- **LAPTOPS** are not needed in this class. Keep them out of sight during my instruction.
- Do not wear **HEADPHONES or EARBUDS** during my class instruction.

If you have special circumstances that require you to access any of these devices during class, then please let me know ahead of time.

FYI: A recent study showed that: 1) Students who regularly text in class experience an average drop of half a letter grade in the course; 2) Students with laptops consistently open during class score, on average, 12% lower on tests than their classroom peers:

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1045&context=dberspeakers>

Academic Honesty

You should know that presenting another person’s work as your own, even if by accident, is a serious violation of CSN’s *Student Academic Integrity Policy*. This policy requires instructors to report instances of plagiarism/cheating to Student Affairs. See policy here: <http://www.csn.edu/studentacademicintegrity/>.

Whether quoting or paraphrasing (or even summarizing) someone else’s work, you should cite your sources; failure to do so constitutes an act of plagiarism. This policy applies to journal entries and all other submitted papers. Buying a paper online, copying text from several web sites, **turning in work generated in another course** you have taken, or turning in someone else’s paper (even with a few words changed) are all examples of plagiarism when you claim such work as your own. (**Note: As services selling such papers have increased in number, so have services that track plagiarism using sources from the Internet.**)

Suspected cases of plagiarism will be investigated following *Student Academic Integrity Policy*; if I do find that you have plagiarized or engaged in any other act of academic dishonesty, you may face failing the assignment, failing the course, disciplinary censure, and/or suspension from the college, depending on the details of the case. A good rule to follow: when in doubt, cite where the information is coming from. If you are uncertain whether you are citing sources sufficiently and appropriately enough to avoid plagiarism, please consult your instructor or a tutor at the Writing Center.

Accessibility

I strive to be conscious of and sensitive to disability issues. In the spirit of the Americans with Disabilities Act (ADA), I wish to make this course as accessible as possible to students with disabilities, temporary medical conditions, or mental or emotional health issues that may affect any aspect of course assignments or participation. I invite you to communicate with me at the beginning of the semester or at your discretion about any accommodations that will improve your experience of or access to the course. We can create an agreement to document accommodations. Here is the link to CSN's Disability Resource Center (the DRC): <http://www.csn.edu/pages/544.asp>, and CSN's statement on the American's with Disabilities Act (ADA): <http://www.csn.edu/pages/2566.asp>.

Civil Discourse

Given the nature the interpersonal communication course, it is likely that you and your classmates will reveal personal information about your relationships and identity. I expect all of us to treat these self-disclosures with utmost respect.

Additionally, this is a college classroom, so we will be dealing with serious, adult topics that may be controversial to some. This is necessary for an open and free society and is central to a college education. While I believe in tolerating diverse views, as well as open and free speech, **I will not tolerate hate speech**, sexist, racist, homophobic, sizeist, abelist, or ageist speech. I also ask you to refrain from raising your voice, or interrupting others while they are speaking.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, contact Debbie Tanner (702-651-5783) or Eric Gilliland (702-651-7841) for assistance.

* Related to this issue, please let me know if you have a preferred name or preferred gender pronoun that you would like your classmates and me to use when addressing you.

CSN STUDENT SERVICES:

Centers for Academic Success

The mission of Centers for Academic Success is to foster a positive and caring learning atmosphere that supports classroom instruction and overall student success. **Free one-on-one tutoring** and drop-in labs are available – visit <http://www.csn.edu/tutoring/> for more information. Tutors are available in most subjects to provide learning support and help you improve your academic motivation and performance, enhance your self-esteem and confidence as an independent learner, and achieve your educational, professional and personal goals. **Charleston Campus** – (Room D-203; 651-5732) – **Cheyenne Campus** (Room S-247; 651-4232) – **Henderson Campus** (Room B-201; 651-3125)

Library Workshops

College Library Services offers ongoing research workshops throughout the semester. Bring your topic or assignment to one of the workshops on the basics of locating and citing quality information and receive in-depth assistance with a librarian. Check out the schedule at <http://www.csn.edu/LibraryWorkshops> or call 651-5729 for more information.

Advising

If you are a new student or have no declared major, you will meet with a CSN success coach for all your advising needs, including course planning and career exploration services. Success coaches are located in Student

services areas and their contact information is available at <http://www.csn.edu/success>. If you are a student who has declared a major, CSN has assigned you a counselor who is an expert on your declared major and can help you effectively navigate your program. This counselor's office is located in the academic school (i.e. the School of Arts & Letters) in which your declared major resides. To find out whom your counselor is and make an appointment, go to www.csn.edu/success, or contact the CSN Call Center at 702-651-5555.

Counseling and Psychological Services (CAPS)

Creating, protecting, and maintaining your mental and emotional health are vital to your success at CSN. We all go through difficulties in life—especially in college—and can benefit from other people sometimes. Please take advantage of your access to CAPS wide variety of free and confidential psychological services designed to help students in their emotional, relational and behavioral growth. Learn more about CAPS here: <http://www.csn.edu/pages/665.asp>.

Refund Policy

CSN's refund policy for course withdrawal:

- 100% withdrawal first week of instruction
 - 50% withdrawal before the end of the 2nd week of instruction
- No refund after the start of the third week or for application or admissions.

More information is available at <http://www.csn.edu/success>, including information about short-term class refunds.

CSN Catalogue→ Here is the link to the CSN Catalogue: <http://www.csn.edu/pages/660.asp> (which explains your rights and responsibilities as a student).

Disclaimer→ The syllabus and schedule of this course is subject to minor changes with the advanced notice of the instructor.