COM 220: Interpersonal Communication: Blended

Contact Information:
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Home office: (407) 328-1549 (please call before noon if possible)
Virtual Office Hours: I will check the Bb site daily to see if you have any questions. I am also available to meet in person by appointment and will be on campus before class each week.

Note: If questions are general or related to class assignments, please use the “ASK THE PROFESSOR” thread on the discussion board so that others will see your question and my response. I will check this daily and typically respond within 24 hours of your question.

Technical Problems with Blackboard: 407-628-6363

Textbook Required:
- Wood, Julia, *Interpersonal Communication: Everyday Encounters*. I use the 6th edition which you can find online at reduced cost – FYI; I purchased mine for under $10. Note: you can use any edition of this text, but will be responsible for matching pages if necessary. All exams will cover common areas between multiple editions.

Additional Readings: *Ouch!* By Leslie Aguliar. I have purchased copies of this booklet and will make them available to the class.

Technology: You will need access to the Internet, a computer with a speaker and microphone, or a phone to call in to the conference. We will use the WebEx software which I will demonstrate this during orientation. This program does not require any additional software but you should log on in advance to avoid technical problems. If you do not have the proper technology, you will need to go to the library when we have virtual classes and use their headphones.

Course Description: This course explores one-on-one communication with significant others in personal and career situations. Students will develop strategies for adjusting communication patterns to improve interpersonal relationships that enhance their effectiveness within the complex stages of human relationships.

Units of Instruction:
- The process, principles and nature of interpersonal communication
- Communication and self-concept
- The impact of perception on interpersonal relationships
- Using emotions to express feelings and to influence others
- Building bridges with language and words
- Communicating in a virtual world
• Relational dynamics
• Listening to improve interpersonal skills
• Strategies for managing interpersonal conflict

Course Objectives: Upon completion of this course you should be able to:
1. Describe several strategies for adjusting communication patterns to improve interpersonal relationships
2. List and describe common causes of miscommunication in interpersonal communication.
3. Explain several theories and describe how they reveal insight to interpersonal communications.
4. Describe the stages of intimate relationships
5. Demonstrate the use of non-verbal communication to influence others
6. Identify the behaviors of good listeners
7. Explain several choices for managing conflict in interpersonal relationships
8. Describe positive and negative behaviors that demonstrate influence by the use of emotions
9. List examples that demonstrate the use of language to build both bridges and to create barriers
10. Apply theoretical constructs to assess and improve interpersonal communication both socially and in work settings

Method of Instruction: Students will work independently and in online groups to read, reflect and apply materials presented through the textbook and online activities. Competency will be demonstrated through thoughtful reaction papers, comprehensive portfolio study, exams and virtual conversations.

Role of Instructor & Student: The instructor is a class facilitator, resource, and guide whose responsibilities include designing activities and assessments that supplement the course textbook and encourage social learning through virtual group activities. The course design will lead the student to interact with the materials, the instructor, and other students. The instructor will provide feedback and reflection to guide the student to deeper understanding of interpersonal communication.

The student is solely responsible for his or her learning that occurs in this environment. The degree of comprehension and application will be directly related to the level of dedication the student chooses to access. As such, greater responsibility is placed on the student to clarify his or her learning objectives and provide feedback to the instructor to ensure that those objectives are known. Additionally, the student is expected to assist other class members in their learning by full participation in all online discussions.
Grading:

- Weekly Online Learning Activities: 20%
- Two Reaction Papers 20%
- Exams 40% (15; 15; 10)
- Final Portfolio: 20%

Due Dates: Deadlines are announced in advance and are final. Do not expect to make up work, as a substitute for work that was required but never turned in. All learning activities and are due online by at noon on the date they are due and will not be accepted late.

For all other assignments a late penalty of 10% will be assigned if not received on the due date, and papers will not be accepted after one week. See all Due Dates on the course calendar.

Online Learning Activities:
Each week you will be submitting assignments for online activities in the Group Room or Discussion Board. In most cases, you will be expected to interact with the other students by posting additional comments. Your promptness and completeness as well as your critical thinking in these cases will be reflected in your final grade.

Grading Criteria for Online Discussions.

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<td>Not submitted on time</td>
<td>Limited responses that only touch the surface of the answer. Repeats previous comments with vague input such as “me too” or “I agree” Does not build the usefulness of the discussion or the sense of community within the group. Postings are minimal or late, and do not show a comprehension of material.</td>
<td>Completes the assignment as required by responding with a useful answer or comment in a timely manner such that others can gain additional insight. Supports the online sense of community by reinforcing others and creating a welcoming place for discussion. Responses are posted on time to allow feedback and discussion.</td>
<td>Completes assignment by posting insightful ideas that are fully developed and demonstrate a genuine understanding of the topic. Comments often extend the discussion and offer unique opportunities to apply the material. Timeliness of posting allows a full conversation to emerge and encourage a strong intellectual online community.</td>
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Reaction Paper: These papers will be between 4-5 pages in length and are a reflection of your thoughts and opinions related to the activities and reading assignments. These are intended to be critical thinking exercises that capture your reflections regarding what you are currently learning and experiencing at a depth and introspective level. Your paper should provide
concrete examples and demonstrate that you are reading the course material carefully. You may find it helpful to keep a private journal of your thoughts as a way to recall relevant information and ideas. All grades will be assigned based on the writing criteria attached.

Class Attendance: The course has required specified meeting dates delivered face to face or through online class meetings. Attendance is expected and will be recorded to provide insight regarding individual effort. During these meetings, the instructor will clarify specific points and facilitate learning through discussions and activities.

Note: Anyone who misses three of the required meetings will automatically fail this class. Required virtual classes will always be conducted on during the class time frame and therefore you should plan your semester to be “in attendance” every week just as in a traditional class.

Late arrivals and early departures are disruptive to the instructor and negatively impact the learning environment. Please arrive to class on time and plan on being present during the entire class to receive credit for attendance.

As a positive incentive, anyone with perfect attendance will have the option of taking the final exam and deciding if they want to count it towards their exam grade, or counting Exam 1 and Exam 2 only (20% each).

Portfolios

Select a significant person who has been in your life for more than 1 year, such as a close relative or friend. Using this relationship as a research perspective, you will build a portfolio that contains information that will enhance your understanding of the communication dynamics within that specific relationship. As you read the textbook, or respond to various activities, use this relationship to create a lens that enhances your understanding of theoretical concepts. The portfolio is organized into the following sections and each section will be sent to the Assignments Link.

- Section 1: Introduction – 10 points
  This is a 2-3 page introduction that includes a description of the individual you will use for your portfolio project and focuses on the communication aspect of your relationship. Explain why you selected this individual and what you would like to learn regarding communication within this relationship. Provide an objective analysis of your current communication style when interacting with this person and discuss what you would like to improve on this semester. You may find it helpful to do a few individual assignments to see how you identify certain areas in which you could gain new insights.

- Section 2: TV or Film Comparative Analysis – 20 points
  Select a movie or TV program that exemplifies the relationship you are studying. In 4-5 pages, describe how the relationships in the media are similar to yours. For
example, tell about a problem that the characters were involved in that reminds you of your relationship. How did they solve their problem? Is this different or similar to the way you would resolve your problems with your portfolio subject? The purpose of this assignment is to demonstrate terms and concepts that you’ve been studying throughout the semester and show you understand these by using an applied perspective. Note: this is not a movie review, but is a device to create a comparison between real life and a media example demonstrating your knowledge and use of interpersonal communication terms and concepts.

• **Section 3: Two Articles on your relationship—30 points**
  Select two articles (one scholarly and one mainstream) that will enlighten you regarding the relationship you’ve selected for your portfolio. For example, if you’ve selected your sister, find two articles on communication between siblings. **You will submit a complete copy of each article you selected AND they each need to be highlighted and annotated to show your reaction to what you are reading in order to receive full credit.** Then write a (2-3 page) summary describing what you learned from each article and how you can use the information to enhance your relationship.

  **Note:** You will write a separate 2-3 page summary for each article. Your grade on this section will include the quality of your annotation (notes within the article), your choice of articles, and the quality of your application of learning articulated in the summary. There is a list of scholarly journals from which you can select your article. If you are not sure if your article is scholarly – ask me before you submit it. Mainstream articles are found in any magazine that you might buy in the grocery store such as Time, Newsweek, Fortune, People, Oprah, etc. or you may use an article found on the web, but remember, it must be at least 3 pages in length.

• **Section 4: Written Summary – 40 points**
  Summarize what you have learned this semester as it related to the behaviors involved in your relationship. This should be a comprehensive review of the theory, models, and experiences you’ve worked on all semester. Draw a comparison to the paper you turned in for Section 1, review your online activities and papers, and capture what you have learned based on your original goals. What do you still need to learn to be an even better interpersonal communicator? The purpose of this assignment is to demonstrate terms and concepts that you’ve been studying throughout the semester and show you understand these by using an applied perspective. This paper should be reflective and provide examples to illustrate your conclusions and demonstrate your knowledge of interpersonal communication (~4 pages). You may wish to show comparisons in how you completed earlier assessments to indicate any changes in your critical thinking or understanding of the subject.
Academic Honesty

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Go to the following link to be sure you understand what plagiarism is:
http://www.indiana.edu/~istd/plagiarism_test.html

Grading Criteria for Written Assignments

An “A” paper addresses the assignment carefully and thoughtfully, and then goes beyond it to say something original. It demonstrates critical thinking and deep reflection that is clearly outstanding. It is grammatically and structurally strong and shows a writer who has taken time to construct a solid piece of writing with an obvious interest in learning something about themselves through sincere analysis.

A “B” paper addresses the assignment and shows a good approach to the topic. This paper is above average from the typical paper because it demonstrates complete understanding of the purpose of the assignment, or a complete understanding of the topic. The paper adheres to good writing principles both grammatically and structurally, and the reader is able to clearly understand what the author intends to convey.

A “C” paper addresses the assignment but does not go beyond it in any significant way. It is the represents the minimum amount of effort that still completes the work. It may lack a clear structure and critical thinking. There may be some grammatical and structural problems with the writing style.

A “D” paper may somewhat address the assignment but seems to miss its essential point or go off on a tangent that never connects back to the thesis. The paper lacks clear structure, critical thinking, and
an organized format. It is difficult for the reader to understand the writer’s key points or position on the topic.

An “F” paper does not address the assignment. It reveals a lack of understanding or poor planning causing the author to throw together something at the last minute in hopes that the instructor will not notice.

Students with Disabilities
Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 37289. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu.

Last Date to Withdraw Without Academic Penalty:
Second Six-Week Term: July 21

Dr. Sue’s Class Pledge and Teaching Philosophy

In order to foster a challenging intellectual experience in this course, I have joined a number of other Rollins faculty members in a commitment to the following principles:

I. Believing that my high expectations are an indication of my respect for you and for your capacity to work at a level of excellence, I will follow these classroom policies. I will consistently use a grading criteria for written assignments and communicate this each semester in my syllabus.

II. Recognizing that the work done in class is only a small part of your acquisition of an education, I will design relevant and challenging assignments for this course. Please plan to spend an average of two hours outside of class for every hour in class in ways that will enrich your experience. I encourage you to be thoughtful in your selection of projects to maximize and personalize these learning objectives.

III. Your attendance and participation in class not only increases your learning, but it also creates a richer learning community. I will faithfully enforce the attendance policy stated in my class syllabus.

IV. Recognizing that college graduates must be able to communicate clearly and effectively, I will not assign A’s or B’s to papers marred by an accumulation of the grammatical errors, which are so serious that they are usually seen as the markers of an uneducated writer.
V. In fairness to all students in the class and with the knowledge that, in the world beyond college, workers are expected to meet deadlines even in the absence of ideal circumstances. I will faithfully enforce the policy concerning late work stated in this syllabus.

VI. I will assign evaluated work throughout the term; I will treat your work seriously and will respond to it as the serious endeavor of a serious student. You can expect a timely response from me on all graded work assignments.

VII. Knowing that ultimately your education is what you make it, I will encourage you to come to class prepared; I will encourage you to initiate conversations, ask questions, and comment on the readings and other assignments; I will encourage you to engage your classmates in lively intellectual exchanges.

VIII. Because I want to be a part of your intellectual growth and because I enjoy the play of ideas, I will be available to you during my office hours and at other scheduled times, and I encourage you to use those times, not just for discussions of grades and assignments, but also of the ideas generated by the class.