

COMS1300: Interpersonal Communication

Dr. Doran O'Donnell - Fall 2019

3 Credits: Online

Office Hours Wednesdays at 11:00 am until Noon, Yreka Adjunct Office



About the Class

This class is designed to offer a broad-range of communication theories to explain and/or predict interpersonal relationships. I hope by the end of this class that you will have a better understanding of how and why people communicate the way they do and hopefully use some of this knowledge in your present and future relationships to restrict judgments from forming prematurely, therefore improving the quality of your relationships.

Catalog Description

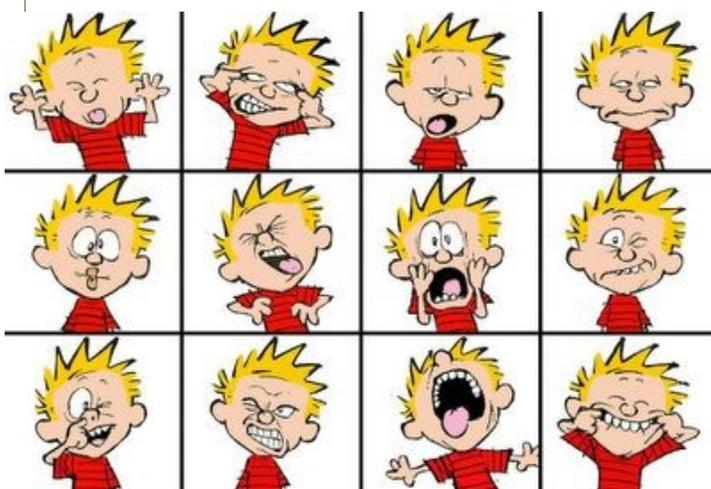
This course is an introduction to the process of human communication. Special emphasis is placed on an understanding of communication in relationships and everyday life including how to communicate ideas, thoughts, and feelings. Also, study of theory and research findings and their application to communication in personal and professional contexts as well as principles of verbal and nonverbal transactions.

This class is transferrable to UC and CSU Systems.

COMS 1300 *Interpersonal Communication: Spring 2018*

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Contact Information and Office Hours

Office: YREKA Campus Adjunct Office

Office Hours: 3:00–4:00 Wednesdays

Phone Number: 541-2910-2929 Cell

Website: www.doransclass.com

dodonnell1@siskiyous.edu

Visit www.doransclass.com for more information, chapter outlines, and practice quizzes (click our textbook).

Class Assignments

In a face to face class, I could have you meet with fellow students to do certain activities together. However, since this class is online, I had to rethink some of the activities to make it possible for you to do it with friends outside of class.

You will have a total of **4 short self-analysis papers** to do in this class each worth a total of 5% of your overall grade (for a total of 20%). Three of these short papers are nothing more than small lists or statements (with explanations) about who you are and/or how you view your own communication.

Since these papers are mainly self-reflections, grading will primarily consist of how completely you performed each section and on grammar, spelling, and format for each.

You will also have 2 more targeted perspective paper assignments that have you reflect on videos in class or on activities I have you do outside of class.

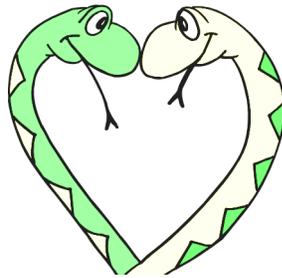
Each of these will be explained in-depth when assigned.

These papers will require that you incorporate lessons from class and/or use terminology from class in your analysis and may require that you do some research or activities outside of class to complete. **These last two papers are worth 10% of your overall grade each (for a total of 20%).**

All papers must conform to APA formatting and will be graded for grammar, spelling, proper formatting, and content. Please see people in the Academic Success Center for help if needed as these expecta-

tions will not change during your college career. You can find out more information here: <http://www.siskiyous.edu/tutoring/>.

In addition to the papers, you will have 4 tests over materials, each of which is worth 10% of your overall grade, and quizzes for each chapter (weekly) worth 1% each. The final 6% will come from participation which primarily comes from engaging with others in online forums throughout the term and actually giving meaningful feedback or comments. This doesn't mean you have to comment on every thread, but you should be engrained in discussions as they allow you insight to what others are thinking.



Grading Weights

Tests (4): 10% each (40% total)

Chapter Quizzes (1% each: 10% total)

No Quiz for Chapters 6, 10, and 13

Self-Analysis Papers (4) 5% each (20% total)

Perspective paper assignments 10% each (20% total)

Participation 10% total.
(Contributing to class discussions with meaningful dialogue)

Grades will be computed using a standard 10 point scale

A = 90 to 100%

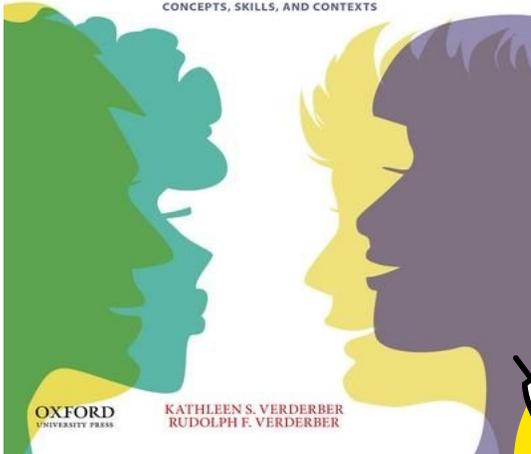
B = 80% to 89.5%

C = 70% to 79.5%

D = 60% to 69.5%

F < 60%

THIRTEENTH EDITION
Inter-Act
INTERPERSONAL COMMUNICATION
CONCEPTS, SKILLS, AND CONTEXTS



Verderber K.S. and Verderber, R. F. (2012). *Interact: Interpersonal communication: Concepts, skills, and contexts*. (13th ed.) Oxford,

Expectations

Disruptions:

Students may not engage in any activity in which I deem disruptive or counterproductive to the goals of the class. I have the right to remove students from class for not following specified classroom or online rules. I expect you to voice your opinion, but respect the views of others including those who may have vastly different views from you. Name-calling, threats, or bantering that harasses any individual regarding race, sex, or sexual orientation will not be permitted in this or any of my classes.

HOWEVER, this class will deal with issues of sex, sexual orientation, race, and other "touchy" subjects and it is perfectly fine to bring up these issues or any

questions you may have or want to discuss. If I find certain topics inappropriate, I will attempt to voice that early in the threads. Additionally, I want you to be honest in your papers and will not hold your opinions against you, nor will I discuss any paper with others unless I deem it unsafe for you or for others.

As a mandatory reporter, I must, by law, report any act or communication that I view threatens, harasses, or discriminates against any other individual including the reporting of abuse of children.

Participate:

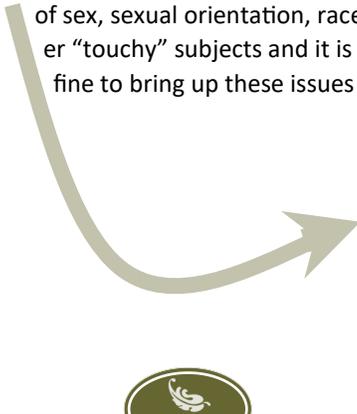
You are required to participate in class discussions and some will be required to move forward in the class. Since this is an online class, it is important that you stay

caught-up on the reading and lectures and to take quizzes by their due date. It is equally important that you turn in all required assignments by the due dates. Not doing so will impact your overall grade.

Do NOT Cheat in Class

Cheating, plagiarism, and other acts of academic dishonesty are regarded as serious offenses. I reserve the right to take action on any suspected acts of academic dishonesty. At the very minimum, you will be given a zero for any assignment you are caught cheating on.

IF YOU ARE INVOLVED AS AN ATHLETE AND GET CAUGHT CHEATING AND/OR PLAGIARIZING YOUR COACH WILL BE NOTIFIED OF THE INFRACTION WHICH MAY RESULT IN OTHER FORMS OF DISCIPLINE.



Short Paper Assignments

As stated, you will be assigned two papers to do that will relate to the concepts discussed in class. Each of these papers should be longer than 5 pages and MUST conform to APA standards of writing for formatting, grammar, and citations. The Academic Success Center can help with any issues you have and can help develop your skills as a writer. Don't be afraid to visit them!



Academic Honesty:

Plagiarism and/or cheating will NOT be tolerated and WILL result in a loss of credit for *all* students involved as well as possible further action.

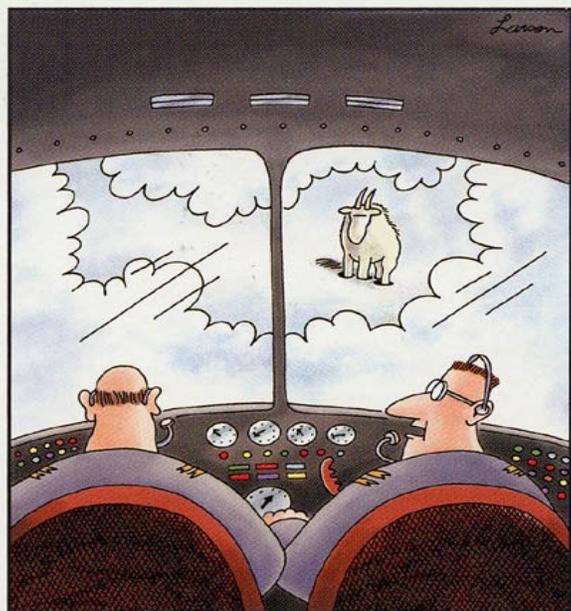
Plagiarism may broadly be defined as trying to pass someone else's work off as your own. Clear evidence of intentional plagiarism will result in failure on the assignment.

If intentional plagiarism is repeated, extensive, or particularly egregious, the matter may also be referred to the Student Conduct Board, since plagiarism is a violation of COS students' Code of Conduct.

Even unintentional plagiarism will result in a grade reduction on the assignment.

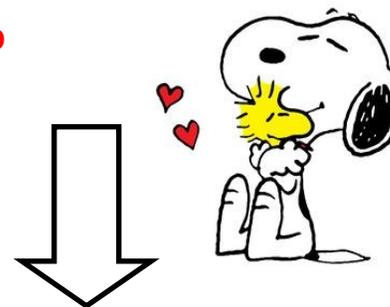
Additionally, if you are caught cheating on any test, helping others with their tests, or any other form of cheating, you and all other parties involved will get NO CREDIT for that assignment.

IF YOU ARE INVOLVED AS AN ATHLETE AND GET CAUGHT CHEATING AND/OR PLAGIARIZING YOUR COACH WILL BE NOTIFIED OF THE INFRACTION WHICH MAY RESULT IN OTHER FORMS OF DISCIPLINE.



"Say ... what's a mountain goat doing way up here in a cloud bank?"

Commitment to students with disabilities:



College of the Siskiyous is committed to providing all students with equal access to learning opportunities. The Disabled Student Programs & Services (DSPS) is the official campus office that works to arrange reasonable accommodations for students with an identified physical, psychological or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.). Students are encouraged to contact the DSPS office on the Weed Campus by calling 530-938-5297, emailing dsps@siskiyous.edu, or coming into Eddy Hall, Room 1 to begin the application process. If you do not wish to register with DSPS, please contact the ADA Coordinator, Melissa Green- Vice President of Student Services, 530-938-5374, to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged. Please know that accommodations are not retroactive, so please make contact as soon as possible if you need these services.

Other Policies and Notices

Dropping is the responsibility of the student; however, I reserve the right to drop any student who doesn't contribute within the first week of class.

Mass Notification System In the event of an all-campus emergency, the college will activate its mass notification system. We encourage you to sign up for this free text message service. Sign up at <http://www.siskiyous.edu> and click on the **EVERBRIDGE** icon on the right-hand side of the page.

Core Values I believe strongly in the Core Values espoused by College of the Siskiyous: Integrity, Excellence, and Openness. Essentially, these values set guidelines for how I will treat you and how you should treat each other (and me). Failure to be respectful of one another or to maintain ethical behavior will not be tolerated.

Student Learning Outcomes

| LEARNING OUTCOME | INSTRUCTION METHOD | METHOD OF ASSESSMENT | OTHER METHOD OF INSTRUCTION | ADDITIONAL ASSESSMENT INFORMATION | AREA(S) |
|---|-----------------------|--|-----------------------------|-----------------------------------|--|
| Analyze his/her self concept and develop tools for maintaining a healthy self-concept. | Discussion Lecture | Projects Simulation Home Work | | | F1 - Demonstrate the relationship between language and logic by using evaluative thought processes. |
| Demonstrate the qualities of effective listening. | Discussion Lecture | Exams/Tests Papers Simulation | | | F2 - Use elementary inductive and deductive processes to solve problems. F3 - Analyze situations presented to an educated citizen and recognize common logical errors or fallacies. |
| Identify and verify facts, draw and assess inferences, distinguish between fact and opinion, and recognize the differences between assumptions and opinions. Analyze ethical communication in both research and practical applications. | Lecture Discussion | Exams/Tests Papers Class Participation Home Work Class Performance | | | F3 - Analyze situations presented to an educated citizen and recognize common logical errors or fallacies. |
| Analyze, evaluate, predict, and produce strategies regarding interactions with other individuals. | Discussion Lecture | Exams/Tests Papers Simulation | | | F2 - Use elementary inductive and deductive processes to solve problems. F3 - Analyze situations presented to an educated citizen and recognize common logical errors or fallacies. F4 - Develop clear and precise expression of ideas in whatever symbol system the student uses. |
| Analyze conflict and defensiveness and create approaches to minimize both. | Lecture Discussion | Exams/Tests Papers Simulation | | | F2 - Use elementary inductive and deductive processes to solve problems. F3 - Analyze situations presented to an educated citizen and recognize common logical errors or fallacies. F4 - Develop clear and precise expression of ideas in whatever symbol system the student uses. |

Tentative Class Schedule



Week Of

August 26 Course Overview and Expectations:
Self-Introductions

Read Chapter 1: Communication Model
and Communication Principles

Quiz over class syllabus and expectations

**Module Number 1 Due by September 4 at
Midnight: Self-Introduction and perspective**

Sept. 2 **Quiz over Chapter 1:**

Chapter 2: Forming and Using
Social Perceptions:

Finish Chapter 2: Watch XXXY Video

**Class Discussion on the perception of Sex
as a narrative of life.**

9 **Self Analysis (S.A.) Paper 1 assigned**

Quiz over chapter 2

Chapter 3: Intercultural Comm.
Class Discussion: Who's to blame?

16 **Quiz over Chapter 3**

Discuss Ethics

S.A. #1 is Due

23 **Test over Chapters 1 - 3 and lectures**

Chapter 4: Verbal Messages: Discuss
Message Design Logics

30 **Quiz over Chapter 4**

Chapter 5: Nonverbal Messages

Oct. 7 **Quiz over Chapter 5**

Watch Human Face Video: **Hand Out
Perspective Paper #1 on Beauty
and Discuss**

Chapter 6: Communication in the Life
Cycle of Relationships:
Class Discussion on Friendships

14 **Test over Chapters 4-6 ***

Chapter 7: Listening

Perspective #1 Due

Class Discussion on Empathy

S.A. #2 handed out (Due in One week)

Oct.

21 **S.A. #2 Due**

Quiz over Chapter 7

Chapter 8: Holding Effective Conversations
Class Discussion on Strange Encounters

28 **Quiz over Chapter 8**

Chapter 9: Supporting Others

S.A. #3 Handed Out (Due in One Week)

Happy Halloween!

Class discussion on Holidays, Humor, and Fun!

Nov.

4 **S.A. #3 Due: Quiz over Chapter 9**

Chapter 10: Communicating Personal
Information: Disclosure and Privacy

Perspective #2 handed out (Due in 2 weeks)

11 **Test #3 over Chapters 7, 8, 9, and 10***

Chapter 11: Using Interpersonal Influence
(Power and Persuasion)

Class Discussion on Power

18 **Quiz over Chapter 11**

Perspective #2 is Due

Chapter 12: Conflict and Negotiation
Class Discussion on Dealing with Conflict

25 **Last S.A. handed out (Due in one week)**

Quiz over Chapter 12

Happy Thanksgiving

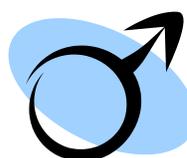
Dec. 2 **Last S.A. Due**

Chapter 13: Communicating in
Intimate Relationships:

Class Discussion: What happens now? Open
Discussion of class

Dec **Final Test over Chapters 11, 12, and 13***

*** Note, no quiz for chapters 6, 10, or 13**



COURSE CONTENT OUTLINE

I. Definition, Models, and Types of Communication

- a. Defining communication
- b. Intra and interpersonal communication
- c. Construction an interpersonal communication model

II. Development and Significance of the Self-concept

- a. The reflected appraisal model
- b. The social comparison theory
- c. The functions of the self-concept
- d. The process of perception
- e. Characteristics of perception

III. Listening as an Acquired Skill

- a. Listening vs. hearing
- b. Critical listening
- c. Empathetic listening
- d. Active listening

IV. Understanding and Communicating Emotion

- a. Emotions, thinking, and feeling
- b. Expressing feelings
- c. Rational and irrational thoughts

V. The Active Role of Language

- a. The symbolic nature of language
- b. Characteristics of language
- c. Language and perception
- d. Language, attitudes, and behavior

VI. Nonverbal Messages

- a. The believability factor
- b. Categories of nonverbal communication
- c. Functions of nonverbal communication

VII. Interpersonal Relationships

- a. Building positive relationships
- b. Ethical communication
- c. Interpersonal attraction
- d. Self-disclosure and risk
- e. Defensiveness
- f. Conflict

**This class is transferrable to both the
UC and CSU Systems!**