



Syllabus for COMM 7—Interpersonal Communication

Course Information

Semester & Year: Fall 2021

Course ID & Section #: D1831 (051831)

Instructor's name: Daniel M. Chick (he/him/his)

Day/Time of required meetings: Monday/Wednesday 10:05 AM – 11:30 AM

Location: Room 29

Course units: 3

Instructor Contact Information

Office location: E Building, Room 4

Office hours: Wednesday, Thursday, & Friday, 1 – 2:30 PM

Office Phone number: 707-465-2336 (leave a message)

Email address: daniel-chick@redwoods.edu (preferred method)

Catalog Description

An introductory survey communication course designed to increase interpersonal awareness and effectiveness in person-to-person communication settings. Students will read, discuss, and apply concepts and principles while developing skills dealing with the verbal and nonverbal transactions that occur in relationships.

Course Student Learning Outcomes

- 1) Identify ethical, competent, and incompetent verbal and nonverbal communication behaviors.
- 2) Explain the relationship between self-concept and communication.
- 3) Analyze how communication affects relational dynamics.
- 4) Describe the role of perceptual frameworks in interpersonal communication.

Required Course Texts

Textbook: Jason S. Wrench, Narsissra M. Punyanunt-Carter, and Katherine S. Thweatt, *Interpersonal Communication: A Mindful Approach* (New York, NY: Milne Open Textbooks, 2020), <https://milneopentextbooks.org/download/interpersonal-communication/>. ISBN: 978-1-942341-77-2.

Workbook: Jason S. Wrench, Narsissra M. Punyanunt-Carter, and Katherine S. Thweatt, *Interpersonal Communication: A Mindful Approach – The Student Workbook* (New York, NY: Milne Open Textbooks, 2020), <https://milneopentextbooks.org/download/interpersonal-communication-student-workbook/>.

Teaching Philosophy

My goal for the course is to create a student-centered environment, one which appreciates the nuances of interlocking identities and provides a strong foundation for students to develop into ethical, reasoned citizens who positively influence public discourse through personal and civic engagement. In doing so, I emphasize the need for constructive, reciprocal dialogue that enhances the experiences of everyone in this environment. To accomplish this, I approach each lesson as an opportunity to uncover the nature of students' surroundings and of power structures at play. I demonstrate and, in turn, expect engagement that will allow for students to uncover these influences in themselves. In sum, as a critical rhetorical pedagogue, it is ultimately my goal to invite students to imagine a better world, vigorously defend it among equals, and then realize it through advocacy.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. When needed, you have the right to request reasonable accommodation under Title I of the Americans with Disabilities Act. As [the United States Department of Labor](#) has explained:

- Under [Title I of the Americans with Disabilities Act](#) (ADA), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process. These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities. The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.

Accommodations are sometimes referred to as “productivity enhancers”. Reasonable accommodations should not be viewed as “special treatment” and they often benefit all employees. For example, facility enhancements such as ramps, accessible restrooms, and ergonomic workstations benefit more than just employees with disabilities. Examples of reasonable accommodations include making existing facilities accessible; job restructuring; part-time or modified work schedules; acquiring or modifying equipment; changing tests, training materials, or policies; and providing qualified readers or interpreters. Here are some more examples. Many job accommodations cost very little and often involve minor changes to a work environment, schedule or work-related technologies:

- Physical changes
 - Installing a ramp or modifying a rest room
 - Modifying the layout of a workspace
- Accessible and assistive technologies
 - Ensuring computer software is accessible
 - Providing screen reader software
 - Using videophones to facilitate communications with colleagues who are deaf
- Accessible communications
 - Providing sign language interpreters or closed captioning at meetings and events
 - Making materials available in Braille or large print
- Policy enhancements

- Modifying a policy to allow a service animal in a business setting
- Adjusting work schedules so employees with chronic medical conditions can go to medical appointments and complete their work at alternate times or locations
- Telework is also a reasonable accommodation

If you have a disability or believe you might benefit from disability-related services and accommodations, please contact [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Del Norte: 707-465-2324, main building near library

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Calling Out and Calling In

This is an environment in which we are all in solidarity with one another. We're going to learn what ethical, informed, and respectful communication looks like and do our best to embody it every day. It is also true that we are human and therefore imperfect. Sometimes we will say something stupid, ignorant, misinformed, or hurtful—even if we don't intend to. Even as the instructor, I also fall in this category.

My promise as the instructor is that I will always treat you with the utmost respect and develop an environment in which you are welcome and in which your identity, history, and culture is respected. At the same time, as a cisgender white man with relative economic security, I acknowledge that I sometimes have areas of ignorance about how the world works. If I fail to live up to the obligation I have laid out here for any reason, please call me out or in to discuss the problem (we'll discuss some strategies on how to do that throughout the semester). I will also routinely request your anonymous feedback throughout the semester to ensure I am living up to this promise.

Similarly, you, the student, will also live up to this standard. Students are expected to remember that they are in the process of becoming more competent and ethical communicators. In doing so, you should abide by the ethical guidelines laid out in the NCA credo for ethical communication found at https://www.natcom.org/sites/default/files/pages/1999_Public_Statements_NCA_Credo_for_Ethical_Communication_November.pdf

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct

([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Evaluation & Grading Policy

Assignments

Readings

Regular reading assignments are listed on the course schedule. Be sure to read the material before coming to class each period. You are responsible to read each assigned reading completely.

Notes and Journaling | 50 pts (5 x 10 = 50 overall, 5 pts each)

A combination of lecture and reading notes, as well as questions from the workbook, notes and journaling should be an introspective view of each week's material. That is, how do you relate to it? How does the material from the current week relate to previous weeks? What stuck out to you the most and the least? What burning questions do you still have? How have you been living up to the concepts and ideals we discussed that week? (For what it's worth, you're not limited to answering these questions. But, I think they're a good start in getting your thought processes going!) You'll have an opportunity every week to turn one in, meaning you'll have 15 opportunities to complete this assignment!

Experiment Journals | 75 pts (25 x 3 = 75 overall, 25 pts each)

Students will conduct 3 communication experiments that apply skills and behaviors discussed in class or in the text. After each communication experiment, students will write a one-page paper describing the skill, technique, or theory, how they applied it, their experience during its use, and their thoughts about and analysis of the results. A complete description of this assignment will be provided, as well as a grading rubric.

Final Course Reflection Paper & Presentation | 125 pts (100 pts for final paper, 25 pts for presentation)

The purpose of this paper is for students to look back and think deeply about the communication skills they have developed throughout this semester and reflect on the outcomes that result from these new skills. The paper should demonstrate students' competency of the course material and concepts/theories learned throughout the semester. A complete description of this assignment, along with a grading rubric, will be provided.

Final Exam | 50 pts

There will be one exam for this course during the prescribed final exam period. It will assess your understanding of the communication concepts and theories covered throughout this semester. Most notably, it will assess your ability to apply these concepts to hypothetical and real life scenarios. It will be a combination of multiple choice, short essay, and open-response questions. You will ultimately be tasked with *making an argument* for each question. Thus, the exam will be open-book and open-note so you can make a reasoned case **with evidence**.

Attendance/Participation | 100 pts

Learning interpersonal communication isn't just a hypothetical thing. We perform it, embody it, every single day in every interaction we have. So, it is very important for to have real discussions about the content we're covering. Participation is a function of attendance, meaning that the student will

demonstrate they read the material, ask questions that extend the thinking of the class and the instructor, and demonstrate their own deep thinking on the subject.

For In-Person Courses

For lecture classes, this means showing up to class each period prepared to discuss, take notes, and embody the lessons we are learning each week. For discussion classes, this means coming prepared for cooperative, interactive learning. Students are permitted three (3) unexcused absences per semester. Any unexcused absences after that will result in a 5 point deduction from this grade.

For Correspondence and Online Courses

Developing our interpersonal communication skills through correspondence and not in face to face situations is, of course, difficult. To demonstrate adequate participation, students should complete all assigned materials in their packet on time. Therein, they should demonstrate their deep thinking on the subject by asking engaging questions (be sure to utilize the time you are given for your burning questions!!), taking thorough notes that not only retells the content in their own words but also deeply analyzes it, and, where appropriate and available, discussing the course and course concepts with one another in mediated ways.

Reasonable Accommodations to the Attendance and Participation Grading System

Often, attendance policies such as what I have outlined above unfairly punish those of us with illnesses and/or disabilities. According to [Stanford University](#) policy, "For students with chronic conditions that are episodic in nature, there may be periods of time in which they are too unwell to attend class." Reasonable accommodations (defined above) do exist for this policy and will be applied. If you require a reasonable accommodation for this policy, please let me know ASAP! I'm happy to work with you!

Point Breakdown

Notes and Journaling	50
Experiment Journals	75
Final Course Reflection Paper & Presentation	125
Final Exam	50
Attendance/Participation	100

Total Points Possible	400
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A	375-400	C+	305-319
A-	360-374	C	280-304
B+	345-359	D	240-279
B	330-344	F	≤239
B-	320-329		

Late Work Policy

Late work **will not be accepted**. You are responsible for closely following the course schedule and adhering to the dates therein. Think ahead, because it's better to turn work in early than take a zero for late work. For example, if you're planning on being out of town, work ahead a little bit to accommodate!

In Case of Emergency

Things happen. It's a fact of life. If unforeseen circumstances arise, let me know as soon as you're able. I'm happy to work with you!

Reasonable Accommodations to the Late Work Policy

Alongside the attendance policy, this policy is subject to reasonable accommodations (defined above). Acute, chronic, or episodic conditions will not be a source of penalty. As above, if you require a reasonable accommodation for this policy, please let me know ASAP! I'm happy to work with you!

Cheating, Plagiarism, and Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

24/7 Policy

We will use the 24/7 policy in this class. If you wish to raise issues about the evaluation of your work, you must wait 24 hours after receiving the assignment grade to contact me to discuss it either via email or phone. This way you have time to fully review my comments, feedback, and the assignment guidelines. Further, you have 7 days (1 week) from the date the grade for the assignment was posted to contact me about it. When considering assignments for possible re-evaluation, I expect that you have prepared thoughtful arguments to make and can point to specifics in the assignment guidelines and in your work. I will not discuss grades after one week has elapsed.

Student Support

Good information and clear communication about your needs will help you be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Setting Your Name in Canvas

Students have the ability to set how their first name and pronouns appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#). [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency Procedures/Everbridge

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

Tentative Course Schedule (In Person)

Date/ Week	Course Concepts	Assignments (due on the day they are listed)
Unit 1	Introducing Interpersonal Communication in a Diverse Society	
Week 1 August 23 August 25	Syllabus, Course Introduction, & Introducing Human Communication Getting to know the course, your instructor, and one another.	23rd <ul style="list-style-type: none"> • Read Course Syllabus and Schedule • Read Effective Note Taking Skills PDF • Think of your questions, concerns, and expectations for the course 25th <ul style="list-style-type: none"> • Read TB Chapter 1, "Introduction to Human Communication": <ul style="list-style-type: none"> ○ Read Intro & 1.5 ○ Skim 1.2, 1.3, & 1.4 • Notes & Journal due: answer HB questions about "Why study communication?", & reflect on the social contract you're agreeing to in the syllabus
Week 2 August 30 September 1	Interpersonal Communication in a Diverse Society, an Overview The ins-and-outs of sharing our experiences with one another in a diverse society with many people like us and unlike us in substantial ways.	30th <ul style="list-style-type: none"> • Read TB Chapter 2, "Overview of Interpersonal Communication" 1st <ul style="list-style-type: none"> • Discuss—perception process & interpersonal communication skills (HB); what does it mean to communicate in a diverse society? • Notes & Journal due
Week 3 September 6 September 8	Culture and Environment in Communication Where we come from affects who we become, the behaviors we think are normal, and the communication behaviors we adopt. This week, we'll	6th LABOR DAY – Enjoy your day off earned by the labor of your forebears

	take a look at how these environmental factors come into play.	8th <ul style="list-style-type: none"> Read TB Chapter 6, “Cultural and Environmental Factors in Interpersonal Communication” Notes & Journal Due
Week 4 September 13 September 15	Power and Oppression in Culture, or, Culture and Environment in Communication Continued Power and oppression seem like pretty heavy terms, but let’s be for real: they exist, are omnipresent, and can be observed in the ways we communicate with each other. This week, we’ll be establishing a foundational understanding of what these terms mean and how we can observe them in the way we talk with one another.	13th <ul style="list-style-type: none"> Complete intercultural communication skills inventory & HB questions, “Improving Intercultural Communication Skills” exercise #1 Read about Intersectionality: <ul style="list-style-type: none"> “Intersectionality: A Fun Guide” “A Beginner’s Guide to Intersectionality” 15th <ul style="list-style-type: none"> Watch & Discuss “Diversity, Equity, and Inclusion Won’t Work Without Antiracism,” a Ted Talk from communication scholar Dr. Terry Nance. First Experiment Journal Due Notes & Journal Due: What does your “power flower” look like? What does that mean for you? How does that shape who you are and what you believe? What else is missing from the flower, if anything? First check-in
Unit 2	What Interpersonal Communication Looks Like	
Week 5 September 20 September 22	Beginning with the Self	20th <ul style="list-style-type: none"> Read TB Chapter 3, “Intrapersonal Communication” 22nd <ul style="list-style-type: none"> Discussion Notes & Journal due

Week 6 September 27 September 29	Sharing Meaning Verbally	27th <ul style="list-style-type: none"> Read TB Chapter 4, "Verbal Elements of Communication" 29th <ul style="list-style-type: none"> Discussion Notes & Journal Due
Week 7 October 4 October 6	Sharing Meaning Non-Verbally	4th <ul style="list-style-type: none"> Read TB Chapter 5, "Nonverbal Communication" Discussion 6th <ul style="list-style-type: none"> Discussion Notes & Journal Due
Week 8 October 11 October 13	Talking and Listening	11th <ul style="list-style-type: none"> Read TB Chapter 7, "Talking and Listening" 13th <ul style="list-style-type: none"> Discussion Notes & Journal Due Second Check-in
Week 9 October 18 October 20	Building and Maintaining Relationships	18th <ul style="list-style-type: none"> Read TB Chapter 8, "Building and Maintaining Relationships" 20th <ul style="list-style-type: none"> Discussion Notes & Journal Due
Week 10 October 25 October 27	Conflict and Relationships	25th <ul style="list-style-type: none"> Read TB Chapter 9, "Conflict in Relationships" 27th <ul style="list-style-type: none"> Discussion Notes & Journal Due

Week 11 November 1 November 3	Friendships, Family, and Marriage	1st <ul style="list-style-type: none"> Read TB Chapter 10, "Friendship Relationships," and Chapter 11, "Family & Marriage Relationships" 3rd <ul style="list-style-type: none"> Discussion Second Experiment Journal Due Notes & Journal Due Third Check-in
Unit 3	Interpersonal Communication in Various Contexts	
Week 12 November 8 November 10	Interpersonal Communication in Mediated Contexts	8th <ul style="list-style-type: none"> Read TB Chapter 12, "Interpersonal Communication in Mediated Contexts" 10th <ul style="list-style-type: none"> Discussion Notes & Journal Due
Week 13 November 15 November 17	The Intersections of Organizational Communication and Interpersonal Communication	15th <ul style="list-style-type: none"> Read TB Chapter 13, "Interpersonal Relationships at Work" 17th <ul style="list-style-type: none"> Discussion Notes & Journal Due
Week 14 November 22 November 24	Fall Break & Thanksgiving	Enjoy your down time!
Week 15 November 29 December 1	The Dark Side of Interpersonal Communication	29th <ul style="list-style-type: none"> Read TB Chapter 14, "The Dark Side of Interpersonal Communication" 1st <ul style="list-style-type: none"> Discussion

		<ul style="list-style-type: none"> • Final Experiment Journal Due • Notes & Journal Due
Week 16 December 6 December 8	In Sum...	6th <ul style="list-style-type: none"> • Discussing findings and what we've learned so far • Notes & Journal Due 8th <ul style="list-style-type: none"> • Final presentations
Finals Week	Final Exam Day & Time: Wednesday December 15 @ 10:45 AM – 12:45 PM	