



COMM-7-V1839 (051839)
Interpersonal Communication

Course Information

Semester & Year: Fall 2021

Course ID & Section #: COMM-7-V1839 (051839) Interpersonal communication

Instructor's name: Oli Mohammadi

[if synchronous] Day/Time of required meetings: n/a

[if in-person] Location: n/a

[if needed] Number of proctored exams: n/a

Course units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours: T/Thr by appointment

Phone number: (504) 484-9213

Email address: oli-mohamamdi@redwoods.edu

Welcome

Welcome to your syllabus! As a general rule, in higher education, the syllabus serves three primary purposes. A syllabus is a contract, permanent record, and learning tool. In this syllabus, you discover what the course is about and what you will need to succeed. Before you begin the learning modules, you should read the entirety of the syllabus.

Contact the instructor

1. Instructor—Dr. Oli Mohammadi
2. Email—Directly through Canvas Inbox

3. Office—Online by appointment T/Thr
4. Google Voice—(504) 484-9213

Preferred Method

Canvas Inbox is the preferred method of communication. Most of your questions are about course policies, assignments, or grades. Canvas Inbox quickly toggles between your message and critical points of reference in the class.

What is Canvas Inbox?

Canvas Inbox is a messaging tool used to communicate with your instructors, classmates in your courses, and your assigned groups.

Need help with Canvas Inbox?

Great news! [There is an easy access guide.](#)

Check and response rate

I check written messages frequently on the weekdays, typically twice, and respond within 24-business-hours. If you do not hear from me within 24-business-hours, please feel free to resend the message.

Google Voice

The phone number listed is a digital Google Voice mailbox. I listen to voice messages and respond in writing. Please spell your last name and indicate the course, section, and assignment name if you leave a message. This speeds up response times.

Textbook

Your textbook is free—your link to the file in each learning unit.

Course objectives

Course objectives generally describe what an instructor or program aims to do. For this course, the aim of this course is to—

- Describe ways that communication creates, develops, and changes personal identities, including variables such as culture, gender, ethnicity, and race.
- Explain the effect of communication on personal identities.
- Demonstrate an understanding of ethical interpersonal communication founded on current communication theory and research.
- Recognize conflict in interpersonal relationships and demonstrate appropriate ethical conflict resolution methods.
- Demonstrate effective listening skills.
- Adapt communication strategies to meet the needs of the situation, the relational partner, and individual goals.
- Identify communication skills that contribute to effective interpersonal relationships.
- Describe the effects of communication on interpersonal relationships and social and cultural realities.

Student learning outcomes

A student learning outcome is what you should know and do by the end of this course. The student learning outcomes for this course are to—

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

Module-level learning

The course divides into small modules. Each module revolves around a chapter of the textbook and specific communication skills. Together the modules add to the sum of this course.

Required technologies

Internet

You need to have constant access to the internet for the duration of the course. The college campus has free wifi. You can also consider purchasing a personal wifi hotspot to use if you do not have reliable wifi at home or reliable transportation to campus. Check out the [California Community College Connects](#) for affordable student rates.

Desktop or laptop, tablet or smartphone

The course takes place on Canvas, which is a digital learning management system. To engage Canvas, you need a desktop or laptop, tablet, or smartphone.

Preferred devices

A desktop or laptop is the optimal device to use for the course. While you can complete some assignments and group work using a smartphone or tablet, I recommend not entirely achieving this class on a tablet or smartphone. While convenient, the devices are not the most streamlined.

Alternative devices

You can access the course on a smartphone or tablet using the Canvas app. If you have a smartphone or a tablet, there is a free Canvas app through the [Apple store](#) or [Google Play](#).

Digital camera or webcam

You will need a digital camera that can take video. A smartphone camera or tablet camera works great. Just make sure you have the Canvas app.

Uploading and downloading media

You need to have the ability to get the [images or videos off your smartphone, portal camera, computer drive onto Canvas](#).

Softwares

Besides Canvas, you need other up-to-date software for the duration of this course. The additional software is available free for download—

- [Adobe Acrobat](#)
- [Chrome](#)

Overview of assignments

Intent to stay in class—5pts

- Here I am—You create an introduction video and leave feedback. There is no time limit on the video, but there are specific topics you cover.

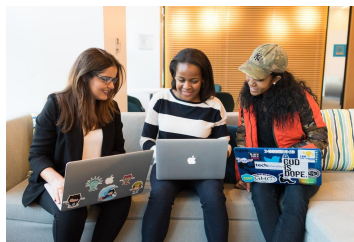


Interactive discussion questions—50pts

- Senses of relationships—You upload two images or music videos representing interpersonal communication and justify your choices. You also leave feedback for two classmates.
- Power at shift change—You review a workplace scenario and summarize your perspective. You also leave feedback for two classmates.

Individual assignment questions—40 pts

- Meeting needs—You identify four times you used communication to meet physical, instrumental, relational, and identity. You also leave feedback for two classmates.
- Johari window—You run a Johari window on yourself and answer questions relating to your results. You also leave feedback for two classmates.



Lab partner virtual meetings—100pts

- No virtual meeting required—Introducing yourself—You post an introduction to your lab partners and post your availability to meet. You use a web conferencing app of your choice (e.g., Zoom, Google Meets, FaceTime, Skype, WhatsApp) to

hold meetings with your lab partners and submit responses. You are not penalized if partners do not post on time.

- Virtual meeting required—Emotions—The topic is emotions. You and your lab partners meet using any visual electronic means that allows you to see and hear one another (e.g., Zoom, Google meets, WhatsApp, etc.). You do not need to record the meeting. Discuss the three questions, then submit a co-written reflection. Only those who participated in the meeting earn points. You are not penalized if partners do not show up for the meeting.
- Virtual meeting required—Active listening—Same as above, just a different topic. You and your partners discuss active listening.
- Virtual meeting required—Stages of relationships— Same as above, just a different topic. You and your partners discuss the stages of relationships.
- Virtual meeting required—Liars lie—Same as above, just a different topic. You and your partners discuss lying.



Individual Padlet pins—20pts

- Quotes on listening—You find a quote representing one of five types of listening. You explain your choice. You post the quote and your answer in two spots, first, as a submission in Canvas. Second, as a Padlet pin. No Padlet account is required.
- Quotes on managing conflict—You find one quote representing either conflict management style accommodating, compromising, or collaborating. You post your answer in two spots, first, as a submission in Canvas. Second, as a Padlet pin.



Short open-book check stop quizzes—55pts

- In essence, these are small quizzes.

- Each is worth five points and contains five questions direct from the reading.
- You can use your textbook.
- You have unlimited attempts and time.
- Canvas records the highest score.
 1. 🕒 2.3—Check stop, pages 7-19
 2. 🕒 3.3—Check stop, pages 20-31
 3. 🕒 4.3—Check stop, pages 33-49
 4. 🕒 5.3—Check stop, pages 51-56
 5. 🕒 6.3—Check stop, pages 66-78
 6. 🕒 9.3—Check stop, pages 99-106
 7. 🕒 10.3—Check stop, pages 108-113
 8. 🕒 11.3—Check stop, pages 126-134
 9. 🕒 12.3—Check stop, pages 163-168
 10. 🕒 13.3—Check stop, pages 172-178



Open-book comprehensive tests—50pts

This comprehensive test combines the 25 questions from the previous check stops. Since you have already seen the questions and had unlimited attempts during check stops, for the comprehensive tests—







- You only have three chances (not unlimited).
- Your average score (not highest) is kept.
- Answers are shown only after the last attempt.
- Notes and textbook are permitted
- Questions—25, worth 1 point each
- Type—True or False
- Time—Unlimited

✓ 7.0—Comprehensive test

1. 🕒 2.3—Check stop, pages 7-19
2. 🕒 3.3—Check stop, pages 20-31
3. 🕒 4.3—Check stop, pages 33-49
4. 🕒 5.3—Check stop, pages 51-56

5.  6.3—Check stop, pages 66-78

✓ 14.0—Comprehensive test

1.  8.3—Check stop, pages 79-90
2.  9.3—Check stop, pages 99-106
3.  10.3—Check stop, pages 108-113
4.  11.3—Check stop, pages 126-134
5.  12.3—Check stop, pages 163-168
6.  13.3—Check stop, pages 172-178

Grading process

Timing

I generally grade assignments within 48—72 business hrs after the due date. Notes are left in the gradebook, and each assignment has a grading rubric used for grading.

Instructions and rubrics

The instructions for the assignments and grading rubric can be found directly in Canvas under the corresponding module. The exact due dates can be found later on in this syllabus or within the relevant module.

Late submissions

Late assignments may not receive comprehensive feedback. The grading rubric will be used, however. The rubric will provide general notes.

Due dates

The exact due dates can be found at the bottom of the syllabus. There is also information on the [Canvas Calendar](#) and again in Canvas under the corresponding module.

Grades overview

Each course grade is an assigned point value. The point value indicates the relative importance of the assignment, test, project, etc. An assignment grade is determined by content, its relationship to course objectives, assignment requirements.

College grading scale

You can read more about the College Grading Scale and associated policies in the student handbook.

93—100 A	90—92 A-	
87—89 B+	83—86 B	80—82 B -
77—79 C+	73—76 C	70—72 C -
67—69 D+	63—66 D	60—62 D -
59 and below F		

P—Pass—C or better. Units awarded not counted in GPA

NP—No Pass—Less than satisfactory or failing. Units not counted in GPA.

S—Satisfactory—(Noncredit)

I—Incomplete— if not completed, the final grade will be an “F.”

W—Withdrawal

Course values

A = Exceptionally well prepared and executed the completion of assigned work indicating effort, individualized style, and demonstrating a thorough grasp of large portions of the course material.

B = Creative, well-prepared work, demonstrating great effort, talent, or grasp of the material that is distinctly superior to an "average" or "C" effort.

C = Satisfactory completion of assigned work at a level of effort and competency customarily expected of most students (basic completion, average performance, and reasonable effort).

D = Unsatisfactory completion of work indicating misperceived objectives or failure to grasp key concepts but with reasonable effort.

F = Failure to complete assignments through a lack of reasonable effort or failure to attain a passing average on exams or assignments.

Due date and late work policies

Work accepted late

Late work is accepted. The exception is the final module. No work is accepted after the last day of class. There is a 10% per day late deduction.

There are few exceptions to the 10% per day deduction. Any exception is 100% at the instructor's discretion. Verifiable documentation is required. For tasks with two or more components (e.g., submission + feedback), late penalties apply if both components are not submitted by the due date.

Solving issues

- Remember, the campus has resources (e.g., food pantry, student health center, assistance reaching community resources, tutoring, workshops).
- Always have access to a backup computer or phone containing the Canvas app + the internet or network coverage.

Participation, dropping and being withdrawn Policy

Regular and punctual attendance is an integral part of the learning process. An instructor has the authority to drop a student who violates written participation policies. Instructors are not obligated to hold seats for enrolled students but do not attend the first class meeting.

Instructor drop

After prior notification, you may be dropped for demonstrating insufficient preparation/prerequisites. You may also be dropped for persistently neglecting assignments or showing inadequate progress.

Defining inadequate

Inadequate progress means missing four assignments or missing or being late on any assignment during modules 1.0-3.0.

Student drop

Student-initiated withdrawal may occur through the second week of class with nothing recorded on the student transcripts and weeks 2—10 with a recorded W (withdrawal).

Know your dates

You can and should access the academic calendar and view critical college-wide dates. These dates tell you about drops, holidays, and timeframes for petitions/forms, among other things.

In the academic community, the high value placed on truth implies a corresponding intolerance of academic dishonesty. In cases involving academic dishonesty, determination of the grade and the student's status in the course is left primarily to the faculty member's discretion. 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 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](#).

What is plagiarism?

Plagiarism is using other's ideas and words without clearly acknowledging the source of that information. With a little guidance and effort, plagiarism is easy to avoid. Part of being a college student is evaluating other people's ideas and incorporating them to form your own opinion. You are also here to gain factual knowledge and integrate it into our broader understanding of the world. However, you must give credit to their source as you present ideas and facts. Avoiding plagiarizing and citing all your sources is the best practice in college! Having well-chosen and well-cited sources can help you to earn higher grades.

How can I understand plagiarism?

To better understand plagiarism—

1. First, [take this practice test](#). Don't worry! It is not graded, and no one will see the results but you!
2. Then, take a minute to [watch the video on plagiarism](#).

How can I avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use—

- Another person's idea, opinion, or theory;
- Any facts, statistics, graphs, drawings -- any pieces of information -- that are not common knowledge (see below);
- Quotations of another person's actual spoken or written words;
- Paraphrase of another person's spoken or written words

What are some strategies for avoiding plagiarism?

Put in quotations everything that comes directly from a book or the web, then cite the source.

- A rule of thumb is that no quotation should be more than two lines in length. If it is longer than that, you need to paraphrase.

- Paraphrase, but make sure that you don't just rearrange a few words. One good strategy to paraphrase something is to read the passage, close the book or the web browser, and summarize what the author said.

What is common knowledge?

Common knowledge is facts that can be found in numerous places and are likely to be known by many people.

Example 1

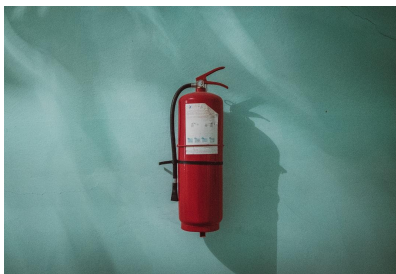
- Ozone in the ozonosphere absorbs harmful ultraviolet light.
- This is generally known information. You do not need to document this fact.
- You do need to document facts that are generally not known, ideas that interpret facts.

Example 2

- Some types of CFCs have a worse effect on the ozone layer than others. According to an NOAA report, a molecule of the compound used in fire extinguishers is ten times more effective in destroying ozone than a molecule of the compound used in refrigeration and the manufacture of foam products (Thiele and Podda, 1985).
- The idea above is an interpretation based on facts presented in an NOAA report. Even if the author stated that 'Some types of CFCs have a worse effect on the ozone layer than others,' that fact should be backed up with a citation.

What can happen if you plagiarize?

You will receive an F on the assignment or the exam for the first infraction. On subsequent offenses, you will receive an F for the course. Alongside the F grade(s), you will also be reported to the dean of students. The dean of students will call you into their office, and they can revoke your academic privileges (meaning that you will not be able to attend the college for some time).



Emergency procedures/RAVE

College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus, you can receive an alert through your email and/or phones at your home, office, and cell.

Registration is necessary to receive emergency alerts.

Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. You can elect to add additional information during the registration process, such as office phone, home phone, cell phone, and personal email.

Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Del Norte Campus Emergency Procedures

For more information, see the [Redwoods Public Safety Page](#). In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus unless it has been deemed safe by the campus authorities.

Klamath Trinity Campus Emergency Procedures

For more information on Public Safety, go to the [Redwoods Public Safety Page](#). It is the responsibility of the College of the Redwoods to protect life and property from the effects of emergencies within its jurisdiction.

In the event of an emergency:

1. Evaluate the impact of the emergency on your activity/operation and take appropriate action.
2. Dial 911 to notify local agency support such as law enforcement or fire services.
3. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
4. If safe to do so, notify key Klamath-Trinity Instructional Site administrators and personnel.
5. Do not leave the site unless necessary to preserve life and/or have been deemed safe by the person in command.
6. If safe, move to the nearest evacuation point outside the building (Pooky’s Park), directly behind the Hoopa Tribal Education Building.



Accessibility

Students will access online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and the College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near the library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.