Syllabus for COMM 7 Interpersonal Communication

Course Information
Semester & Year: Spring 2022
Course ID & Section #: COMM 7 – V2656
Instructor's name: Professor Lisa Sayles
Day/Time: Asynchronous Online (No specific day or time)
Location: Fully Online
Number of units: 3

Instructor Contact Information
Office location: Online
Office hours: Wednesdays 12:00pm - 1:00pm or by appointment. This office hour is available to all my courses. If this day/time does not work for your schedule or you would like a private meeting please email for an appointment.
Phone number: 707-476-4313 (not available this term due to COVID-19)
Email address: lisa-sayles@redwoods.edu and Canvas Inbox

Required Materials
Textbook: This course uses free, open-source textbooks and web resources for the equivalent of the primary textbook. No primary textbook needs to be purchased.

Required book: One book needs to be purchased for an interpersonal virtual book group assignment. Book groups will be assigned at the end of week 1 based on ranked preferences. Please wait until you receive notification that you have been assigned to a book group before purchasing your book group book. These books are available in the CR bookstore, public libraries, on Audible or other audio book sites and new and used copies are available online.

Other requirements: High speed internet, relatively modern computer, and **webcam** or another device that creates **video with audio.**

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. Apply Communication Studies' theories, principles, and models to interpersonal communication that takes place in various relational, social and/or cultural contexts.
2. Discuss the effect of communication on interpersonal relationships and social and cultural realities.
3. Demonstrate ethical responsibilities in the communication process, such as issues of rhetorical sensitivity, diversity, credibility, and academic integrity.

Student Commitment
This class will require at least as much time as you dedicate to a face-to-face class. California defines college semester credit hours in Carnegie units which is a one to two ratio between in-class time and homework. For example, a typical 3 credit hour class during a regular academic term will require 3 hours in class and an additional 6 hours of homework for a total of about 9 hours per week. If you are taking a total of 12 credits, you can expect to spend 36 hours a week on your college classes, which is why 12 credits is considered full time. I strongly suggest that you **create a schedule that takes into account the total required hours** per week for your courses and other obligations. You will need to carefully engage with online lectures and lessons, read textbook chapters, participate in online discussions, complete weekly

quizzes, write application papers and create video assignments. Conscientiousness, attention to details, and skills in reading and writing are critical for success.

Instructor Commitment & Regular Effective Contact

I access this class on Canvas regularly and initiate online contact using weekly announcements, lectures and lesson materials, a Q & A forum, discussion forum comments, feedback on assignments, and by email, and/or the video conference tool. I facilitate the discussion forums and read every discussion forum post; although these are your discussions so much of the content of the discussion should take place between students. I dedicate as much or more time to this class compared to a face-to-face class.

Accessibility

College of the Redwoods is 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 library
- Klamath-Trinity: 530-625-4821 Ext 103

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. Students who discover access issues with this class should contact the instructor.

Technology skills

Students should be able to navigate the course learning management system (course website) and external websites, open and download files, use a word processor such as Google Docs, Microsoft Word (.docx) or similar compatible software, create presentation slides using Google Slides, Power Point or similar software, record and upload video files, and be able to convert files to rich text format (.rtf) or portable document format (.pdf) and submit files to the class website. It is the student's responsibility to meet the technological demands of the course, but there are online support and technical support resources available to support you.

Canvas & CR Technology support

As an instructor, I am available to assist you with course content and assignments, but my role does not include technical support. However, you should let me know if you are having technical difficulties that affect your participation in the course so that I know how to best support you, and if needed work out a short-term accommodation.

Before contacting Technical Support, you might visit the Online Support Page. For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.
- Canvas Help for students
- Canvas online orientation workshop

Technology requirements

- **Computer –** A reasonably current computer is needed for this class. A mobile device with the Canvas App can be used for some functions, but you should not rely on a mobile device to complete all the course requirements. **A computer is required** to successfully complete this course.

- **Other hardware** - A webcam or other device that creates videos and audio is required to participate fully and successfully in all of the course activities or assessments.
- **Internet Access** - A reliable, high-speed broadband connection is needed for this course. Have a back-up plan for internet access, like a coffee shop or library.

Software

- **Canvas** - This course uses an online Learning Management System (LMS) called Canvas, which is provided by the college. To get to the class you will need to log in to: https://redwoods.instructure.com. Your login name will be your first initial, last name, last three digits of your student I.D number (sgarcis567), your password is your eight digit date of birth (06031996). Once you have logged in select "COMM 7 – V2656."
- **Canvas App** - If you have a smart phone or a tablet there is a free Canvas app through the Apple store or an app available at this link for Android devices. However, DO NOT rely on a mobile device and the Canvas App to complete all the course requirements.
- **Microsoft Word compatible software** - In this course you will need to open and/or create Microsoft Word compatible documents. All students at CR have access to a free Office 365 license (includes Word, Excel, PowerPoint and more) with a valid CR email. There are also other free software options available such as Google Docs or LibreOffice (If you use Pages for Mac, you will need to export your files to Word or PDF formats.
- **Adobe Acrobat Reader** – Adobe Acrobat Reader – A free Adobe Acrobat PDF Reader is available which will allow you to open and read PDF files.
- **Zoom Account** – Zoom video conferencing will be used to conduct office hours. Click here to sign up for a Free Basic Zoom Account. Your free account comes with excellent online support, including 24/7 free live chat help.
- **SoftChalk –** Some of the lesson content will be accessed via a tool called SoftChalk which you will access in Canvas, our learning management platform. See the Student Guide to SoftChalk Lessons under the heading "Get Started Guides" for more information.
- **Canvas Studio –** Canvas studio is a media tool that allows students and instructors to upload, create, edit, manage, share and discuss audio and video files. We will use this tool for some class discussions, the toolbox application assignment and the final Deep Dive Presentation assignment.
  - o Canvas Studio uses a video and screen recording tool called Screencast-O-Matic which makes it easy to record both yourself and slides (or anything on your desktop) at the same time.
  - o Note: You will need to give security permissions on your device for Studio to access the webcam and record the screen for Canvas Studio to work.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to 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. It does not change your legal name in our records. See the Student Information Update form.

Proctored Exams

No proctored exams will be required in this course.

Evaluation & Grading Policy

Your work is assessed according to how well it meets class outcomes and objectives, fulfills requirements, meets assignment rubrics, and reflects the academic skills expected of college students. It is your responsibility to understand why you have achieved a certain grade and what steps you can take to maintain or improve your grade. Canvas has a feature called **"What If" Grades** that allows students to see how future assignment grades will impact their overall course grade. Please feel free to consult with me about your grades. Please review the assignment and the grading

rubric in order to clearly explain any concerns. Please plan to schedule adequate time to ensure that you are able to complete all assignments.

The following percentage system will be used to determine the final course grade:

Assignment/ Assessment	Points	% of Grade
Reflection Papers (2 x 20)	**40**	**20%**
Reflection paper #1		
Reflection paper #2		
Quizzes		
Reading Quizzes (drop 1) (11 @10)	**110**	**10%**
Class lesson quizzes & Activities (drop 1) (10 @10)	**100**	**5%**
Class Discussions (drop 1) (3 @ 14)	**42**	**15%**
Communication Video Toolbox (Studio) (drop 1)	**30**	**15%**
Toolbox **application #1**: Listening (30)		
Toolbox **application #2**: Assertiveness & Conflict (30)		
Deep Dive Virtual Book Group Discussions		**10%**
Deep dive group discussions (drop 1) (3 @ 14)	42	
Deep Dive Virtual Book Group Presentations (Studio)	**115**	**15%**
Individual video presentation w/ discussion prompts	*(100)*	
Presentation slides	*(15)*	
DD Presentation Discussions	**60**	**10%**
Presenter host & participant posts		
Total:	**539** =	**100%**

Grading Scale

A	=	93% - 100%
A-	=	90% - 92%
B+	=	87% - 89%
B	=	83% - 86%
B-	=	80% - 82%
C+	=	77% - 79%
C	=	70% - 76%
D	=	60% - 69%
F	=	< 59

Students will be notified via Canvas announcement when final grades have been tallied for the course and given a 24-hour period in which to notify instructor of any omissions or errors prior to final grade posting. Once grades are formally posted all course grades are final.

Student feedback policy

Students can expect assignment feedback and scores posted to the grade book within 10 days after the submission deadline. If feedback and scores are not posted to the grade book tool within 10 days after the submission deadline, I will notify students about when they can expect the scores or feedback to be posted.

Late Policy

You will need to turn all assignments in on time according to the due dates listed in the syllabus schedule and Modules on Canvas in order for the assignment to be eligible for full points.

• There will be no late work accepted for time-sensitive, and peer dependent assignments such as discussion posts, deep dive book group presentations, peer feedback, etc.

• For the individual assignments late work will be accepted up to 48 hours after a due date, with a 10% grade reduction the first day, and a 20% grade reduction the second day. The exception to the exception of late work is finals week/last week of class. I do not accept any work other than finals week related work beyond the Sunday prior to finals week.

• As long as the first quiz attempt is by the due date all remaining attempts available for subsequent quizzes (reading and lesson quizzes) may be submitted until the Sunday before finals week without a late penalty (ignore that Canvas marks late).

- The only exception to the late work policy is a major medical emergency or traumatic life event. You will need to scan and email verification, such as a copy of the doctor's note.
- Please see the extra credit assignments for the options available to make up points.

Communication with Instructor

Email is usually the best way to get a hold of me. Please use Canvas email for personal student-teacher communication. To access the email system in Canvas click on the "Inbox" link on the left dark grey bar to bring up your Canvas email. Clicking on the person icon in the "To:" address bar will allow you to choose the course, student or teacher, and then the person that you would like to email. Click on COMM 7, teacher, and choose my name, Lisa Sayles. Type a message in the message area and click send to send your message. I will access the class website regularly and respond to posted questions and email messages within 48 hours (and usually much sooner) during regular business days. If you do not hear back from me before this time frame, please initiate contact again.

There are other ways to communicate with me in our course, including announcements, a general Q & A discussion area, assignment comments, video conferences, and phone (if desired). You are welcome to reply with a comment or add questions on announcements. General questions (analogous to raising a hand in class) should be posted in the "Q & A" discussion forum. There is a link available to the Q & A at the end of each module.

Once we are back on campus you will be able to reach me on my office phone at 707-476-4313, or stop by my office in the Humanities building, room 108K, if you find yourself near the Eureka campus (not during the pandemic). In the meantime, please feel free to set up a time to communicate through Zoom, a video conference tool. Keep in mind that I am primarily available Monday – Friday, so plan accordingly.

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 financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- 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.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

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.

Interpersonal Communication Course Schedule

The term officially begins on Saturday, Jan 15th. Our class week will typically begin Mondays and end Sundays.

WK	Date	Topics & Flow	Tasks & Assignments
1	Jan 17-23	**COMM 7 Orientation & Intro Interpersonal** By Wed: Read orientation info & syllabus & submit Introduction/attendance post By Thurs: Read text CH 1/reading quiz #1 By Fri: Rank order/submit deep dive topics By Sun: Intro reply posts, lesson & lesson quiz *Watch for announcement about deep dive groups*	Read through orientation materials Intro/attendance post & 1 reply post **Read** CH 1 Looking Out (in module) Reading **Quiz 1**: CH 1 Complete lesson & lesson quiz Submit Deep Dive topic selections *Deep dive groups formed - order book*
2	Jan 24-30	**Intrapersonal Comm & Identity** By Tues: Read Unit 3/reading quiz #2 By Wed: Lesson & discussion primary post By Sun: Discussion reply posts, lesson quiz, reflection paper #1, *Read Deep Dive Discussion #1 requirements*	**Read** Unit 3 Communicating to Connect Reading **Quiz 2**: Unit 3 Complete lesson & lesson quiz Class **discussion #1**: primary & replies (All) **Reflection paper #1** *Read Deep Dive Discussion #1 requirements*
3	Jan 31- Feb 6	**Mediated Communication** By Tues: Read text CH 12/quiz 3 By Wed: Lesson & DD intro discussion By Sun: Reply posts, complete lesson & lesson quiz	**Read** CH 12 Mindful Approach Reading **Quiz 3:** CH 12 Complete lesson(s) & lesson quiz **Deep dive discussion #1**: Intro & journal *(DD book not needed for this discussion)*
4	Feb 7-13	**Culture & Communication** By Tues: Read text CH 6/quiz 4 By Wed: Lesson & discussion primary post By Sun: Reply posts, complete lesson & lesson quiz	**Read** CH 6 Mindful Approach Reading **Quiz 4**: CH 6 Complete lesson(s) & lesson quiz **Class discussion #2**: primary & replies (All) *Read Deep Dive book chapters*
5	Feb 14-20	**Listening** By Tues: Read text CH 7/quiz 5 By Wed: Lesson & toolbox video primary post By Sun: Toolbox video reply posts complete lesson/lesson quiz	**Read** CH 7 Mindful Approach Reading **Quiz 5**: CH 7 Complete lesson & lesson quiz **Toolbox video application #1 due** (Studio) *Read Deep Dive book chapters*

6	Feb 21-28	**Verbal Communication & Language** By Tues: Read text CH 4/ Quiz 6 By Wed: Lesson & deep dive primary post By Sun: Deep dive reply posts, complete lesson/lesson quiz	**Read** CH 4 Mindful Approach Reading **Quiz 6**: CH 4 Complete lesson & lesson quiz **Deep dive discussion #2**: primary & replies
7	Feb 28-Mar 6	**Nonverbal Communication** By Tues: Read text CH 5/quiz 7 By Wed: Lesson, discussion primary post By Sun: Discussion reply posts, complete lesson/lesson quiz	**Read** CH 5 Mindful Approach Reading **Quiz 7**: CH 5 Complete lesson & lesson quiz Optional peer discussion *Read Deep Dive book chapters*
8	Mar 7-13	**Gender, Sexuality & Communication** By Tues: Read Unit 5/quiz 8 By Wed: Lesson, discussion primary post By Sun: Discussion reply posts, survey complete lesson/lesson quiz	**Read** Unit 5 Communicating to Connect Reading **Quiz 8**: Unit 5 Complete lesson & lesson quiz **Class discussion #3**: primary & replies Check in & Class survey

Spring Break March 14-19

9	Mar 21-27	**Relational Development** By Tues: Read CH 8/quiz 9 By Wed: Lesson & deep dive primary post By Sun: Deep dive reply posts, complete lesson/lesson quizzes	**Read** CH 8 Mindful Approach Reading **Quiz 9**: CH 8 Complete lesson & lesson quiz **Deep dive discussion #3**: primary & replies
10	Mar 28-Apr 6	**Close Relationships** By Tues: Read Unit 11/quiz 10 By Wed: Lesson & peer discussion By Sun: Discussion reply posts, complete lesson/lesson quiz	**Read** Unit 11 Communicating to Connect Reading **Quiz 10**: Unit 11 Complete lesson & lesson quiz Optional peer discussion *Read Deep Dive book chapters*
11	Apr 4-10	**Emotions & the Dark Side** By Tues: Read Unit 8 & CH 14 (extra CH/extra week) By Wed: Deep dive primary post By Sun: Deep dive reply posts/organize DD presentation topics in groups	**Read** Unit 8 Communicating to Connect **Read** CH 14 Mindful Approach **Deep dive discussion #4**: primary & replies *Read deep dive presentation assignment* *Organize presentations with DD group*
12	Apr 11-17	**Emotions & the Dark Side** *Cont.* By Tues: Read Unit 8 & CH 14/quiz 11 Lesson/lesson quizzes By Wed: Discussion primary post By Sun: Discussion reply posts, lesson	**Read** Unit 8 & CH 14 **Reading Quiz 11**: Unit 8 & CH 14 Complete lesson(s) & lesson quiz **Class discussion #4**: primary & replies *Review earlier DD discussion posts*
13	Apr 18-24	**Conflict & Climates** By Tues: Read CH 12/quiz 12 By Wed: Lesson & toolbox primary post By Sun: Toolbox reply posts, complete lessons/lesson quiz	**Read** Unit 12 Communicating to Connect Reading **Quiz 12**: CH 12 **Toolbox video application #2 due** (Studio) *Review earlier DD discussion posts* *Create DD Individual presentation*

14	Apr 25- May 1	**Review & DD Presentation Work** <u>Mon - Thurs</u>: Create DD slides & presentation <u>By Thurs</u>: Submit DD Presentation w/ discussion questions, submit slides Fri - Start viewing presentations	Create deep dive slides for visual aid Create DD video presentation w/ slides **Submit deep dive presentation** with slides & discussion questions (Studio) *Preview & prep reflection paper #2*
15	May 2-8	**Deep Dive Group (DDG) Presentations** <u>Fri- Wed</u>: View DDG 1- 4 presentations <u>By Wed</u>: Primary deep dive posts DDG 1- 4 <u>By Sat</u>: Deep dive reply posts DDG 1- 4 <u>By Sun</u>: Presenter/host reply posts	**Deep Dive Group presentations 1- 4** Deep dive groups 1- 4 primary posts Deep dive 1- 4 discussion reply posts Presenter host responses due by Sun *No late work accepted beyond this point*
16	May 9-13	**Finals Week** <u>Mon</u>: Reflection paper #2 <u>By Wed</u>: Submit Good-bye post & Survey	**Reflection Paper #2** due Monday Good-bye post End-of-term anonymous survey

Note: *The above schedule and due dates are subject to change in the event of extenuating circumstances.*

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Interpersonal Communication
General Information & Course Policies

"Sometimes the greatest adventure is simply a conversation."

– Amadeus Wolfe

Communication is the primary method by which we as humans get all our needs met; physical, psychological, and emotional. This course is designed to increase interpersonal awareness and effectiveness in person-to-person communication, to include family, friends, work, and intimate relationships. The topics we cover will likely pertain directly and immediately to your life. Healthy interpersonal relationships are central to our happiness and well-being, and effective communication is critical to good relationships.

The main goal of this course is to give you an understanding of the theories, research, and concepts underlying the study of interpersonal communication. We will read, discuss, and use collaborative learning methods to apply concepts that deal with how to communicate effectively and how to avoid ineffective communication. Taking an interpersonal communication course gives you the opportunity to focus your attention on and strengthen an area of your life that may prove essential to your future success, both personally and professionally. An additional focus and benefit of this class will be to strengthen your practical communication skills. Through this formal study of communication, you will be encouraged to connect the conceptual material covered in class to your lived communication experiences.

Textbook & Readings

Textbook: This course uses the following free, open-source textbooks (and other web resources) for the equivalent of the primary textbook. No textbook needs to be purchased. See details in Canvas.

Usera, D. (Ed.). (2020). *Communicating to Connect: Interpersonal Communication for Today.* Licensed under a Creative Commons Attribution 4.0 International License.

Wrench, J., Punyanunt-Carter, N. & Thweatt, K. (2020 *Interpersonal communication: A mindful approach to relationships.* Licensed under a Creative Commons Attribution 4.0 International License.

Required book: Students will need to purchase ONE out of four books (below) for a virtual interpersonal book group assignment. Book groups will be assigned at the end of week 1 based on ranked preference – wait until book group assignment confirmation to purchase your book group book. These books are available in the CR bookstore, public libraries, on Audible or other audio book sites and new and used copies are available on Amazon and other similar sites. In addition, Amazon has a "Look Inside" feature for most of the books that will give you access to some of the book content. Again, you will purchase only ONE of the following titles.

Deep Dive **Group #1**: Applying the principles of nonviolent communication
- Rosenberg, M. (2015). 3rd edition. Nonviolent communication: A language of life. Encinitas, CA: PuddleDancer Press.

Deep Dive **Group #2**: Trust, betrayal, recovery and repair in romantic relationships.
- Gottman, J. and Silver, N. (2012). What makes love last? How to build trust and avoid betrayal. New York, NY: Simon & Schuster.

Deep Dive **Group #3**: Courage, creativity, shame, and vulnerability in work & relationships.
- Brown, B. (2018). Dare to Lead: Brave work, tough conversations, whole hearts. New York, NY: Random House.

Deep Dive **Group #4**: Managing identity, emotions, blind spots and defensiveness in order to gather important information and have meaningful conversations via receiving feedback (and giving feedback to others).
- Stone, D. and Heen, S. (2014). Thanks for the feedback: The science and art of receiving feedback well even when it is off base, unfair, poorly delivered, and, frankly, you're not in the mood. New York, NY: Penguin Books.

Other requirements: High speed internet, relatively modern computer, and **webcam** or other device that creates **video with audio.**

Communication Guidelines

Effective communication is essentially about showing respect for both yourself and the other person. This class requires that students demonstrate mutual respect in their interactions. During the study of interpersonal communication issues may arise that are sometimes difficult and/or controversial. As an academic community we share a mutual responsibility to create and maintain and supportive classroom environment where all participants feel safe to speak up and apply new communication skills. This means that each student's ideas, feelings and questions are valued. It is okay not to agree with everything that is said in the class, either by your peers or myself. However, it is expected that you will be respectful of those with different opinions and perspectives than your own, and that you will ground your interactions in the course content and actively apply the principles of communication competence. Please make sure you watch the "Netiquette" video in the introduction module so that you are clear on my expectations regarding your online communication.

Online Office Hours

I will be available face-to-face conference sessions using Zoom during office hours. I am happy to set up other times to talk with you on the phone or using the Zoom conference tool if these days and times don't work for you. If you would like to speak on the phone, please email me to set up a day and time.

Confirm your presence in the online classroom

Log in to the website and submit a video post to the "Student Introductions/Attendance" discussions forum ==no later than 11:59 pm on Wednesday, 1/19/22== to confirm your presence in the online classroom and introduce yourself to me and the other students in the class. Doing so will confirm your enrollment in the course and avoid your being dropped as a "no show." Post both an initial introduction and reply to another student's post according to the directions. If you have trouble with the technology associated with submitting the introduction post please contact me by email and let me know that you are interested in continuing in the course and how I can assist you.

Online Organization & Participation

The **Canvas modules** contain all the activities and assignments for the course. This is where everything in the class is organized, so at the beginning of every week you should access each new topic module, read the topic introduction, objectives and to-do list page, and start working on the activities for the week. The items in the module are organized by topic and are generally presented in the order that you should engage with them, although there may be times when you will work on activities within a module simultaneously.

Plan to use and access the Canvas email system for the duration of this course. It is critically important that you check your email account regularly (ideally daily) while taking online classes. You can set up Canvas to copy your CR or personal email accounts. To find out more about setting up your Canvas email account see the [Canvas Guide on Adding Contact Methods for Students](#). In addition, you should plan to access our course and participate in the online environment in Canvas several times per week. Online participation is critical to your success in this class.

Note: *If students are "inactive" due to non-participation they may be dropped from the course.*

Participation/Drop/Withdrawal

During the regular academic term student-initiated withdrawal may occur through the second week of class with nothing recorded on the student transcripts and from week's 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Participation means that you are actively completing assignments, not just logging in to Canvas. Non-participation for two weeks of assignments may result in involuntary withdrawal. No course withdrawal is allowed after the 10th week of class. Summer classes should note summer term specific withdrawal dates. Contact registration for dates specific to this summer course.

Reading

Reading should be completed by the date on which it is listed on the schedule in the syllabus. Lessons and activities are based upon the expectation that you have completed the reading.

Written Work

Most of the writing in this course falls under the category of report writing rather than essay writing. This is the kind of writing that most individuals will use in professional contexts. This is because you will essentially be applying concepts and reporting to or informing me or other students about your applications. See What is the difference between a report and essay and/or The difference between an essay and report for a short comparison between the two forms of writing. Generally, you will use sub-headings or respond by prompt in your papers.

All papers should be typed, one and a half or double-spaced; Times New Roman or Arial; 12-point font; 1'' margins, and formatted using APA style guidelines. All written work requiring sources outside the text must be cited properly using in-text and end-of-text citations. The CR library site offers citation resources and there are resource librarians who will answer questions in person, by phone or email. The Purdue Online Writing Lab is also an excellent resource, as is the free tool Grammarly. Please be sure to **carefully edit all papers** for spelling, grammar, punctuation and organization. Mechanical aspects of writing will be taken into account for grading purposes. Online tutoring is available via the NetTutor link in Canvas.

Plagiarism

Do not copy lesson or lecture notes, information from the textbook, other student's work, or cut and paste from a website or other source and claim it as your own. I encourage you to make use of resources and academic quality materials to learn from others, but your contributions in the discussion forum, the activities, assignments, and exams **must be your own work and clearly identify the work of others**. If you incorporate the work of others into your writing, **you need to cite and credit the work of others**. I will consider a first incident of plagiarism a learning opportunity, but any incident(s) after that will be reported to the Chief Student Services Officer and the Humanities division dean. Students that plagiarize information will at minimum will receive a failing grade on the plagiarized assignment, will be turned in to the dean, and will be at risk of failing the course.

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.

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.

Language/content disclaimer:

During this class I may show film clips, play music and/or make use of textual materials that contain profanity, violence, and/or sexual content. These materials will be used to offer practical application of concepts, theories or ideas discussed in class. In addition, the instructor may occasionally use profanity.

Note: I reserve the right to establish additional policies, as I deem necessary to provide you with the best learning environment possible.

Interpersonal Communication Assignments

"Doing the best at this moment puts you in the best place for the next moment."
- Oprah Winfrey

Assignments

Assignments and grades are part of teaching and learning process. All major assignments are designed to help you integrate knowledge gained from this course. The assignments are important not only for learning assessment to take place, but also to reinforce long-term retention and understanding of human communication processes and skills. Note: interpersonal communication assignments do not necessitate that you disclose deeply personal information about yourself. Disclose at your comfort level. You may draw from any interpersonal relationships (work, friendships, etc.), or interactions that you feel comfortable using for the application process.

Class Discussion Forum Posts

This class includes both large class and small group discussions. The large class discussion forums are usually based on a lesson/chapter-related prompt. The small group discussions usually take place around the deep dive topics. You will receive up to a maximum of 14 points for postings and responses to other people's postings (see scoring below). Outside sources are not required for discussion postings, however **if you do reference work outside of the text you must cite that material.** You will access the discussion forum through modules in the class website. See more details in the discussion assignment.

Please note that depending on the configuration of the class one or more class discussions may take place in smaller self-organized groups based on gender identity/affiliation or the gender affiliated group that students would feel most comfortable having these conversations in. This group is not meant to suggest or support a gender binary, but rather to create a space that best facilitates discussions on potentially challenging topics, such as communicating about sex, should that be helpful. (**42 pts possible**).

Optional Peer Discussions

You will have the opportunity to engage in optional peer discussions with your student colleagues. Prompts for possible discussion are provided, but you are welcome to use these discussions in whatever way best meets your needs. Some students use this space as a study group or to organize peer editing/feedback and others discuss the reading(s) and lesson(s) or their thoughts and experiences in the class. The peer discussion areas are not graded and will not be monitored by the instructor. Students who are not interested in participating are not obligated to do so.

Online Class Lessons

Online class lessons will be delivered primarily in the form of audio or video lectures, text-based pages with videos, images, Power Point slides, etc. It is expected that you will have read the assigned text chapter prior to the lesson. Many

lessons will be delivered using a program called SoftChalk which will include embedded quizzes and activities that are included in the quiz/exam grading category.

There are 10 points worth of quiz questions and/or activities embedded into each of the SoftChalk class lessons. I will use your best 10 quiz scores for the grade. Be sure to answer all of the lesson quiz questions and **click "Finish"** at the end of the lesson to submit your quiz score. If you don't click Finish, then your lesson attempt will be incomplete and will not be calculated for your grade. After clicking Finish, you should see the score screen. You can click Score Receipt to email yourself a receipt with your score or print a certificate with your score. See the information page titled "Class Lessons and Lesson Quizzes" in the COMM 7 Resources module. You have **unlimited attempts** available for each lesson quiz (**100 Points possible).**

Chapter Reading Quizzes

There will be 12 quizzes on the chapter readings. Each lesson/chapter will have a quiz consisting of 10 timed multiple-choice, true-false, or matching items based on the week's readings from the textbook. I will use the best 11 out of 12 quiz scores for your quiz grade. The chapter readings and at least one quiz attempt should be completed by Tuesday of each week as the balance of the activities build on this content. You will have 5 quiz attempts available, although please note that each new attempt will consist of a different set of questions from the test bank. As long as you have take the quiz once by the Tuesday due date, you will be able to continue using any remaining attempts until the end of the term and these later attempts will not be considered late. Your highest score will be used for the quiz grade. Students will have 15 minutes to complete each quiz. While technically an open-book quiz, you will not have time to search and find all of the answers in the lecture or textbook. Each quiz will be worth 10 points. (**110 pts possible**).

Reflection Paper 1 & 2 Assignments

The reflection papers are intended to deepen your understanding of course content and give you the opportunity to reflect on your interpersonal communication competence and process. You will be asked to respond to question prompts that require reflection on text chapters and concepts in relation to your own interpersonal communication skills and experiences**.** The second reflection paper will ask you to receive feedback from someone that you communicate with interpersonally, so you might think about who that might be in advance. **(40 possible points)**

Communication Video Toolbox Application Assignment (Studio)

This course meets the oral communication requirement, which means that in addition to engaging with interpersonal communication theories, you will also develop your communication skills via interactions with other students and a final oral presentation. The Communication Toolbox assignment is intended to deepen your understanding of course content and give you the opportunity to add more tools to your communication "toolbox" by further developing your interpersonal communication skills in interactions with peers. There are two toolbox assignment this term. The first toolbox is on perception checking, supportive listening and active listening. The second toolbox is on assertive communication, climates and conflict resolution. See Canvas for more details. (**30 points possible**)

Interpersonal Deep Dive Book Group Assignment

This assignment you will give you the opportunity to explore an interpersonal communication topic of interest to you in more depth by joining a "Deep Dive Book Group" (DDBG) where you will be assigned to a cohort of classmates who will read a common book from a pre-approved list. You will be placed in your deep dive group based upon your ranked preference of the pre-approved topics. The topics are associated with an expert in the field.

During the course of the term, I will ask you to reflect on your exploration of the deep dive concepts in relation to theories, topics, and concepts covered in the textbook and course lessons and also connect the deep dive topic to your lived communication experiences or observations (can include scenes from television or movies). The following topics

are available for selection. For more information see the deep Dive group information pages in Canvas. DO NOT purchase books or plan on a topic until you have been assigned to a topic group. You will not need the book for the first deep dive discussion, but you should have it by week 4.

Deep Dive Group #1: Applying the principles of nonviolent communication
- Rosenberg, M. (2015). 3rd edition. Nonviolent communication: A language of life. Encinitas, CA:PuddleDancer Press.

Deep Dive Group #2: Trust, betrayal, recovery and repair in romantic relationships.
- Gottman, J. and Silver, N. (2012). What makes love last? How to build trust and avoid betrayal. New York, NY: Simon & Schuster.

Deep Dive Group #3: Courage, creativity, shame, and vulnerability in work & relationships.
- Brown, B. (2018). Dare to Lead: Brave work, tough conversations, whole hearts. New York, NY: Random House.

Deep Dive Group #4: Managing identity, emotions, blind spots and defensiveness in order to gather important information and have meaningful conversations via receiving feedback (and giving feedback to others).
- Stone, D. and Heen, S. (2014). Thanks for the feedback: The science and art of receiving feedback well *even when it is off base, unfair, poorly delivered, and frankly, you're not in the mood. New York, NY: Penguin.

Deep Dive Group Discussions

The deep dive group discussions take place in small groups that have all been assigned to the same deep dive topic. You will engage in a discussion with your group-based upon prompts provided by your instructor. These prompts will ask you to reflect on the material presented in your textbook readings and in the related class lessons and then to illustrate the connection between your textbook/lesson materials, the material you are reading/watching in your topic group, and your lived experiences. You will receive up to a maximum of 14 points for postings and responses to other people's postings (see scoring below).

Outside sources are not required for discussion postings, however **if you do reference work outside of the text you must cite that material.** The discussion forum is accessed on the class website. Each group has a deep dive page in the assignment module with discussion schedule and materials. Please feel free to adjust the schedule as needed and especially to go ahead more than is indicated.

Deep Dive Individual Video Presentation

At the end of the term, each deep dive group will present their topic to the rest of the class. Groups should organize who will present what information with the goal of presenting as much of the topic as possible. However, even though individual group members will present within the same assignment area and should consult with their deep dive group members in order to organize the presentations, the presentations are graded on an individual basis. Each student will present their topic to the class by providing a presentation via video with a visual aid. Each presenter will also create 3 discussion questions related to their presentation that will be included in their slides and video. If someone in the group fails to complete their presentation it will have no impact on the other group members, other than the fact that some sub-topics might not be presented to the class.

We essentially trade places at the end of the term, and you become the teachers in the class. The final presentation involves creating a slide deck and video presentation. After viewing the video presentation, the class will engage in a group discussion about the video by answering the discussion questions. See details in Canvas.

Deep Dive Presentation Discussion - Hosting and Participating

Hosts and Participants will have different responsibilities during the deep dive Lesson Discussion as follows:

☐ Host Responsibilities
- In the discussion presentation topic area where your presentation is posted you will not be responsible for viewing or responding to your group member's presentation; you will only act as a presentation host and respond to students who submit discussion posts directly to your video presentation.
  - **Respond to peer's posts to your presentation** - You are responsible for including three discussion prompts in your slides and video based upon your presentation. The class will then answer those questions. When you are the presentation discussion host, you will be responsible for reading through the posts that answer your questions and for **answering students' questions** or **providing further information/elaboration/encouragement.**
  - You should respond to all post submitted to your presentation by participants who posted by the due date.

☐ Participant Responsibilities
- In the other presentation topic discussion areas other than your own you will act as a participant and watch and respond to each individual video presentation.
  - **Answer each presenter's discussion questions** – Each group will have approximately 7-9 group members who will be presenting in each group area. When you are a participant (not hosting the discussion), you will submit a first **post** that will respond thoughtfully to a **minimum of two** of each of the presenter's discussion prompts. Your responses should be specific to the content of the presentation and should focus on making connections with text and lesson concepts and/or applying concepts.
  - **Respond to another student's post -** You will also post **a minimum of one response post** to another student's first post (select a post that doesn't have a response yet) **for each group member's presentation discussion.** Try to make connections between the presentation topic and the material from the textbook and/or an example from life.

Additional Institutional Resources

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up to date by logging into WebAdvisor https://webadvisor.redwoods.edu and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the Redwoods Public Safety Page.

In an emergency that requires an evacuation of the building anywhere in the District:
- 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.

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.

Eureka Campus Emergency Procedures

Please review the campus emergency map for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the Redwoods Public Safety Page It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
   a. Dial 911, to notify local agency support such as law enforcement or fire services.
   b. If safe to do so, notify key administrators, departments, and personnel.
   c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
   d. Contact Jolene Gates 530-625-4821 to notify of situation.
   e. Contact Hoopa Tribal Education Administration office   530-625-4413
   f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
   a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
   b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
   c. Close all window curtains.
   d. Get all inside to safe location Kitchen area is best internal location.
   e. If a police officer or higher official arrives, they will assume command.
   f. Wait until notice of all is clear before unlocking doors.
   g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
   h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)