

## Course information

Semester & Year—Summter 2022

Course ID & Section #—COMM-7-V999

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

## Welcome

Welcome to your syllabus! As a general rule, the syllabus serves three primary purposes in higher education. 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

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 to communicate with your instructors, classmates in your courses, and 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

- 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 course duration. The college campus has free wifi. You can also consider purchasing a personal Wi-Fi hotspot if you do not have reliable Wi-Fi 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, a digital learning management system. You need a desktop or laptop, tablet, or smartphone to engage Canvas.

### 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, and 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

## 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 (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 electronic visual 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.

## Reflections—55pts

- There are 11 reflection exercises worth 5 pts each. No classmates see your post.
- You are provided prompts and questions.
- You can be creative, expressive, and open with yourself. The reflection is not critiqued.
- You receive a complete (5 pts.) for answering each question and meeting the word count requirement.

## 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.

# 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 assignments and grading rubric instructions can be found directly in Canvas under the corresponding module. The exact due dates can be found later in this syllabus or within the relevant 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, and 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 are 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 a thorough grasp of large portions of the course material.

B = Creative, well-prepared work, demonstrating great effort, talent, or grasp of the material 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 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.

## Participation, dropping, and being withdrawn Policy

Set aside time to view materials and submit work. Log in regularly for announcements, grades, messages, and comments. Participate in discussions, group work, and respond to your peers. All work must be submitted by the last day of class. The learning units close on the last day of class at 11:59 pm. The last day of class is the day/time 📅 14.1 — Check stop B. To locate the due dates for all assignments, navigate to the course summary located at the bottom of the **syllabus**.

### 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.

### Drop or not pass

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.

- Skipping or being late for any assignment during Learning Units 1-3.
- Failing to submit a total of four assignments throughout the course.
- Skipping two consecutive Learning Units.
- Missing more than one Lab Partner meeting.

### 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).

### Late work rules and non-negotiable regulations

- Please do not email asking for special treatment. Instead, use the time it takes to email me and wait for an answer to complete the assignment/s.
- It is vital to practice balancing commitments and managing emergencies. True life skill! However, things do come up that are out of your control. Some require a few days to manage, and the time they take makes it nearly impossible to meet deadlines. To be mindful of emergencies, you can submit a ONE TIME request to submit an assignment late WITHOUT penalty.

- You can never earn back points missed for not attending a partner meeting. But, you can submit answers to the lab partner assignments on your own for most of the points. The same rule applies to this condition.

Below

1. You find what qualifies for a one-time exception and what does not.
2. Instructions on how to request a one-time request to submit late work without penalty.
3. Information on what do

## What qualifies

Late work is not accepted during Learning Units 1-3. This form can't be used.

- You are dropped from the class if you submit late.
- The flexible late work policy starts when you reach Learning Unit 4.
- For details, review 1.6—Principles of participation.

Once you reach Learning Unit 4.

You can begin using this form to request a one-time exception to the late work penalties. The form for the exception is in the course.

You can ONLY request 7-days of late penalty points missed to be added back. After 7-days, the counter resets to the first day being late, and the late points begin coming off at 10% per day.

You can never earn back points missed for not attending a partner meeting. But, you can submit answers to the lab partner assignments on your own for most of the points. The same rule applies—the partner discussion can only request up to 7-days of penalty points.

## 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.

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.

## 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.

The high value placed on truth implies a corresponding intolerance of academic dishonesty in the academic community. In cases involving academic dishonesty, the determination of the grade and the student's status in the course is left primarily to the faculty member's discretion. Suppose 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 uses others' ideas and words without clearly acknowledging the source of that information. With a little guidance and effort, plagiarism is easy to avoid. Being a college student evaluates other people's ideas and incorporates 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 another person's spoken or written words