



Syllabus for COMM-7 Interpersonal Communication

Course Information

Semester & Year: Fall 2022

Course ID & Section #: D3598 (053598)

Instructor's name: Daniel M. Chick

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

Location: Room 34, Del Norte Education Center

Course units: 3

Instructor Contact Information

Office location: E Building, Room 4

Office hours: By Appointment

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

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

Catalog Description

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

Course Student Learning Outcomes

1. 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.

Teaching Philosophy

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

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor, Ms. Eagles, 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: 530-625-4281 Ext 103
- Pelican Bay State Prison: Contact Ms. Tory Eagles, our Scholars Program Coordinator, via a formal written letter or an Ask CR Sheet. Please send your formal letter or Ask CR sheet to the Pelican Bay Education Department (ATTN: CR Scholars), so that your request can be routed through our correspondence mailing system.

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. If you are taking a correspondence course, DSPS will also email approved accommodations for distance education classes to your instructor.

When needed, you have the right to request reasonable accommodation under Title I of the Americans with Disabilities Act. As [the United States Department of Labor](#) has explained:

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

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

- Physical changes
 - Installing a ramp or modifying a rest room
 - Modifying the layout of a workspace
- Accessible and assistive technologies
 - Ensuring computer software is accessible
 - Providing screen reader software

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- Using videophones to facilitate communications with colleagues who are deaf
- Accessible communications
 - Providing sign language interpreters or closed captioning at meetings and events
 - Making materials available in Braille or large print
- Policy enhancements
 - Modifying a policy to allow a service animal in a business setting
 - Adjusting work schedules so employees with chronic medical conditions can go to medical appointments and complete their work at alternate times or locations
- Telework is also a reasonable accommodation

Student Support

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

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

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.

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](#).

Inclusive Language in the Classroom

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

Calling Out and Calling In

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

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

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

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. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

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

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

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](#).

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.

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- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Evaluation & Grading Policy

Plagiarism Contract | 25 points

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](#). This contract signifies you have foreknowledge of this important principle and will uphold it throughout your studies.

Communication Exercises | 100 Points (5 x 20 pts each)

Various exercises and tasks which will highlight and allow students to practice skills necessary for successful and ethical interpersonal communication.

Discussion Boards | 100 Points (5 x 20 pts each)

These should be an introspective view of a week's material. That is, how do you relate to it? How does the material from the current week relate to previous weeks? What stuck out to you the most and the least? What burning questions do you still have? How have you been living up to the concepts and ideals we discussed that week? (For what it's worth, you're not limited to answering these questions. But, I think they're a good start in getting your thought processes going!) I'll offer a prompt for you to discuss. You will also engage with at least two other classmates per board.

Scenario Analysis Essay | 50 Points

Students will conduct a communication scenario analysis and, in so doing, apply skills and behaviors discussed in class or in the text.

Final Course Reflection Paper | 125 pts (100 pts for final paper, 25 pts for draft)

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

Overall Points Available | 400

A → 372--400	B+ → 348—359	C+ → 308—319	D → 240—279
A- → 360—371	B → 332—347	C → 292—307	
	B- → 320—339	C- → 280—291	F → 239 or fewer

Late Work Policy

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

In Case of Emergency

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

Reasonable Accommodations to the Late Work Policy

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

24/7 Policy

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

Course Schedule

Date	Topics	To Do
Week 1	<p>Allow me to introduce myself... Course introductions and welcomes! Additionally...</p> <p>Interpersonal Communication in a Diverse Society, an Overview The ins-and-outs of sharing our experiences with one another in a diverse society with many people like us and unlike us in substantial ways.</p>	<ul style="list-style-type: none"> Lightly read TB Chapter 1, "Introduction to Human Communication": <ul style="list-style-type: none"> Read Intro & section 1.5 Skim sections 1.2, 1.3, & 1.4 Read TB Chapter 2, "Overview of Interpersonal Communication" Plagiarism Contract Discussion Board 1: Why Study Communication?
Week 2	<p>Culture and Environment in Communication Where we come from affects who we become, the behaviors we think are normal, and the communication behaviors we adopt. This week, we'll take a look at how these environmental factors come into play.</p>	<ul style="list-style-type: none"> Read TB Chapter 6, "Cultural and Environmental Factors in Interpersonal Communication" Complete intercultural communication skills inventory & questions, "Improving Intercultural Communication Skills" exercise
Week 3	<p>Intersectional Approaches to Culture Though they're pretty heavy terms, power and oppression come into play here too. They exist, are omnipresent, and can be observed in the ways we communicate with each other. This week, we'll be establishing a foundational understanding of what these terms mean and how we can observe them in the way we talk with one another.</p>	<ul style="list-style-type: none"> Read "The Combahee River Collective Statement", "A Primer on Intersectionality", "Ten Tips for Putting Intersectionality into Practice", and optional for additional context: "The Intersectionality Wars" Discussion Board 2: Microaggressions and Cultural Competency
Week 4	<p>Sharing Meaning Verbally How we relate to one another using these arbitrary things called symbols (that is, the very letters and words used to communicate right now).</p>	<ul style="list-style-type: none"> Read TB Chapter 4, "Verbal Elements of Communication" Assignment: Journaling
Week 5	<p>Sharing Meaning Nonverbally</p>	<ul style="list-style-type: none"> Read TB Chapter 5, "Nonverbal Communication"

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	How we relate to one another using various gestures and expressions.	<ul style="list-style-type: none"> • Discussion Board 3: What we say and how we say it matters.
Week 6	Talking and Listening The ins and outs of the art of the conversation. We'll discuss conversation models and develop relevant talking and listening skills.	<ul style="list-style-type: none"> • Read TB Chapter 7, "Talking and Listening" • <u>Scenario Analysis Essay Due</u>
Week 7	Conflict and Relationships What it means to have a conflict and thinking through the ways we can deal with conflict in a healthy way.	<ul style="list-style-type: none"> • Read TB Chapter 9, "Conflict in Relationships" • Complete Conflict Management Assignment
Week 8	Conflict and Power Adding some complexity to our discussion of conflict by thinking through social aspects of conflict, such as gender identity, sex, race, etc. With these, we'll think about how power and oppression is furthered through conflict management styles.	<ul style="list-style-type: none"> • Read Handouts on Traditional Masculinity and Toxic Masculinity (Canvas) • Discussion Board 4: Conflict and Power
Week 9	Friendships and Interpersonal Communication How we form, maintain, and, if needed, terminate relationships with friends.	<ul style="list-style-type: none"> • Read TB Chapter 10, "Friendship Relationships" • Assignment: Defining "Found Family"
Week 10	Family, Marriage, and Interpersonal Communication Forming, maintaining, and, if needed, terminating familial relationships, both those we had no choice in joining (birth families) and those we do have a choice in joining (marriage/romantic partnerships).	<ul style="list-style-type: none"> • Read Chapter 11, "Family & Marriage Relationships" • Discussion Board 5: What makes a family a family? • <u>Assign Final Reflection Essay</u>
Week 11	Interpersonal Communication in Mediated Contexts How to effectively and ethically communicate in online contexts, such as online learning modules,	<ul style="list-style-type: none"> • Read TB Chapter 12, "Interpersonal Communication in Mediated Contexts"

	message boards, forums, and social media.	
Week 12	Interpersonal Communication in Organizational Contexts Effective, ethical communication in the workplace. Specifically, we'll articulate how to manage task-oriented communication, communication along hierarchies, and communication among coworkers.	<ul style="list-style-type: none"> • Read TB Chapter 13, "Interpersonal Relationships at Work" • <u>Final Reflection Essay Draft Due</u>
Week 13	Interlude, or, How to Write in Academic Contexts Asynchronous online content. I will be out of town for the National Communication Association's annual conference in New Orleans, LA.	<ul style="list-style-type: none"> • Read literature from UC Berkeley's Student Learning center on how to write well and write effectively <ul style="list-style-type: none"> ○ "How to Write an Organized Paper" ○ "A Process Approach to Writing Research Papers" ○ "How to Avoid Ulcers, Hernias, and Other Medical Maladies: A Guide to the Writing Process" ○ "Nine Basic Ways to Improve Your Style in Academic Writing" ○ "Building a Thesis...From the Ground Up" ○ "Some Tips for Writing Efficient, Effective Body Paragraphs" • Read through literature on APA citation style. <ul style="list-style-type: none"> ○ NIC Library and Learning Commons Style Guide ○ OWL @ Purdue APA Style Guide • Complete APA Quiz @ 90% or above
Week 14	Fall Break and Thanksgiving	<ul style="list-style-type: none"> • No class, no assignments! Enjoy your time off & reflect on the genocide our forebears inflicted on Indigenous peoples.
Week 15	The Dark Side of Interpersonal Communication Interpersonal communication isn't always rosy and uplifting. Sometimes it can lead to harm. We'll cover what kind of interpersonal communication strategies can do so and envision	<ul style="list-style-type: none"> • Read TB Chapter 14, "The Dark Side of Interpersonal Communication"

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	strategies to avoid hurtful communication.	
Week 16	Wrapping Things Up	• <u>Final Reflection Paper Due</u>