



Syllabus



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COURSE SYLLABUS

COMM 550: Interpersonal Communication 4 Credits

Online

Fall, 2008

September 13 - December 12; **(Thanksgiving Break: November 22-28)**

Last Updated: July 27, 2008



Instructor: Carol Fascione, MA

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Course Description

Good interpersonal relationships require effective communication. From political rhetoric to the most intimate dialogue, we know that what we say and how we say it matters deeply. Principles and rules of interpersonal and intrapersonal communication are largely unspoken in our culture. This class demystifies the communication process and helps students to understand the complex nature of relationship, to develop basic interpersonal communication concepts, and to apply them to everyday life.

Prerequisites

None.

Learning Outcomes

Upon completion of this course, learners will be able to:

Course Resources

Textbook(s):

1. Adler, Ronald B. et al. **Looking Out, Looking In**, 12th ed. Wadsworth Thomson Learning Publishers, 2007. ISBN: 049509580X
2. Braithwaite, Dawn and Julia T. Wood. **Case Studies in Interpersonal Communication**, Wadsworth Thomson Learning, 2000. ISBN: 0534565387
3. Theories Packet: **available online in Course Table of Contents**

Textbooks are available via GSC's online bookstore, MBS Direct at:

<http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 10133). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

PLEASE NOTE: It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Blackboard Orientations

There are no face-to-face sessions for this course. If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the [2-hour Blackboard Orientation sessions](#) available throughout the state. If you choose not to attend a face-to-face session, you are encouraged to complete the [Online Orientation with audio](#) at your own convenience.

Course Policies

Late Work:

Work submitted late will be marked down 5% each day it is late. In addition, work will not be accepted for grading if it is more than two weeks late. Regarding late Discussion Board Postings: students may not post to a specific Module's Discussion Board after the Module has ended.

Computer Problems and Saving Work:

Computers are known to break down and do other unpredictable things. You are responsible to take all precautions and have contingency plans in place in case of such mishap. Computer problems are NOT valid excuses for late work. It is recommended that you create and save back up files to either a CD or another electronic storage device for every piece of work you complete for this class. Saving duplicate copies of your work to an external device will ensure that a computer glitch or a glitch in cyberspace won't erase your efforts.

Extended Sickness and Personal Tragedy:

Success in this course requires regular and consistent participation. If you find yourself in a situation in which this is a problem, you will be encouraged to drop the course and retake it when you are in better health/circumstances. Students are expected to contact the professor if such a situation arises as early as possible.

Purchasing Course Materials:

It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

Description of Course Activities and Requirements

Learners will demonstrate their learning through the following activities and assignments.

Participation

Participation in our online environment means actively engaging in discussion forums related to class readings and concepts. In each module I will post several chapter-related discussion questions. You will respond to these questions thoughtfully since your answers will reflect your opinions, ideas and reactions about the case studies assigned for reading that week. Based on your posting others in our class will contribute to the comments. During the week, you are to respond to the posting of one other student forming discussion threads. The key to making this interaction meaningful is not how many times you post but rather it's the quality of your thinking and reflection. Your participation grade is based on that reflection and your interactivity with your cohorts each week. It is worth 20% of your grade.

Coat of Arms Partnership Assignment

This activity invites you to learn about another student in your class through online interaction. Since we do not have the luxury of a traditional classroom environment where you would ask questions face-to-face, we must rely on building our learning community by corresponding with one another in cyberspace. The Coat of Arms (COA) Assignment will link two students together so that they may ask questions of one another in order to create a Coat of Arms for each other. Further information about this activity will be found in the Coat of Arms section of your course. Your completed COA and the information you gathered for its creation will count as 20% of your total grade.

Group Assignment

In this activity you will be asked to work with several partners to develop a group assignment. Your group will select one of three topics which you will develop through research and discussions together. You will draw conclusions based on your discussions and one of your group members will be responsible for collating the data and then submitting the assignment in the provided link. This group project counts as 20% of your grade. (Each member of your group receives the same grade for this assignment.)

The topics are:

1. How does the American Flag communicate?
2. Is music communication?
3. Do cell phones and text messages promote or impede communication?

Final (Reaction) Paper

You will be responsible for researching a topic in an interpersonal communication scenario and then presenting a written report of your research. This written document will utilize the information that you have learned through the textbook and case study readings. It will also reflect the theories presented in your module notes and reference online discussions that occurred during the course which may have dovetailed into the topic you have selected. In short, it will express your reactions to the readings, which is why it is called a reaction paper. This paper will then be submitted during the last week of the course and will count as 25% of your grade.

Quizzes

A quiz will be available for completion at the end of each module. You will be responsible for completing the quiz and submitting it in a timely manner when you complete your module. The total point value for quizzes is 15%.

Grading Percentages

Activity	% of Final Grade
Participation in discussion forums	20%
Coat of Arms/Partnership Assignment	20%
Group Project	20%
Final (Reaction) Paper	25%
Quizzes	15%
Total	100%

Grades in this class will follow the scale of Granite State College, where A/4.0 is awarded for Excellent work and F/0.0 is awarded for Failure/ No credit.

Granite State College Standard Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A ⁻	90-94	3.67	
B ⁺	87-89	3.33	Good
B	84-86	3.0	
B ⁻	80-83	2.67	
C ⁺	77-79	2.33	
C	74-76	2.0	*Acceptable
C ⁻	70-73	1.67	†
D ⁺	67-69	1.33	Poor
D	64-66	1.00	
D ⁻	60-63	0.67	
F	≤59	0	Failure, no credit

*A grade of C or better is required to fulfill requirements in the major, minor, or general education core at GSC. Please consult the GSC catalog for details.

† A grade of C⁻ or below generally does not transfer to other academic institutions.

Course Schedule & Topics

This course consists of eight, modules which are outlined in detail below. Consider the information below as a guide to the flow of work for this course. Details of assignments are available in Course Contents. Please note that this schedule is subject to change. The final and official version will be posted in the course.

Module	Assignments/Activities
Module 1: Introduction to Our Learning Community September 13-19	Read: <ul style="list-style-type: none"> ● Chapter 1 - Looking Out/Looking In (LO/LI) ● Case Study 10 - Let Her Eat Cake!
Module 2: Communication and Identity: Creating and Presenting the Self September 20-26	Read: <ul style="list-style-type: none"> ● Chapter 2 (LO/LI) Choose only ONE of the following two case studies to read this week: <ul style="list-style-type: none"> ● Case Study 8: What to Tell - OR - ● Case Study 13: The Embarrassment of Public Disclosure <ul style="list-style-type: none"> ● Discussion Topics: <ul style="list-style-type: none"> ○ Communication Theories ○ Self disclosure and self concepts ● Coat of Arms Assignment due Friday, September 26th
Module 3: Intrapersonal	Read:

<p>Communication: Perception and Emotions</p> <p>September 27-October 10</p>	<p>Week One (Sept. 27-Oct. 3)</p> <ul style="list-style-type: none"> • Chapter 3 (LO/LI) • Case Study 1: What's in a Name? <p>Week Two: (Oct. 4-10)</p> <ul style="list-style-type: none"> • Read Chapter 4 (LO/LI) • Case Study 5: Mirror, Mirror on the Wall • Discussion Topics: <ul style="list-style-type: none"> ○ Intrapersonal Communication ○ Perception and Self ○ Emotions, thinking and feeling
<p>Module 4: Communication and Language</p> <p>October 11-17</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 5 (LO/LI) <p>Choose only ONE of the following two case studies to read this week:</p> <ul style="list-style-type: none"> • Case Study 9: He Says/She Says- OR - • Case Study 14: Crossing the Tracks of Friendship and Dating <ul style="list-style-type: none"> • Discussion Topics: <ul style="list-style-type: none"> ○ Language
<p>Module 5: Non-Verbal Communication and Listening</p> <p>October 18-31</p>	<p>Read:</p> <p>Week One (Oct. 18-24)</p> <ul style="list-style-type: none"> • Chapter 6 (LO/LI) • Case Study 7: I Need Some Space <p>Week Two: (Oct. 25-31)</p> <ul style="list-style-type: none"> • Read Chapter 7 (LO/LI) • Case Study 24: Big Changes Come with Small Packages • Discussion Topics: <ul style="list-style-type: none"> ○ Improving Communication Climates ○ Interpreting Body Language and Non-Verbal Messages • Group Project will be due at the end of this module on Friday, October 31st
<p>Module 6: Relational Dynamics: Intimacy and Distance</p> <p>November 1- 14</p>	<p>Read:</p> <p>Week One (Nov. 1-7)</p> <ul style="list-style-type: none"> • Chapter 8 (LO/LI) • Case Study 19: Betrayal <p>Week Two: (Nov. 8-14)</p> <ul style="list-style-type: none"> • Read Chapter 9 (LO/LI) • Case Study 27: Friends of the Heart • Discussion Topics: <ul style="list-style-type: none"> ○ Relationships and messages

	<ul style="list-style-type: none"> ○ Intimacy and distance
Module 7: Communication and Conflicts November 15-December 5 (includes Thanksgiving Break: November 22-28)	Read: Week One (Nov. 15-21) <ul style="list-style-type: none"> ● Chapter 10 (LO/LI) ● Case Study 25: Parents, Children, People Week Two: (Thanksgiving Break Nov. 22-28, Module resumes Nov. 29-Dec. 5) <ul style="list-style-type: none"> ● Read Chapter 11 (LO/LI) ● Case Study 26: Who's the Parent Now? ● Discussion Topics: <ul style="list-style-type: none"> ○ Family Communication Success ○ Conflict and criticism
Module 8: Conclusions December 6- 12	Read: <ul style="list-style-type: none"> ● Reaction (Final) Papers Due on or before December 12th

Note: The schedule above may change at the instructor's discretion.

Library Resources

Granite State College has a Virtual Library (<http://www.granite.edu/current-students/virtual-library/>) available 24/7 with access to the full-text of thousands of journals and professional periodicals, an online Reference Room, selected Internet resources, writer's resources, research and citation help, and a collection of tutorials. The databases are password protected.

See GSC Library tab in MyGranite for username and password. In addition, the **Library Info** link in the course menu provides direct links to research databases, *Research FAQs* and more.

Academic Resources and Information Services

Academic assistance to students is available at GSC Centers at no additional charge in such areas as basic skills preparation in reading, writing and math; study skills and research and citation help. Academic Resources staff members work closely with faculty and students toward academic success. A whole range of tools is available, including study and time management tips, APA and MLA citation assistance, access to learning resources online, and feedback on course writing projects. To contact an Academic Resource and Information Coordinator, see the Academic Resource Link on the Resources page in the course menu or go directly to http://bbresources.granite.edu/course_docs/acad_resources.htm.

Technical Assistance

For assistance with issues related to accessing the MyGranite portal, GSC email, Webrock, online courses or other technical issues related to any of the Blackboard tools, please visit the GSC Technical Assistance Center (<http://bbresources.granite.edu/techassist/help.htm>) for answers to the most frequently asked questions or to submit an online help request form. Or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, messages checked twice daily on weekends. Extended hours for the week before start of the term and first week of the term: M-Th, 8:00-7:00.)

Documented Disabilities / Americans with Disabilities Act

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, we recommend that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the Dean of Learner Services in Concord. See the complete Granite State College policy in the current college catalog for further details.

Academic Honesty

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's work, whether in print or online, make sure to cite references appropriately. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations.

For Granite State College's complete [academic honesty policy](#), see the current college catalog.

Conduct in the Online Classroom

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

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1. formulate an awareness of, and self-consciously experience, intrapersonal processes.
2. become aware of, describe, and improve one's own communication styles and strengths.
3. differentiate between theoretical approaches to interpersonal communication and evaluate their usefulness.
4. integrate a new paradigm of communication that sees reality as co-created by communication.
5. appraise the nature of conflict for yourself and others.
6. explore and discuss strategies for dealing with interpersonal conflict.
7. develop and demonstrate perceptual and listening effectiveness.
8. apply principles of effective nonverbal and verbal communication.

9. assess the influence of culture on interpersonal communication.
10. discuss the influence of communications technology on interpersonal communication.