



Syllabus



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COMM 550: Interpersonal Communication

credits: 4 CRN# 40172

Summer Term 2008, July 12th - September 5th

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Course Description

Overview

During this eight week online course we will cover interpersonal relationships as they relate to theories and application, the self and self-disclosure, emotions and language in interactions, nonverbal communication and listening. We will analyze relational dynamics in gender communication, conflict management and parent-child relationships as presented in case studies and personal experiences. We will use several tools to provide you with the opportunity to apply the knowledge gained from your reading and case studies. You will complete individual assignments, including group discussions, which address case studies in interpersonal communications. Each module concludes with a quiz.

Prerequisites

None.

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 view our new [Online Orientation with audio](#) at your own convenience.

Required Resources

Textbook:

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 Contents**

The textbook is available online at MBS Direct at: <http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: 40172). 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.

Learning Outcomes

By the end of the course, students will be able to:

1. Analyze and explain (diagrammatically) the elements in typical communications transactions.
 2. Identify and understand the effects of intra-personal factors upon the communication process.
 3. Display effective listening skills including a four-step model of empathic listening.
 4. Understand the means by which communication becomes interpersonal conflict and be able to demonstrate knowledge of the stages of conflict plus means of reducing conflict through communication.
 5. Demonstrate basic knowledge of communication problems in small groups and effective approaches to group communication.
 6. Understand basic concepts of communication in organizations.
 7. Understand the effects of non-verbal and environmental factors upon interpersonal communication.
 8. Demonstrate the ability to apply, analytically, the above concept areas to the participants own communication.
 9. Understand the uses of language in the communication process, and common problems of conveying meaning through language.
 10. Recognize common personality types and common temperaments as displayed in typical transactions, and understand their significance for communication style.
 11. Recognize individual value orientations and their impact on communication.
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Evidence of Accomplishment

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

Participation

Participation means being online in the Discussion Forum Sessions and displaying knowledge of the reading material on a weekly basis. 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 for others to interact with. 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 it's the quality of your thinking and reflection. Participation in online class discussions includes posting on the discussion forums each week and 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?

Individual Assignment: 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%.

Academic Honesty

An academic community is based on honesty and integrity. All work that you submit should be your own. When summarizing or explaining ideas that are based on another's work, make sure to cite references appropriately. (For more information on proper citation, see the Library's website: <http://granite.edu/library/citing.htm>). Plagiarism will not be tolerated. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations. For questions regarding Granite State College's academic honesty policy, see page 65 of the college catalog.

Performance Evaluation

Grades in this class will follow the scale of Granite State College, where A/4.0 is awarded for Outstanding work and F/0.0 is awarded for Unacceptable work. Assessment measures for each graded assignment will be provided for you, so you are clear on the expectations. You have the responsibility for achieving clarity if you are confused by any requirement.

The distribution of assignments, and their portion of your final grade is provided here:

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%

Course Grading Scale: The letter grade is representative of Granite State College's grading system.

A: 100-95	B: 86-84	C: 76-74	D: 66-64
A-: 94-90	B-: 83-80	C-: 73-70	D-: 63-60
B+: 89-87	C+: 79-77	D+: 69-67	F: 59-0

NOTE: Students must receive a grade of "C" or better for all courses in their major.

Outline of Course Structure & Content

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 July 12 - 18	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 July 19 - 25	Read: <ul style="list-style-type: none"> Chapter 2 (LO/LI) <p>Please read only one of the following two case studies this week:</p> <ul style="list-style-type: none"> Case Study 8: What to Tell -OR- Case Study 13: The Embarrassment of Public Disclosure Discussion Topics: <ul style="list-style-type: none"> Communication Theories Self disclosure and self concepts Coat of Arms Assignment due Friday, July 25th
Module 3: Intrapersonal Communication: Perception and Emotions July 26 - Aug 1	Read: <ul style="list-style-type: none"> Chapter 3 and Chapter 4 (LO/LI) <p>Please read only one of the following two case studies this week:</p> <ul style="list-style-type: none"> Case Study 1: What's in a Name? -OR - 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
Module 4: Communication	Read:

<p>and Language Aug. 2 - 8</p>	<ul style="list-style-type: none"> • Chapter 5 (LO/LI) <p>Please read both case studies this week:</p> <ul style="list-style-type: none"> • Case Study 9: He Says/She Says -AND- • Case Study 14: Crossing the Tracks of Friendship and Dating • Discussion Topics: <ul style="list-style-type: none"> ○ Language
<p>Module 5: Non-Verbal Communication and Listening Aug. 9 - 15</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 6 <u>and</u> Chapter 7 (LO/LI) <p>Please read only one of the following two case studies this week:</p> <ul style="list-style-type: none"> • Case Study 7: I Need Some Space -OR- • 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, Aug. 15th
<p>Module 6: Relational Dynamics: Intimacy and Distance Aug. 16 - 22</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 8 <u>and</u> Chapter 9 (LO/LI) <p>Please read only one of the following two case studies this week:</p> <ul style="list-style-type: none"> • Case Study 19: Betrayal -OR- • Case Study 27: Friends of the Heart • Discussion Topics: <ul style="list-style-type: none"> ○ Relationships and messages ○ Intimacy and distance
<p>Module 7: Communication and Conflicts Aug. 23 - 29</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 10 <u>and</u> Chapter 11 (LO/LI) <p>Please read only one of the following two case studies this week:</p> <ul style="list-style-type: none"> • Case Study 25: Parents, Children, People -OR- • Case Study 26: Who's the Parent Now? • Discussion Topics: <ul style="list-style-type: none"> ○ Family Communication Success ○ Conflict and criticism
<p>Module 8: Conclusions Aug 30 - Sept 5</p>	<p>Read:</p> <ul style="list-style-type: none"> • Reaction (Final) Papers Due before September 5th

Note: The content of this syllabus is subject to change as needed.

ADA

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 reasonable accommodation to remove the barrier. If you need assistance, it is important 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 the Administration Offices in Concord. See ADA in the college catalog for details.

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.

Technical Assistance

For assistance with accessing your course or with other technical issues regarding your online course, contact the [GSC Technical Assistance Center](http://bbresources.granite.edu/techassist/help.htm) (<http://bbresources.granite.edu/techassist/help.htm>) or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, on weekends messages are checked daily).

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