

COMM16 – Interpersonal Communication

Instructor: Brandon Gainer
Times: Asynchronous Online Course

Advisories: ENG 1A/1AH or ESL5; COMM1/1H or 10/10H

Fulfills De Anza GE Areas D & E
 Fulfills CSU GE Area D: Lifelong Understanding & Self Development



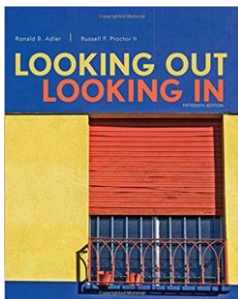
Instructor Contact Info

gainerbrandon@fhda.edu
 Phone: 408.864.8802

Office Hours

By appointment

Course Materials



Adler, R.B. & Proctor, R.F.
Looking Out, Looking In
 (15th edition)

Prices vary widely for this, but I've seen rentals as low as \$27 and used copies for \$50, so buy what's most affordable.

You may be able to get by with older editions, you're held responsible for material in the most recent edition.

Course Overview

Welcome to COMM 16! In this course, we'll be exploring a variety of concepts that will help us analyze, understand, and ultimately improve relationships in various contexts: At school, between friends, within families, at the workplace, and even romantic relationships.

It's easy to view this as a class simply about "feelings and relationships", but it's much more than that! Our course is centered around some key objectives: (1) We'll be examining specific theories and the history of Interpersonal Communication; (2) Evaluate how culture and language shape our relationships; (3) Analyze how we develop, assert and redefine our self-concept; (4) Examine the personal, social and ethical implications of online versus face-to-face communication and (5) Develop skills to build and maintain the important relationships in your lives.

I'm excited to teach this class for the quarter, and hope you'll be equally excited to learn and engage the material.

COMM 16 Student Learning Outcomes

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

1. Analyze and assess communication patterns and behaviors in Interpersonal relationships across various contexts (familial, personal and professional)).
2. Apply communication theories or concepts to improve communication effectiveness or satisfaction in interpersonal relationships.

Quick Tips for Success in COMM 16

- ✓ **Start Early:** Give yourself ample time to complete assignments: Finishing them a few hours before rarely works out well.
- ✓ **Schedule Purposefully:** If possible, set aside a consistent block of time each week you use to work on your online classes.
- ✓ **Stay Grounded:** Don't obsess over getting everything just right in an assignment: "done" is often better than "perfect"
- ✓ **Stay Engaged:** Be an active participant online! Posting a comment can often spark ideas or discussion that helps build community (and just makes the class more fun).

Course Policies:

A Foreword Regarding Technology

I will do what I can on my end to resolve any tech issues within my control. Technical issues with Canvas should be directed to their support line at **1-844-592-2207** or by filing a help desk ticket. That said, things like software, hardware, or Wi-Fi issues generally aren't accepted as an excuse for late or incomplete work in this course (hence my tip about "start early").

Attendance & Participation: Ideally, you should set aside a **minimum** of 10 hours each week to succeed in this course in a summer session. While online classes allow flexibility in scheduling, you'll still need to log on at least twice per week to complete assignments, discussions, and other activities. **Please note:** COMM 16 is a course that's in high demand: Therefore, a failure to log in and complete the orientation activities due on **June 27th** will result in being dropped from the course so that I can add someone from the waitlist.

Contacting the Instructor: E-mail (directly or through Canvas) is the best way of getting in touch with me. If it is a larger issue, we may set up a time to conference (Zoom, Google Hangouts, or even a phone call). Keeping the following in mind will ensure smooth communication:

- Putting your **name, the course** and its **time** in the subject line helps me recognize your e-mail faster (e.g. "Brandon Gainer – COMM 16 – Online Section").
- After 8 PM on weekdays, I generally do not answer e-mails. On weekends, I don't respond at all (hey, I need a break too).
- Professionalism and kindness go a long way. If you take the time to compose a message that is clear, authentic, and generally *nice*, I'll do the same. Remember, ultimately I want you to succeed.
- Hilarious pictures of pets, baking fails, or clever memes involving geese are always welcome.

The above is really educator talk for "Don't be a jerk when e-mailing and maybe send me a funny picture that humanizes you once in a while."

Submitting Assignments: All assignments, unless specified otherwise, will be submitted through Canvas by 11:59 PM on their due date.

- For assignments requiring a file submission if I can't open it, then I won't grade it: This mainly happens with .pages format files from Apple products.
- Unless I explicitly request it, please do not e-mail me an assignment.

Late Work: There is a 24-hour grace period for assignments submitted after the due date. These assignments generally receive less feedback and may be subject to a deduction of up to 50% from the final score. After the 24 hour period, then I'll need you to schedule a time to meet with me (office hours, a phone conversation, or through Zoom), otherwise it receives a 0. Quizzes are excluded from this and close on the due date.

Academic Honesty: Instances of academic misconduct will result in disciplinary action, which can include receiving a 0 on the assignment, or a recommendation for dismissal from the course. This includes, but is not limited to: **plagiarism, submitting work from a previous course, submitting work written by an outside party, or misrepresenting facts to receive a changed grade**, etc.

Further information on the college's academic integrity policy can be found [on the De Anza website](#).

Accommodations: If you are eligible for accommodations by Disability Support Services (DSS), please follow up to ensure that your accommodations have been authorized for the current quarter. If you are not registered with DSS and need accommodations, please go to the DSS office in the Registration & Student Services Building (RSS) - Room 141 for information on eligibility and how to receive support services. You can also go online to <http://www.deanza.edu/dss> for additional information.

Assignments

Guidelines for each assignment will be posted online via Canvas. Below is a general description of each assignment area that you'll be assessed on throughout the term.

Course Orientation Activities [3%]: This category consists of three assignments done in week 1: An intake form, a syllabus quiz, and a self-introduction. ..These are basically the easiest points you can earn in the class.

Communication Projects [36%]: These comprise the biggest part of your grade in the course. These are multi-part assessments that ask you to connect multiple concepts that you've learned across the weeks. The major focus will be examining a significant relationship in your life and deciding whether it's worth improving, or if you want to distance yourself from it. Each project has a detailed rubric associated with it which will evaluate your ability to identify, explain, and synthesize key concepts in the course.

Applied Communication Exercises [25%]: Each week there will be an exercise that has you apply a specific concept that we've covered. Some of these will be reflective in nature, while others will ask you to do an observation of a person or an interview. Think of these as "mini-projects" designed to help you improve your communication. While these are graded by rubric, I'm primarily looking at these for **completion** so as long as you've put forth a decent effort, then you'll get the full points. You'll see these noted on the next page as "Exercise #1, #2, etc." While these are due at the end of the week, a number of them might inform your understanding of the discussions or other projects, so if you can complete them earlier, do so.

Online Discussions [18%]: With the exception of one, each week will have you doing an online posting based on the reading or other content within Canvas. Most of these will require a response to a classmate. In some cases, the responses are optional and I've structured it as a discussion so we can see everyone's thoughts. These are primarily graded on **completion** and **coherence**. Your lowest scores in this category will be dropped (including 0's).

Quizzes [18%]: Quizzes in the course are based on the chapter reading. While these are timed, you are allowed multiple attempts with your highest score kept. Your lowest score in this category will be dropped (including 0's, but excluding the syllabus quiz).

Extra Credit: Extra credit will not be offered in this class: I believe in offering concessions built into the course are far more beneficial than creating extra work for either of us. As noted above, scores in the quizzes and discussions category will be dropped. The course orientation activities are straightforward enough that they are essentially 'free'. Mathematically, the value you get from these far exceeds any amount of extra credit I could give. **Given this, I will not respond to any requests to 'bump' a grade at the end of the term.**

Grading Scale

There are **550** points total available in this course. Final grades are assigned based on the following scale:

A+ [100%]: 550 and above	A [99%-94%]: 549-517	A- [93%-90%]: 516-495
B+[89%-87%]: 494-478	B [86%-84%]: 477-462	B-[83%-80%]: 461-440
C+[79%-77%]: 439-422	C[76%-70%]: 421-385	D+ [69%-67%]: 384-368
D[66%-64%]: 367-351	D-[63%-60%]: 350-330	F [59% and below]: 329 and below

Tentative Course Calendar

Any changes to the calendar will be announced on Canvas. Assignments are typically due on **Mondays** (usually a checkpoint for a major project), **Wednesdays** (Quizzes; initial discussion posts) and **Fridays** (applied exercises; responses to discussions; project wrap-up).

I will have all modules open on Canvas from the start, so you can work ahead. Keep in mind that certain assignments may be dependent on your classmates (responses to discussions; the Advice Columnist) while others might simply require some time to process. Please plan accordingly.

UNIT I: Interpersonal Communication: Introduction & Introspection	
Week 1 – (6/27 - 7/1) – Chapters 1 & 2	
DUE 6/27: Course Orientation (Student Info Sheet; Self Intro; Syllabus Quiz) – DUE BY 9 PM PST <u>Failure to complete the orientation activities will result in being dropped from the course.</u>	
DUE 6/29: Quiz #1; Discussion #1 (Initial Post); Student Info Sheet; Self-Intro; Syllabus Quiz DUE 7/1: Exercises 1 & 2; Discussion #1 Responses	
Week 2 – (7/4 - 7/8) – Chapters 3 & 4	
DUE 7/4: Climate Project – Part 1; Interpersonal Skills Development Project Sign up DUE 7/6: Quiz #2; Discussion #2 (Initial Post); DUE 7/8: Exercises 3 & 4; Discussion #2 Responses	
UNIT II: Communicative Actions & Their Impact	
Week 3 – (7/11 – 7/15) – Chapter 8 & 12	
DUE 7/11: Advice Columnist Project – Part 1 DUE 7/13: Quiz #3; Discussion #3 (Initial Post) DUE 7/15: Exercises 5 & 6; Discussion #3 Responses	
Week 4 – (7/18 – 7/22) – Chapters 6 & 7	
DUE 7/20: Quiz #4; Discussion #4 (Initial Post) DUE 7/22: Discussion #4 Responses; Advice Columnist Project – Part 2	
UNIT III: Maintaining and Improving Interpersonal Relationships	
Week 5 (7/25-7/29) – Chapters 9 & 11	
DUE 7/25: Interpersonal Skills Development Project – Presentation DUE 7/27: Quiz #5; Discussion #5 (Initial Post) DUE 7/29: Discussion #5 Responses; Exercises 7 & 8	
Week 6 – (8/1-8/5) – Chapter 10	
DUE 8/1: Interpersonal Skills Development Project - Report DUE 8/3: Quiz #6; Discussion #6 DUE 8/5: Exercise #9; Climate Project – Part 2 (Final)	