

De Anza College: Spring 2023
COMM-16.50Z: Interpersonal Communication
Online Asynchronous

Instructor:

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Office Hours – Zoom!:

Tuesday & Thursday 1:00p-3:00p
drop in those times, or email for appointment any time

A note about contacting me: *Please do it!* You may email me at literally any time, and I will get back to you as soon as I can (within 24 hours Mon-Fri, within 48 hours Fri-Sun). I am available via e-mail or via Zoom during office hours to help you work through course material and assignments in any way I can. Please don't hesitate to ask any questions. ***Don't wait until the last minute!*** Check in with me early and often and I will assist you with the process. I never said it would be easy, but we can do it together.

A note about this quarter: teaching and learning in tumultuous times – there is one principle that I want to state explicitly before we get too far into this course: De Anza College has been around for 50 years and will likely be around for 50 more. Your health and wellbeing – physical, mental, emotional, and spiritual – is always more important than your education plan, and this pandemic (and its residual fallout) should put those priorities in stark clarity. Please do not ever hurt yourself to “stay on track.” De Anza will be here next quarter, the quarter after that, etc. We are going to set a plan, take it day-by-day and week-by-week, and remain flexible and empathetic along the way. We're all going to the best we can (“best” being highly subjective to our context), but it's probably still not going to be great. We're in this together, we'll figure this out together, and we'll grow together. But the entire time, we will be empathetic and flexible.

All that being said, here's the plan for the quarter:

Class Meetings

This is an **asynchronous** online course with some video conferencing and presentation. “Asynchronous” means that there are **no** regular, fixed, mandatory meeting times. This class **does not** have required weekly meetings. However, this course is not “self-paced”: we will move through course content together as a group in a weekly rhythm. Also, a portion of this course *does* involve interacting with your classroom peers via video conference and recording technology.

Course Description

De Anza College Course Schedule: Study of interpersonal communication principles with an emphasis on developing the self-concept through listening, verbal and nonverbal communication, language, and cultural knowledge as a means of maintaining effective relationships in an increasingly diverse and interconnected global society.

Your Instructor: It is part of the human condition to be social creatures. Yet the complexities and implications of those social interactions go largely unnoticed or uninterrogated in our general society and culture. This course aims to investigate the complexities of interpersonal communication in myriad contexts, in a wide variety of nuanced relationships. We will explore the best practices for navigating complex social structures to achieve the best outcomes, as well as the theoretical implications our social interactions have on cocreating our identities, our relationships, and our social worlds.

Student Learning Outcomes for Interpersonal Communication

After completion of Comm-16, 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 and concepts to improve communication effectiveness and relational satisfaction in interpersonal relationships.

Required Text/Materials

- Wood, J. (2020). *Interpersonal Communication: Everyday Encounters* (9th ed.). Boston, MA: Cengage. ISBN: 978-0357032947
- Wrench, J. S., Punranunt-Carter, N. M., Thweatt, K. S. (2020). *Interpersonal Communication: A Mindful Approach to Relationships*. Retrieved from <https://textbooks.opensuny.org/interpersonal-communication-a-mindful-approach-to-relationships/>. License: Attribution-NonCommercial-ShareAlike CC BY-NC-SA
 - This is a free, open access textbook. It will be linked in our Canvas course, no purchase necessary.
- This course requires reliable and regular access to technology, including but not limited to a device capable of accessing our learning management system, Canvas, reliable internet access, and audio & video recording capabilities.

Course Requirements

Assignment	Points Possible	Your Total
Self-Disclosure & Relationship Building Conversation	30	_____
Reflection Papers (2 @ 20 points)	40	_____
Online Chapter Quizzes (6 @ 15 points)	90	_____
Online Discussion Boards (4 @ 20 points)	80	_____
Midterm Exercise	50	_____
Dear De Anza Letters Project	45	_____
Social Experiment Term Project	80	_____
Final Media Analysis Paper	50	_____
Class Engagement	35	_____
Total	500	_____

Final Grading Scale

Letter Grade	Percentage of Total Points	Total Point Range
A	93-100	465-500
A-	90-92	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	72-76	360-384
D+	67-71	335-359
D	63-66	315-334
D-	60-62	300-314
F	0-59	0-299

Brief Descriptions of Assignments & Speeches

(More detailed assignment sheets to be given as the due dates approach)

Self-Disclosure & Relationship Building Conversation (30 points, 6%)

You will schedule a video conference meeting with a classroom peer and ask each other a long series of questions to get to know each other.

Reflection Papers (40 points, 8%)

Periodically, you will be required to do a series of short (2-3 pages) written assignments, asking you to apply a number of terms and concepts of interpersonal communication to your *own life and lived experience*.

Online Chapter Quizzes (90 points, 18%)

Throughout the quarter you will be required to complete six (6) short quizzes that will test your knowledge of course content, including information from both required readings (whether or not they are discussed in class) and in-class lessons.

Online Discussion Boards (80 points, 16%)

Periodically, you will be required to engage in discussion with your peers via Canvas discussion boards regarding some type of prompt, reading, or video to respond to. The expectation will be dialogue similar to what you would expect in a small group setting.

Mid-Term Exercise (50 points, 10%)

Near the halfway mark of the quarter, you will be required to do a short exercise to test your knowledge of key concepts from the first half of the course.

Social Experiment Term Project (80 points, 16%)

This is a quarter long project that involves 1) regular journaling of your mundane interpersonal interactions; 2) designing an interpersonal experiment to test the effects of your mundane interpersonal interactions; 3) using several course concepts to write an academic paper chronicling your observations, experiment, results, and analysis of your experiment.

Final Media Analysis Paper (points, 15%)

For this paper, you will be required to engage with a mediated representation of an interpersonal relationship, and use tools from the course to analyze the nature of the relationships – its formation, structure, dynamics, climate, conflicts, resolutions, and more!

Dear De Anza Letters Project (65 points, 13%)

For this quarter long project, we will be helping each other through our interpersonal struggles in the “Dear Abby” newspaper column format. Students will write anonymous letters to “Dear De Anza” chronicling a current interpersonal issue they are facing, and other students will give them advice utilizing specific course concepts.

Class Engagement (35 points, 7%)

In college, you as the student are ultimately responsible for your education – you must be diligent, proactive, and present to obtain your education. In a communication course, the classroom time and space is incredibly important, perhaps sacred - developing a community within the classroom is crucial to the success of this course. Your *class engagement grade* is a measurement of your accomplishments in these areas. First, it is crucial that you are present (in mind and spirit) for yourself and your peers. Second, it is crucial that you engage with the material when not in class (including dialoguing with peers and professor outside of class meetings), so that you can effectively accomplish step one. I will determine your course engagement grade based on your consistent, active participation in class discussions and engagement in fellowship with your classmates. This will be measured by the quantity and quality of engagement in class meetings and Canvas activities outside of the specific assignments listed above. Basically, be an all-around supportive member of our classroom community and culture. See the “class etiquette” section below for more details.

- *Introductory Survey*: Complete a brief get-to-know-you survey at the beginning of class, just for me (the instructor). (5 pts)
- *Introduction Video Discussion Board*: Simple as that. Record a video introducing yourself to the class. 10 pts (and chat in the comments, 5 pts)
- *Course Check-In*: Every week, i will hold a special zoom meeting just for our class to discuss our progress in the course and answer any questions about what is expected. Drop in at least once for 5 pts.
- *Stereotype Me*: A fun reflexive activity in which i ask you to do the uncomfortable exercise of embracing and typing your stereotypes that you have of me. Nobody will get hurt, but you have to try. 5 pts for playing along.
- *Canvas Course Contributions*: Every Canvas module will have at least 1 “optional” discussion board or activity where you can ask questions of me and of each other to help us all grasp the concepts a little better. 5 pts for helping out.

Extra Credit (0 points, 0 %)

Very rarely will extra credit be offered, but plenty of extra credit will be given... ^_(\ツ)_/

Course Policies

Course Engagements

This class is designed for regular and rhythmic engagement with the course – there will be semi-weekly deadlines and due dates for assignments and submissions. To be successful in this course, you must engage with the course regularly and rhythmically. Failure to engage with the course through Canvas materials and exercises for two or more weeks will be grounds for dismissal from the course.

Assignments

All assignments will be submitted via Canvas. *I will not accept assignments via e-mail without prior discussion.* Assignments will be accepted late up until the time I have completed evaluations and returned all feedback to students (usually 7-10 days), or the end of the quarter, whichever comes first.

Class Etiquette

This class is based on active engagement with the subject matter; therefore, full class attendance, punctuality, and focus on course material are essential. I feel that class time is sacred. **Having enrolled in this class, you are making a commitment to yourself, your instructor, and your peers.** We will learn much from each other, so long as we are all present and contributing to the learning environment. Furthermore, *the audience is a crucial part of the public speaking process; show up for each other, support each other, and we'll grow together.* The Communication Studies Department expects all members of the class (teachers and students) to treat each other with respect in their communication practices. This includes: 1) coming to class on time ready to participate; 2) listening to others actively and dialogically; 3) staying focused on the material of the class; 4) not disrupting class; and 5) *engaging in genuine dialogue, even amidst differences of opinion.*

- *Keys to Class Etiquette*: it is part of the course curriculum to learn the practices of effective interpersonal interaction, and we will practice these skills during class discussions. But here are a couple of basic rules:
 - *You cannot not communicate: everything you do in class contributes positively or negatively to the class culture.*
 - *Listen first and listen to understand; we are all here for new ideas, so let's embrace them.*
 - *Contribute bravely but own our perspectives and our questions (the devil needs no advocates).*

Plagiarism & Academic Integrity

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. The entire campus affirms the importance of academic integrity, fosters a “love of learning,” and holds each person responsible for defining and supporting academic integrity standards. In all phases of teaching and learning, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all.

If you were to ever consider breaking this code of academic integrity ... don't. If you are unclear about plagiarism, please see me. Plagiarism occurs when a student misrepresents the work of another as their own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as their own. Any assignment found to be plagiarized **will be given an "F" grade (zero points)**. All instances of plagiarism in the Communication Studies Department will be reported to the Division Dean and may be reported to the Vice President of Student Services for further action.

For Your Information & Consideration

***most of De Anza's student services are working to assist you remotely. Nobody has ever succeeded in life or in college on their own, especially during times like these. You will have to ask for help, the trick is to know when and who to ask:*

Disabilities and Accommodations

College is supposed to be hard – if it was easy everyone would do it – however a disability should not be the barrier that makes college impossible. Students with disabilities who need reasonable accommodations are encouraged to contact the Disability Support Programs and Services. The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual educational and vocational goals. For more information, please visit Disability Support Programs & Services Division at RSS 141, or at the [DSPS Website](http://www.deanza.edu/dsps) (<http://www.deanza.edu/dsps>)

Student Success Center

One potential challenge in college is the increased expectations of academic skills; everything comes up a notch. Need a hand? Student Success Center peer tutors can relate and are ready to help! Go to the [SSC homepage](https://www.deanza.edu/studentsuccess/) (<https://www.deanza.edu/studentsuccess/>) and click on the yellow links for schedules and Zoom links. The SSC is ready to offer: **Individual Weekly or Drop-in Tutoring:** Come with assignments or questions, or just drop by to see how tutoring works. **Workshops, group tutoring and group study:** Most people learn better with others...give it a try! **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes. We get it and are going through the same things, so let's support each other! **After-hours or weekend tutoring:** See the [Online Tutoring](https://www.deanza.edu/studentsuccess/onlinetutoring/) (<https://www.deanza.edu/studentsuccess/onlinetutoring/>) page for information about **NetTutor** (via Canvas) or **Smarthinking** (via MyPortal).

Stress and Mental Health

Balancing the rigors of academia with the ever evolving and complex social world students find themselves in can be challenging and potentially dangerous. If you feel you are having particular difficulty meeting all of the demands of your new lifestyle, perceived or real, do not fret! You are not alone. From time to time, problems of everyday living can be resolved through talking with friends, family, or someone whom we trust to help us. However, there are times when seeking help outside of one's familiar environment might be more helpful. Psychological Services is here to meet such needs. For more information, visit Psychological Services at RSS 127, or the [Psych Services website](https://www.deanza.edu/psychologicalservices/) (<https://www.deanza.edu/psychologicalservices/>)

Student disclosures of sexual violence

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Vice President of Student Services. To disclose any such violence confidentially, contact: **Campus Police** 408.924.8000; **Health Services** 408.864.8732; **Psychological Services** 408.864.8732; or **Dean of Student Development** 408.864.8828.

LGBTQ+ Students

To maximize your success as a college student, it is crucial for all students to build upon strong foundations both in and out of the classroom. However, despite much recent legal, political, and social change, being of a minority gender or sexual identity can potentially create instability in these crucial foundations. If you are an LGBTQ+ student struggling with identity or finding community, please see the Pride Center in Library 158 or visit the [Pride Center Website](https://www.deanza.edu/pride/) (<https://www.deanza.edu/pride/>)

Undocumented Students

Applying, transferring, registering, and paying for college can be a complex maze of forms and deadlines for any student, and this complexity is compounded for students with undocumented residency. Undocumented students have extra layers of regulatory complexity to navigate, in addition to the fear and uncertainty surrounding legal citizenship status. However, De Anza College, it's staff and faculty, are steadfast in their commitment to supporting our undocumented students in our communities. If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act or have any other concerns about your citizenship or academic pathways, please reach out to HEFAS at the [HEFAS website](https://www.deanza.edu/hefas/) (<https://www.deanza.edu/hefas/>) for more information.

The Food Pantry

Living in the Bay Area & Silicon Valley is financially challenging, to put it lightly, and to try to attend school on top of that can be logistically impossible. It takes a certain level of financial stability to make it happen, which is a luxury we don't all have. Also, college is hard enough as it is, and it is even harder if you are truly hungry. If you qualify for EFAP, De Anza College has

an on-campus food pantry available to you to help ease the financial burden and the health burden to maximize your success in your collegiate journey. See the Food Pantry website (https://www.deanza.edu/outreach/food_pantry.html) for more information.

Course Calendar

*Subject to (and in all honestly, *likely to*) change at any time by the instructor. Changes will be communicated in class, online, and in writing. Please make sure you are checking your De Anza e-mails as well as Canvas for any communications.

**All readings should be *done before* class on the calendar date noted.

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<i>Week</i>	<i>Date</i>	<i>Class Activity/Subject</i>	<i>Reading Due</i>	<i>Assignments</i>
1	4/10 – 4/15	<i>Introductions, Syllabus, Ice Breaker</i> <i>A First Look at Interpersonal Communication – Definitions & Models</i> <i>A First Look at Interpersonal Communication – Principles, Competence & Ethics</i>	Ch. 1	1. Student Survey 2. Video Introductions 3. Discussion Board #1: Communication Ethics
2	4/17 – 4/22	<i>Perception & Communication – Social Construction, Symbolic Interaction, and Social Construction of Identity</i> <i>Episodes & Meaning Making</i>	Ch. 3 Pearce: Episodes & Patterns of Communication (Canvas)	1. Quiz #1
3	4/24 – 4/29	<i>Communication and Personal Identity – Social Construction & the Self, Intersectionality, Performance.</i> Perception, Stereotypes, & The Social Construction of Identity <i>Perception & Communication – Power, Privilege, Histories</i>	Ch. 2 Yep, McIntosh, & Crosley-Corcoran (Canvas)	1. Discussion Board #2: Social Media & Identity Construction 2. Reflection Paper #1: Interpersonal Power
4	5/1 – 5/6	<i>Mindful Listening – Listening as a process, Overcoming Listening Barriers, Listening as a Stance</i> Listening & Perception: Self disclosure	Ch. 6	1. Quiz #2 2. Self-Disclosure & Relationship Building Conversation 3. Social Experiment Term Project Check-In #1
5	5/8 – 5/13	<i>The world of Words – Semiotics & Speech Act Theory, Cohort Effect, & Linguistic Relativism, Layers of Meaning, Cultural Values & Power, Language as a Double-Edged Sword</i>	Ch. 4	1. Dear De Anza Post 2. Reflection Paper #2: Self Disclosure

6	5/15 – 5/20	<i>The World Beyond Words – Nonverbal Communication, Nonverbal Codes, & Power</i>	Ch. 5	1. Quiz #3 2. Dear De Anza Advice #1
7	5/22 – 5/27	<i>Emotions & Communication – Emotions as a Social Construct, Emotional Vocabulary & Emotional Intelligence</i>	Ch. 7	1. MIDTERM EXERCISE 2. Social Experiment Term Project Check-In #2
8	5/29 – 6/3 Monday, May 29th: Memorial Day Holiday, Classes Canceled, Campus Closed	<i>Communication Climate – Investment & Trust, Dialectics, Confirming & Disconfirming, Affirmation & Respect</i>	Ch. 8	1. Discussion Board #3: Communication Climate on Social Media
9	6/5 – 6/10	<i>Managing Conflict in Relationships - Understanding Conflict, Navigating Conflict</i> <i>The Dark Side of Interpersonal Relationships: The Red Flags</i>	Ch. 9 Wrench, Punyanunt-Carter, & Thweatt: Ch. 14	1. Quiz #4 2. Social Experiment Term Project: Research Proposal
10	6/12 – 6/17	<i>Friendships in Our Lives – The Nature & Stages of Friendships</i> <i>Communication in Families – Elements of Family Communication</i>	Ch. 10, Ch. 12	1. Dear De Anza Advice #2
11	6/19 – 6/24 Monday, June 19th: Juneteenth Holiday, Classes Canceled, Campus Closed	<i>Committed Romantic Relationships – The four “C” of relationships, the Monolith of Monogamy Dating Online – Hook-Up Culture, The Paradox of Choice, & Romance</i>	Ch. 11	1. Quiz #5 2. Discussion Board #4: Swipe Left 3. Social Experiment Term Project: Final Report
Final Exams Week	6/26 – 6/29 QUARTER IS OVER: THURSDAY, 6/29, @ 11:59P			1. Quiz #6 2. Final Media Analysis Paper