

Course Number: COM212
Summer 2019
3 Hours



INSTRUCTOR INFORMATION

Instructor: Dr. Wendi Keller Battershell
Email: wbattershell@walsh.edu
Phone: (330)704-0916
Virtual Office Hours: by Appt

COURSE DESCRIPTION

This course examines the theories, research and fundamentals of interpersonal communication concepts and principles, emphasizing application toward becoming a more competent interpersonal communicator. Areas of study include perception, culture, listening, nonverbal communication, relationships, and conflict. The course focuses on knowing yourself; the way you perceive, talk, and listen to others, the rules you follow, and what mistakes you typically make. Students will explore relationships at work, with friends, family, 'significant others,' and how these relationships, develop and fulfill them. The main principle of this course is that we can all improve our communication skills through awareness and competence strategies. This course is taught in a lecture, discussion and activity format.

Course Prerequisites: None

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

- PSLO 1: Evaluate communication research and theory in terms of practical applicability (introduce)
- PSLO 2: Interpret moral and ethical issues which arise in professional communication settings (introduce/reinforce)

COURSE STUDENT LEARNING OUTCOMES (CSLOS)

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

Students successfully completing this class will be able to:

- Explain the basic elements of communication process in interpersonal settings.
- Recognize the self-concept development process, its multidimensional identity and its role in communication.
- Analyze physiological, social, and cultural factors that affect perception and misunderstanding.
- Apply learned skills and communication theories in various communication contexts.
- Demonstrate an understanding of ethical interpersonal communication founded on communication theory.
- Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods.

REQUIRED COURSE MATERIALS

Selected Chapters from *Communication in the Real World: An Introduction to Communication Studies*. This is an open education textbook available at: <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=274>

Students are responsible for all material discussed and assigned in class throughout the semester.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion topic and at least one (1) responses to colleagues' postings. This will result in a minimum total of three (2) postings each week, per topic.

NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Sunday at 11:55 p.m.

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief – try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding too.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Assignments

All course written requirements should be submitted via the Assignments tool in ECN. Lessons will run Monday-

Sunday of each course week. Lessons will open on the Friday prior to the start of a lesson. All assignments, other than discussion forum posts, should be completed and submitted by the last day of the lesson week (Sunday) at 11:55 p.m. Because of the way the course is structured, students must stay on track with assignment dates and cannot complete assignments from previous weeks once the due date is passed.

Computerized Web-Based Evaluations for Courses/Faculty

Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

Communicate with Your Instructor

Instead of sending email questions/concerns regarding the course, please post course questions in the General Discussion Forum. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. The instructor will respond to all questions posted there within 48 hours. Please contact the instructor via Walsh email (see Page 1) with any personal and/or private issues or questions. I will have all assignments graded within one week.

GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional clinical conduct in all learning activities. Course assignments will be weighted as follows:

Category	Points (%)
Midterm Exam (Week 4)	150 pts
Personal Issue Paper (Week 6)	150 pts
Film Paper (Week 8)	150 pts.
Film Presentation (Week 8)	100 pts
Discussion (25 pts each)	325 pts
Final Reflection	75 pts
TOTAL:	1000 pts

A grade will be assigned based upon achievement of points within one of the following ranges:

Letter Grade	Percentage	Total Points
A	93% - 100%	930-1000 points
A -	90% - 92%	900-920 points
B+	87% - 89%	870-890 points
B	83% - 86%	830-860 points
B-	80% - 82%	800-820 points
C+	77% - 79%	770-779 points
C	73% - 76%	730-760 points
C-	70% - 72%	700-720 points
D+	67% - 69%	670-690 points
D	63% - 66%	630-660 points
D-	60% - 62%	600-620 points
F	Below 60%	599 or under points

Late Assignments

All assignments are due by on the day indicated on the assignment. If accepted by the instructor, late submissions (via email, dropbox, etc.) will be assessed a penalty.

Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student's responsibility to notify the instructor in-advance of the assignment. The instructor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

COURSE POLICIES

Please be sure to review netiquette rules.

COMPUTER AND DIGITAL LITERACY SKILLS: It is expected that students have a working understanding of ECN as well as the Microsoft Office Suite such as Power Point, Prezi and zoom. Students will be asked to submit assignments using the Assignments Tool. Students will also be asked to utilize the Discussion Board. Correspondence with instructor will be conducted through the ECN messaging application and through Walsh Email. Students are expected to check their email on a regular basis. If you are not sure how to utilize any of the before mentioned technology please contact the course facilitator.

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity

Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor.

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Sodik, the Director of Academic Support Services, at 330-490-7529 or msodik@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 8 week course – after two weeks
- 15 week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

STUDENT SUCCESS SUPPORT

Olivia Justus
Student Support Manager
Cell Phone: 330-316-4625
Email: ojustus@walsh.edu

TECHNICAL SUPPORT

Walsh University Help Desk
Phone: 330-244-4357
Email: helpdesk@walsh.edu

COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.

Weekly Topic(s)	Deliverables	Due Date
Week 1	Course Introduction Understanding Communication Read: Reading 1 Intro to Communication (pages 1-14) Communication Theories and Principles Read: Reading 2-Communication Basics II (pages 15-52) Communication Competence	Discussion 1 Discussion 2
Week 2	Interpersonal Basics Read: Reading 3-Interpersonal Basics (279-289; 316-324) and complete reading worksheet Read: Reading 4-Perception I (53-78) Read: Reading 5-Perception II (79-111)	Discussion 1 Discussion 2

Week 3	Understanding Culture Read: Reading 6-IPC and Culture I (376-403) Intercultural Communication Read: Reading 7-IPC and Culture II (404-421)	Discussion 1 Discussion 2
Week 4	Read: Reading 8-Listening (229-277) Listeners and Listening Styles Listening Barriers	Discussion 1 Midterm
Week 5	Read: Reading 9 Verbal Communication (112-138) Read: Reading 10-Verbal Communication II (139-164) Read: Reading 11-Non-Verbal Communication I (165-177)	Discussion 1 Discussion 2
Week 6	Read: Reading 12-Non-Verbal Communication II (178-199) Read: Reading 13-Non-Verbal Competence (200-228) = Verbal and Non-Verbal Summation and Wrap-up Read: Reading 14-Conflict (290-306)	Discussion 1 Discussion 2 Personal Issue Paper
Week 7	Read: Reading 15-Emotions Read: Reading 16-Relationships Intro (324-333) Read: Reading 17-Relationships F&F (334-353)	Discussion 1 Discussion 2
Week 8	Final Papers due Read: Reading 18-Romantic Relationships(354-360) Read: Reading 19-Workplace Relationships (361-366) Read: Reading 20- Relationship Risks (367-375)	Discussion 1 Discussion 2 Film Paper Film Presentation Final Reflection

Personal Issue Paper: Due Week 6:

The paper should be four (4) to six (6) double-spaced pages in length, not counting the cover page or your reference page, and follow APA style for its format (use Times New Roman Font size 12). Your reference page should cite at least four sources, (one can be your textbook) and one must come from an academic journal. The topic for this paper can be any in the area of interpersonal communication. Choose a topic that you find you have personal experience with. You have the liberty of writing in the third person for the review of theories and research, and in the first person while applying theories, concepts, statistical trends and research findings to your experience.

Final Reflection Paper: Due Week 8: write a 1-2 page paper that addresses the following questions:

- How has your perception of self changed as a result of completing the course assignments?
- Will this change affect the way you communicate interpersonally?
- How will you use interpersonal communication practices such as mindfulness and communication competence to communicate effectively in personal and professional environments?
- In what ways has your cultural competence changed over the last eight weeks?
- How can you continue to build your cultural competence and use it in effective communication practices?
- How can interpersonal communication assist in managing conflict?
- How can you use skills gained in this course to manage conflict in personal and professional relationships?

How could the skill shared in your Course Project contribute to positive social change beyond the immediate organizational use?

Film Final Paper and Presentation: Due Week 8

Select two (2) minutes of video from any movie, TV show, family gathering, etc. that centers primarily around an interpersonal communication situation (Please do not choose video with offensive sexual or violent content). Your assignment is to analyze the scene using five specific interpersonal communication elements, concepts or perspectives taken from five different readings in the book.

For example, you might analyze a particular scene by identifying and discussing it in terms of:
the most relevant concepts of the “self” from Reading 3.

the most relevant aspects of conflict in interpersonal communication from Reading 14

The most relevant concepts of culture in interpersonal communication from Reading 6 or Reading 7.

the most relevant concepts of listening in interpersonal communication from Reading 8

the most relevant principles of verbal communication from Reading 9 or Reading 10.

You will write a 750-1000 word paper detailing the results of your video analysis. You will also be required to give a brief (5-10 minutes max.) presentation in which you show your video clip and share your findings and analysis with the class using a power pt presentation or Prezi. The actual video should not count as part of your 5-10 minutes speaking. Papers and presentations are due week 8.

Important: Don’t consider every communication concept discussed in the readings you choose and do a superficial analysis. Instead, pick the most relevant or applicable element(s) from a reading and consider them in greater depth. Devote several paragraphs to each of the five interpersonal communication elements you choose for your analysis. The choice of analytical elements is up to you.

Grades for both the papers and presentation will be based entirely on the relevance, depth and quality of your analysis. You will not be graded on your public speaking or presentation skills. You do not have to show your face, but we do need to hear your voice (but don’t read the slides!).

APPENDICES

Discussion Rubric

Criterion	Below Average	Average	Very Good	Excellent	Score*
Quality of Information in Posting	Posting simply restates the main concept.	Postings consistently focus on the week’s topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or	Postings consistently focus on the week’s topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail	Postings consistently focus on the week’s topic and relate the underlying concepts in the readings to the discussion. Comments including several	

Criterion	Below Average	Average	Very Good	Excellent	Score*
		examples are given.	or example.	supporting and details and/or examples.	
Citations and Resource Development	Never cites sources and /or does not provide information regarding outside resources related to the topic.	Rarely cites sources or provides information regarding outside resources related to the topic.	Occasionally cites sources or provides information regarding outside resources related to the topic.	Consistently cites sources used to develop posting and provides information regarding outside resources related to the topic.	
Critical Thinking	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources	
Participation	A post own comments but does not interact with others in the online community.	Rarely interacts or responds to other members of the online community other than required responses.	Occasionally responds to other members of the online community over the required minimum number of postings.	Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings.	
Total Score: (May be recorded in decimals or fractions)					

Film Paper Writing Rubric (Remove if not needed for course)

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	10
Professional Tone/Voice	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	5
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	30
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	5
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	10
Grammar & Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	10
Punctuation & Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	10
Format (Length, Report, Essay, APA)	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Writing is error free throughout. Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	20
Total Score: (May be recorded in decimals or fractions)					100

Personal Issue Paper

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	10
Professional Tone/Voice	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	10
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	50
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	10
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	10
Grammar & Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	10
Punctuation & Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	10
Format (Length, Report, Essay, APA)	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Writing is error free throughout. Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	40
Total Score: (May be recorded in decimals or fractions)					100

Final Reflection

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The paper is weak in organization and/or coherence. The reader cannot identify a line of reasoning.	The paper is generally organized and coherent. The reader can mostly follow the line of reasoning.	The paper is well organized and coherent throughout. The reader can follow the line of reasoning.	5
Professional Tone/Voice	Tone and voice are inappropriate throughout.	Frequent lapses in tone and voice. The writing does not engage the reader.	Tone and voice are generally appropriate with only minor lapses.	Tone and voice are professional and consistently appropriate throughout.	5
Presentation of Ideas	Lacking in flow of thoughts and ideas.	Minimal flow of thoughts and ideas.	Flow of thoughts and ideas is generally consistent.	Flow of thoughts and ideas is consistent throughout.	30
Word Choice	Word choice is confusing, unclear and/or inappropriate.	Word choice is poor and/or inappropriate.	Word choice is generally clear, concise and appropriate.	Word choice is accurate, clear, concise and appropriate throughout.	5
Sentence Structure	Sentences are fragmented and incomplete.	Several sentences are constructed incorrectly.	Most sentences are well phrased, clear and varied.	Sentences are well phrased, clear and varied throughout.	5
Grammar & Spelling	No attention given to grammar and spelling.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	5
Punctuation & Capitalization	No attention given to punctuation and capitalization.	Errors are frequent and distracting.	Minor errors are apparent but do not detract from or obscure meaning.	Writing is error free throughout.	5
Format (Length, Report, Essay, APA)	No apparent format.	Inappropriate format and/or frequent inconsistency in application.	Writing is error free throughout. Appropriate format but with minor inconsistencies in application.	Appropriate format consistently applied and artifact within assigned page length.	15
Total Score: (May be recorded in decimals or fractions)					75

Oral Presentation Rubric (Remove if not needed for course)

Criterion	Not Acceptable	Needs Improvement	Satisfactory	Exemplary	Score*
Organization & Coherence	Unorganized and incoherent.	The presentation is weak in organization and/or coherence. The audience cannot identify a line of reasoning.	The presentation is generally organized and coherent. The audience can mostly follow the line of reasoning.	The presentation is well organized and coherent throughout. The audience can follow the line of reasoning.	10
Flow (smooth transitions from point to point & slide to slide, where applicable)	Fragmented.	With few exceptions, flow is generally disjointed.	Flow supports delivery of the message.	Flow is supportive and seamless.	10
Non-Verbal (eye contact, gestures, movement, posture)	Lacking in all attributes.	Needs Improvement: eye contact, gestures, movement, posture.	Generally acceptable in all areas with minor lapses.	Exceptional in all areas.	10
Verbal Crutches (use of ah, um, uh, you know, etc.)	Inarticulate.	Frequent use of verbal crutches.	Generally fluent with minor lapses.	Fluent throughout.	5
Appearance	No attention to appearance.	Inappropriate appearance.	Generally professional in appearance.	Professional appearance.	15
Demeanor (Professional conduct)	No attention to demeanor.	Inappropriate demeanor.	Generally professional in demeanor.	Professional demeanor. Exudes confidence and poise throughout.	10
Length	> +/- 2 minutes	+/- 2 minutes	+/- 1 minute	Used allotted time.	20
Visual Appeal/Satisfaction (originality, creativity, charts, graphs)	Ineffective or inappropriate.	Lacks variety, originality, boring. Graphics do not support the message.	Supports the message and engages audience but does little to enhance the presentation.	Exceptional in originality and/or creativity. Graphics enhance and reinforce the message.	20
Total Score: (May be recorded in decimals or fractions)					100