

## COMM 3620: Introduction to Interpersonal Comm (Hybrid)

Wednesday, Friday 12:40 – 1:35pm, Macquigg Lab 264

**Professor:** Dr. Hillary C. Shulman  
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**Office:** 3140 Derby Hall  
**Office Hours:** Wednesdays: 10:20 – 12:10 or by appointment  
**Textbook:** McCormack, S. (2015, 5<sup>th</sup> Edition\*\*), *Reflect & Relate: An Introduction to Interpersonal Communication*. Bedford St. Martin Press ++

++(Access Code) Note you do NOT need the access code for this course. This code comes free with the most recent version of the book, but this site will not be used.

*Please note: I will be teaching from the 5th edition of this book, so if you choose to buy an earlier edition (or choose to not get the access code) be advised that the chapter/page numbers and content will not necessarily correspond. You are responsible for the content in the 5th edition. There will be copies set aside on reserve at the Thompson Library to check-out for your convenience.*

### A Note about Carmen Access

Carmen is the lifeline of this class. If you cannot commit to accessing Carmen regularly, you should not be enrolled in this class. No excuses about Carmen access will be tolerated and it is the student's responsibility to ensure and maintain access even when technological issues arise. This is why students will have access to all materials and assignments for several days and why procrastination is discouraged.

### What is a Hybrid Course?

This class will be taught using a hybrid delivery style (HY). A hybrid course is designed to have somewhere between 1-74% of class activities completed online, or from a distance. The benefit of this style is to allow students an opportunity for both independent learning outside the classroom, and peer and instructor centered learning within the classroom. Because this model includes both in-class and out-of-class activities, **students must be particularly attentive to the class schedule, the Carmen website, and this syllabi** in order to stay on top of class assignments. Please note that some topics or graded items discussed in the classroom will NOT be mentioned online and that some topics or graded items in the online component will NOT be discussed in the classroom. Thus, students are responsible for keeping on top of all activities, online and off, because they cannot rely upon reminders from the instructor, TA, or their peers. Please be mindful of this responsibility throughout the semester because we will not be accommodating late assignments without a documented, timely, and acceptable excuse (see full policy in the *policies and expectations* section).

### Course Policy Regarding Communication with Professor and TAs

Students **must** first email their TA for any questions regarding content, class scheduling, accommodations, or any other class related issues. If the TA and student decide that the issue cannot be handled, **only then** can the professor be contacted. This rule is in place to ensure that communication is handled fairly, quickly, and consistently.

Students may only contact the professor for **one reason**: To schedule an individual meeting with the instructor. If the student violates this policy, the professor reserves the right to ignore the student email without explanation.

**TA:** Chloe Mortenson  
**Email:** [mortenson.12@osu.edu](mailto:mortenson.12@osu.edu)  
**Office:** 3075 Derby Hall  
**Office Hours:** Tuesdays and Thursdays 2pm – 4pm.

### Organization of this Course

This course will be taught in topic modules. By organizing the class by modules, students will be able to adjust better to the hybrid delivery and will be better able to anticipate online and offline activities. There will be 10 modules in the class. Some modules will be longer than others. For each module students can expect readings from the book or supplementary materials posted online, an online quiz, and an online exercise.

### Course Overview

Where you are today, in terms of your education, your relationships, and potentially your occupation is not random. Your situation is the result of relationships and decisions you have made throughout the course of your life. The purpose of this class is to better understand the role of communication in this process. It is hoped that this class will improve your ability to reason through communicative dilemmas. Doing so should enable you to make better choices and improve your ability to navigate future decisions and relationships. Interpersonal communication is an invaluable skill, and hopefully the insight afforded through this course will assist you in better understanding your current and future situation and relationships.

### Expected Learning Outcomes

1. Students will be able to apply course concepts to their everyday lives.
2. Students will be able to reflect on their past experiences in an effort to better understand what outcomes ensued after specific communicative encounters.
3. Students will gain practice linking outcomes to choices through communication.
4. Students will walk away with a better understanding of interpersonal communication, and with a better understanding of their interpersonal relationships.

### Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

### Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

### **Accessibility Accommodations for Students with Disabilities**

#### **Requesting Accommodations**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know **via email immediately** so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.

### **Religious Holidays**

Students who will be observing a religious holiday on a class date or exam date must provide date/event email notification to the instructor within **the first three weeks of the semester** (no later than 9/6) so that alternative arrangements can be made.

### **SOC Diversity Statement**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Policies and Expectations**

*Classroom Civility:* It is expected that you participate thoughtfully and respectfully to class discussions. There will likely be many opinions in this class, some of which may be different than your own. Please be respectful when sharing your thoughts and responding to others, and avoid using language that may unnecessarily exclude members of the campus or classroom. Racist, sexist, homophobic, or other negative language will not be tolerated; if you choose to engage in such behavior, you may be asked to leave the class and will lose any points associated with that lecture. Additionally, please avoid unnecessary disruption during class time (e.g. private conversations, using the internet for non-class purposes, texting, etc.). If your use of technology is interfering with the class climate in any way, the instructor may ask you to either stop using your electronic device, turn it off, or in extreme cases leave the classroom.

*Attendance Policy:* According to U.S. News & World Report, one of the Top 3 secrets of college success is to ATTEND CLASS. Although there is no formal attendance policy in this course, I do highly recommend that you come to class! Students who show up prepared and engaged perform better in the course. That being said, the decision is yours. On a related note, I realize that sometimes unexpected events occur that may potentially interfere with your course performance. When these events arise, please feel free to make the professor aware of your situation. We hope that by working together we can come up with a strategy that allows you to deal with your situation without having to sacrifice your grade in the course.

*Challenging Grades:* You have a two-week period after the graded assignment is posted to challenge grades. After this time has passed, no changes will be made. Grade challenges will be made in writing. If challenges are not made according to this process, challenges will not be considered. All grades will be posted within a week on Carmen. This allows students to monitor their grades throughout the semester in order to ensure that all assignments are posted correctly.

### **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement)**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [cs.osu.edu](http://cs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### **Assignments**

#### **Mandatory Syllabus Quiz:**

\*\*\*All students who wish to take this course MUST take the syllabus quiz posted online. At the end of the quiz, all students must sign their name indicating they understand and agree to course policy. Students taking the quiz before **12:30pm on 9/13** can earn up to **10 extra credit points** (point total subject to quiz performance). Feel free to have your syllabi in hand while you take the quiz to improve performance. There will, however, be a one-hour time limit. Students who enroll late or take the quiz after this date will not earn any extra points but still must take (and sign) the quiz before exam 1 to be eligible to take the first exam. This quiz is viewed as your acceptance of a class contract and is very important for creating a cooperative and fair class environment.

1. **Exams (3 @ 100 points).** There will be 3 tests during the semester. All exams are non-cumulative meaning, for example, that Exam 2 will not include any information covered on Exam 1. Each exam will consist of multiple-choice items and will be completed using Scantron sheets. The exams will draw on material discussed in lectures, covered in the assigned readings,

or focused on in a module exercise. Make a note of the exam dates. **If you have a standing conflict, or think you may have a conflict, for any exam, you must notify the instructor by the end of the third week of class (9/6 by the end of class time).** After this date NO accommodations based on athletics, travel, course conflicts, academic activities, etc, will be considered.

**VERY IMPORTANT:** BRING AT LEAST ONE #2 PENCIL TO EACH EXAM; NO PENCILS WILL BE PROVIDED BY THE PROFESSOR OR TA; BRING YOUR STUDENT ID TO THE EXAM. YOUR BUCKID # WILL BE REQUIRED.

**VERY VERY IMPORTANT:** WE RESERVE THE RIGHT TO WITHHOLD THE EXAM IF YOU ARRIVE AFTER THE FIRST PERSON HAS COMPLETED/LEFT THE EXAM, YOU WILL **ABSOLUTELY NOT** BE ALLOWED TO TAKE THAT EXAM (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM).

- Module Quizzes (Online only: 8 @ 5 points each).** After your module readings you will need to take a reading quiz. This quiz is open-book and may contain multiple-choice, T/F, or open-ended questions. This purpose of these quizzes is to guide your reading and make sure you are keeping up with the online components of the course. Please note that once you begin taking these quizzes, you will have a one-hour time limit. You can also only take these quizzes once, so if you get timed out, you will lose access and any points missed. Additionally, these quizzes will close at the time listed on the syllabus. After a quiz is closed, it cannot be taken. Because these quizzes will be available for a long period of time, no excuses will be accepted for taking a quiz past the deadline.
- Module Exercises (Online and Offline: 10 @ 5 points each).** For each module there will be at least one online exercise meant to help students apply what they have learned. In each module an instruction sheet will guide students through the exercise. Because these exercises will differ in format, it is critical that students make sure they follow each module's instructions very carefully. The failure to follow these instructions will result in a loss of points. Most exercises will have an accompanying grading rubric as well to help clarify the grading process.
- Final Paper (10 points):** The final paper is a reflection of your interpersonal style based on what you've learned in the course. The paper can be no longer than two pages, double-spaced, 1" margins, 12 font. Papers exceeding this page limit will lose points. These papers will be turned in online. Please pay attention to the due date as late papers will not be accepted. More information about these papers will be provided online. Also, make sure you do not start the paper until module 10 because you will still be learning material that needs to be included in the paper.

**Grade Assignment (out of 400 points)**

Currently, I anticipate that grades will be assigned using the following percentage system:

>93% = A      >90% = A-      >87% = B+      >83% = B      >80% = B-  
 >77% = C+      >73% = C      >70% = C-      >67% = D+      >63% = D      <63% = E

**Emergencies**

In the event of an emergency, please carefully follow the directions of the teaching staff or, if deemed prudent by your own judgment, contact 911 or the University Police at 292-2121.

**Tentative Nature of this Syllabus**

This syllabus represents a contract in the works. Events that transpire over the term may require me to modify the administration of the course and therefore the syllabus. In the event I need to modify the syllabus, I will announce the modification in class and post the revised syllabus to Carmen. Ultimately it is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc.

When viewing the syllabus please take note of the DATE colors (so view on the computer OR print in color):

Dates in Red: **NO IN-PERSON CLASS**  
 Dates in Bold: **ONLINE COMPONENT OF HYBRID COURSE**  
 Dates highlighted in Green: **IN-CLASS EXAM**  
 Dates highlighted in Blue: **REMINDERS AND DEADLINES**

**Tentative Course Schedule**

Module Checklist (in task order)	Date	Reading	Module Due Dates
<i>Module 0: Syllabi and Hybrid Delivery Introduction</i>			
<input type="checkbox"/> Read syllabus <input type="checkbox"/> Take syllabus quiz	8/21	Course Syllabi (Carmen)	Quiz: 12:30pm 9/13 <b>for points</b> -- Must be completed by exam 1 --
<i>Module 1: Introduction to Interpersonal Communication: Definitions &amp; Competence</i>			
<input type="checkbox"/> Take survey entitled "Survey 1", calculate score (exercise 1) <input type="checkbox"/> Read Textbook <input type="checkbox"/> Take Quiz #1 <input type="checkbox"/> Input your survey score at the end of Quiz #1, this will complete exercise 1	8/23 <b>Online</b> 8/28 8/30	Chapter 1	Exercise 1: 12:30pm 8/28 Reading: 12:30pm 8/28 Quiz #1: 12:30pm 8/28
<i>Module 2: Perceiving Others</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #2 <input type="checkbox"/> Complete Exercise #2	<b>Online</b> 9/4 9/6	Chapter 3	Reading: 12:30pm 9/4 Quiz #2: 12:30pm 9/4 Exercise 2: 12:30pm 9/4

<i>Module 3: Considering Self</i>			
<input type="checkbox"/> Take "Survey 2" <input type="checkbox"/> Complete Exercise #3 <input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #3 <input type="checkbox"/> Complete Exercise #4	<b>Online</b> 9/11 <b>9/13</b> <b>Online</b> 9/18	Chapter 2	Exercise 3: 12:30pm 9/11 Reading: 12:30pm 9/13 Quiz #3: 12:30pm 9/13 Exercise 4: 12:30pm 9/18
<input type="checkbox"/> Make sure you have taken <b>syllabus quiz</b> . If not, cannot take exam	9/20	<b>EXAM 1</b>	Bring pencil, BuckID, and arrive on-time
<i>Module 4: Romantic Relationships, Definitions, and Attraction</i>			
<input type="checkbox"/> Take "Survey 3" <input type="checkbox"/> Complete Exercise #5 (using survey answers) <input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #4	<b>Online</b> 9/25 9/27	Chapter 11: 289-298	Exercise 5: 12:30pm 9/25 Reading: 12:30pm 9/25 Quiz #4: 12:30pm 9/25
<i>Module 5: Romantic Relationships, Stages, and Maintenance (and Break ups)</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Exercise #6 <input type="checkbox"/> Complete Quiz #5	<b>Online</b> 10/2 10/4 <b>Online</b> 10/9 <b>10/11</b>	Chapter 11: 299-310	Reading: 12:30pm 10/2 Quiz #5: 12:30pm 10/2 Exercise #6: 12:30pm 10/9
<i>Module 6: The Dark Side of Relationships</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Exercise #7 <input type="checkbox"/> Review for Exam	<b>Online</b> 10/16 10/18 <b>Online</b> 10/23	Finish Chapter 11 Check Carmen	Reading: 12:30pm 10/16 Exercise #7: 12:30pm 10/23

	10/25	<b>EXAM 2</b>	Bring pencil, BuckID, and arrive on-time
<i>Module 7: Relationships with Family</i>			
<input type="checkbox"/> Take "Survey 4" <input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #6	<b>Online</b> 10/30 11/1	Chapter 12	Survey: 12:30pm 10/30 Quiz #6: 12:30pm 10/30 Reading: 12:30pm 10/30
<i>Module 8: Relationships with Friends</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Read Article <input type="checkbox"/> Quiz #7 <input type="checkbox"/> Complete Exercise #8	<b>Online</b> 11/6 11/8	Chapter 13 Read Atlantic Article	Textbook: 12:30pm 11/6 Quiz #7: 12:30pm 11/6 Article: 12:30pm 11/8 Exercise 8: 12:30pm 11/8
<i>Module 9: Social Support</i>			
<input type="checkbox"/> Watch online lecture <input type="checkbox"/> Listen to Podcast <input type="checkbox"/> Complete Exercise #9	<b>Online</b> 11/13 11/15	Carmen	Exercise 9: 11:59pm 11/15
<i>Module 10: Listening Actively (in a loud world)</i>			
<input type="checkbox"/> Take "Survey 5" <input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #8 <input type="checkbox"/> Complete Exercise #10	<b>Online</b> 11/20 <b>11/22</b> <b>Online</b> 11/27 11/29	Chapter 7	Survey: 12:30pm 11/20 Reading: 12:30pm 11/20 Quiz: 12:30pm 11/22 Exercise 10: 11:59pm 11/27 <b>Begin Paper Writing</b>
	<b>Online</b> 12/4 <b>12/6</b>	Review Q&A <b>FINAL EXAM</b>	Bring pencil, BuckID, and arrive on-time <b>Paper due: 11:59pm 12/6</b>