



THE OHIO STATE UNIVERSITY

COMM 3620 INTRODUCTION TO INTERPERSONAL COMMUNICATION ONLINE SUMMER 2017

This course is designed as an introduction to interpersonal communication. The course will provide knowledge about principles of interpersonal communication and interpersonal communication competencies.

Instructor

Instructor: Kara Rader

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Online office hours: TBA or by appointment.

Course description

Analysis of the role of interpersonal communication to begin relationships, achieve intimacy, sustain a certain relational status and terminate relationships. Prerequisite: Not open to students with credit for 320.

Course learning goals

1. To gain knowledge about interpersonal communication and interpersonal processes: interpersonal communication principles and competencies; the role of culture and the self in interpersonal communication; the importance of listening and social perception processes; features of effective verbal and nonverbal messages;
2. To gain knowledge about the functions of interpersonal communication: Developing relationships with others; providing social support; influencing others; and managing interpersonal conflict
3. To learn the role of interpersonal communication in family and life-span issues
4. To practice interpersonal communication skills: To reflect upon your own interpersonal communication patterns and their implications for behavior and relationships, and to strategize

how you might improve; to think critically about how interpersonal messages may influence others; and to practice communication skills.

5. To engage in theory application: to be able to apply theoretical concepts to real world interpersonal situations, and derive decisions from theories about communication effectiveness.

Course materials

Required

1. DeVito, J. A. (2014). Interpersonal messages. (4th ed). Boston: Pearson.*
2. Readings available on Carmen
3. Readings/Video available via hyperlink (provided on this syllabus)

*Other editions of the textbook should be fine, but the page numbers listed in the course schedule will not match up.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Carmen Connect**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Connect.

- Students may use the chat function within Carmen Connect to live chat with the professor in the virtual office hours room.
- Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odee.osu.edu/carmenconnect>
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Grading and faculty response

Grades

<u>Assignment or category</u>	<u>Points</u>
Essay Exams	150 (75 each)/ 30%
Quizzes	100 (25 each)/ 20%
Assignment-Activities	200 (25 each)/ 40%
Reflective Writing Assignment	50/ 10%
<u>Total</u>	<u>500 Points and 100%</u>

See course schedule, below, for due dates

POLICIES AND EXPECTATIONS:

Exams

There are two essay exams in this class. The essay exams will cover the material discussed in lecture and the readings. The exams will consist of five essay questions each. It is important to note that the lectures will contain information not covered in the readings, and that not all the readings will be discussed in lecture. Thus, it is important to view all of the lectures and do all the readings.

Quizzes

Five quizzes will be administered on Carmen. The quizzes are designed to assess your understanding of the readings and audio lectures. Every other week, you will be required to take a quiz showing your mastery of the course content. The first quiz will be on Week 1 and the every other week re-sets after the Midterm Exam. All quizzes are announced and available on your weekly schedule. These quizzes cannot be made up and must be completed between Monday and Wednesday. Quizzes will open every other Monday at 12:00 AM EST and close on Wednesday at 11:59 PM EST. You have 72 hours to complete the quiz. The quizzes are non-cumulative, which means they will only cover two weeks of content at most. You have 20 minutes to answer 10 questions. You may use notes; however, the quizzes are timed allowing for minimal searching (2 minutes per question). The format of quizzes will be in one of two forms: multiple-choice and true/false questions. Questions will be presented one at a time and once the question is saved, you will be unable to revisit the question. Prepare accordingly.

Assignment-Activities

Eight assignments are designed to help you critically analyze knowledge about effective interpersonal communication skills and strategies. The assignments will typically require you to apply concepts from the textbook and/or analyze interpersonal communication strategies obtained from reading a blog/article or watching a video. All assignments should be about 1.5 pages double spaced, APA format and submitted by 11:59 PM EST on the Friday of the week assigned. No late work will be accepted. Excellent work on these activities define relevant course concepts and apply effective communication strategies to solve the posed communication problem or task; a specific description of each activity will be provided to students.

Reflective Writing Assignment

Students will complete an end-of-semester writing assignment that is designed to encourage reflecting thinking and analysis. Students may use their notes and readings while completing the assignment. The assignment is designed to allow students to 1) demonstrate their comprehension of the material; and 2) reflect on and integrate the knowledge they've gained throughout the semester. This assignment is worth 50 points and is due to Carmen by 11:59 PM EST on July 26th.

Late assignments

Late work is not accepted in this course without a medical documentation. If at all possible, arrangements need to be made prior to the assignment due date.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Please note: Carmen, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don't round up individual grades, no matter how close you may be, because it's not fair to other students.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Online Lectures and Readings**

Please complete the assigned readings by Wednesday of each week. In addition to the reading, audio lectures will be provided to aid in your understanding of the content.

All audio lectures will be posted on Carmen on a weekly basis. Reading the textbook and listening to lectures are critical to your success on exams and assignments.

- **Submissions and Emails:**

Since this is an online course, you are required to have online access on a frequent basis. All updates to the course will be announced via email and/or on Carmen. It is your responsibility to check these platforms regularly. Please carefully read the syllabus to keep up on due dates and responsibilities. For consistency over the summer term, every written assignment will be due on the Friday of the week assigned. Quizzes will be due every other Wednesday on Carmen. Email correspondence may be used to communicate with your instructor. Emails should be written using standards of courtesy (e.g., address, proper tone, signature) or they will not receive a response. This is a communication course: Communicate effectively and professionally via email.

- **Office hours:**

I am available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the “Course Q&A” discussion board. Office hours are by appointment through Carmen Connect.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

Other course policies

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.

Diversity

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

Academic integrity policy

Policies for this online course

- **Assignments and quizzes:** You must complete the assignments and quizzes yourself, without any external help or communication.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course schedule (tentative)

Week	Dates	Topics, Readings	Assignments
1	5/8	Introduction Reading: Course syllabus posted on Carmen	Quiz 1: Carmen and Syllabus Quiz
2	5/15	Foundations of Interpersonal Communication Readings: Chapter 1 from DeVito book (pgs. 1-27); and Ramaraju (2012) on Interpersonal Communication	Assignment 1: Assessing your Social Network Profile
3	5/22	Interpersonal Communication and Culture Readings: Chapter 2 from DeVito book (pgs. 28-49); and “Intergenerational Communication” reading on Carmen	Quiz 2 Assignment 2: Intergenerational Communication
4	5/29	Culture and Interpersonal Communication Readings: Blog on intercultural communication at http://www.nytimes.com/2009/08/30/magazine/30lives-t.html ; Also, watch Ted Talk at https://www.youtube.com/watch?v=YMyofREc5Jk	Assignment 3: Intercultural Communication
5	6/5	The Self and Interpersonal Communication Readings: Chapter 3 (pp. 50-58) from DeVito book; “Self-presentation and Facebook” reading on Carmen; “Self-disclosure and Facebook” reading on Carmen	Quiz 3 Assignment 4: Self-Presentation and Disclosure
6	6/12	Perception and Interpersonal Communication Readings: Chapter 3 (pp. 59-76) from DeVito book; “Downplaying Positive Impressions” reading on Carmen; Read blog post on politeness at: http://tcbdevito.blogspot.com/2009/03/communication-functions-of-politeness.html	Assignment 5: Perception and Politeness
7	6/19	Midterm Essay Exam	Due 6/21
8	6/26	Listening and Interpersonal Communication Readings: Chapter 4 (pgs. 77-96) and 8 (pgs. 170-192) from DeVito book; Watch https://www.youtube.com/watch?v=hTQEsTYOcu8	Assignment 6: Self-Reflection on Listening
9	7/3	Verbal & Nonverbal Communication	Quiz 4

		Readings: Chapters 5 (pgs. 97-119) and 6 (pgs. 120-148) from DeVito book; Watch https://www.youtube.com/watch?v=Ks-_Mh1QhMc	Assignment 7: Verbal and Non-Verbal Communication
10	7/10	Interpersonal Conflict Management Readings: Chapter 11 from DeVito book (pgs. 239-259); Read https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201003/sibling-conflict-in-adolescence ; Read https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201308/varieties-family-conflict-in-adolescence ; Read “Forgiveness” handout on Carmen	Assignment 8: Conflict Management
11	7/17	Interpersonal Relationships Reading: Chapter 9 (pgs. 193-213) from DeVito book	Quiz 5
12	7/24	Interpersonal Relationships: Types and Theories Reading: Chapter 10 (pgs. 214-238) from DeVito book	Reflection Due 7/26
Exam Week		Final Essay Exam	Due 7/30

Additional Readings

Forgiveness: 9 Steps From the book “Forgive for Good” by Dr Fred Luskin, Stanford University.

Hollenbaugh, E.E., & Ferris, A.L. (2014). Facebook self-disclosure: Examining the role of traits, social cohesion, and motives. *Computers in Human Behavior*, 30, 50-58.

Ramaraju, S. (2012). Psychological perspectives on interpersonal communication. *ResearchesWorld: Journal of Art, Science and Commerce*, 3(4), 68-73.

Seidman, G. (2013). Self-presentation and belonging on Facebook: How personality influences social media use and motivations. *Personality and Individual Differences*, 54, 402-407.

Williams, A., Ota, H., Giles, H., Pierson, H.D., Gallois, C., Ng, S., Lim, T., Ryan, E.B., Somera, L., Maher, J., Cai, D., & Harwood, J. (1997). Young persons' beliefs about intergenerational communication: An initial cross-cultural comparison. *Communication Research*, 24(4), 370-393.

Assignment Overview

Assignment 1: Assessing your Social Network Profile	Examine and evaluate your own social network profile using the principles of interpersonal communication outlined in the weekly reading.
Assignment 2: Intergenerational Communication	Watch the ads at the following link. Pick two of the ads and discuss how the misunderstanding arose from at least 1 (each) cultural difference as defined in the lecture). https://www.youtube.com/watch?v=KMzVAs5sT9M
Assignment 3: Intercultural Communication	Watch the provided TED Talk and read the accompanying blog post. Reflect on what you have learned from these items and on your own experiences.
Assignment 4: Self-Presentation and Disclosure	Follow the attached directions to make your own Johari window and reflect on the results.
Assignment 5: Perception and Politeness	Read the blog post and provided supplemental reading on politeness. Reflect on your own perceptions of politeness and your views on the research.
Assignment 6: Self-Reflection on Listening	Watch the provided video on listening. Reflect on your own listening habits. Now, watch a talk show of your choosing and analyze their listening behaviors in terms of the material.
Assignment 7: Verbal and Non-Verbal Communication	Watch the provided video. Reflect and respond to the ideas presented.
Assignment 8: Conflict Management	Read and analyze the supplemental articles provided about conflict and family relationships.