

# **SYLLABUS: COMM 3620**

## **INTRODUCTION TO INTERPERSONAL COMMUNICATION**

### **SCHOOL OF COMMUNICATION; SPRING 2021**

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**Office hours: By appointment, via Carmen Zoom**

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## **Course description**

**This course will be delivered 100% online.** This course analyzes the role that interpersonal communication plays in beginning relationships, achieving intimacy, sustaining a certain relational status, and terminating relationships.

## **Course learning goals and outcomes**

- To gain knowledge of interpersonal communication: Gain awareness of diversity of interpersonal messages, and of responses to interpersonal communication; Gain awareness of implications of interpersonal communication for relationship development; Acquire knowledge of theories about interpersonal communication; Acquire knowledge of research on interpersonal communication
- To engage in abstract thinking and theory application: Apply theoretical concepts to real-world interpersonal situations, connect abstract information to real world situations; Derive decisions from theoretical frameworks.
- To practice critical thinking and writing skills: Analyze theories of and concepts in interpersonal communication research, acknowledging strengths and weaknesses; Reflect on your own interpersonal communication patterns and their implications for behaviors and

relationships; Think critically about how interpersonal messages may influence others; Exercise writing and critical thinking skills.

## Mode of delivery

This course will be presented fully online.

- **This course is fully asynchronous**, meaning that students are never required to log in at any particular day or time. **Assignments will be posted by the week so that all students will be engaged in the same material at the same time.** This means that you can only work ahead within a particular week (e.g., you cannot begin to work on Week 2 until we have completed Week 1). All of the assignments can be found in the weekly modules provided on the Canvas page for this course.

## How this course works

- Students should log in to the Canvas site for this course and follow the weekly modules that are provided.
- Weekly modules will provide all of the information that students need to complete their assignments the week.
- Weekly assignments may include readings, lectures (a link will be provided), discussion posts, responses to discussion posts, quizzes, and written assignments.

## Course materials

### Required

DeVito, J. A. (2017). *Interpersonal messages*. (4<sup>th</sup> ed). Boston: Pearson

If you would like an e-book instead, please visit:

<https://console.pearson.com/enrollment/hsxaek>

Additional readings provided via hyperlink (all additional readings are available both on this syllabus and on Canvas)

## Grading

Following are the percentages for each assignment:

<b>Assessments</b>	<b>Percentage</b>
<b>Reflection Papers</b>	<b>55%</b>
<b>Quizzes</b>	<b>10%</b>
<b>Discussion Posts</b>	<b>15%</b>
<b>Discussion Responses</b>	<b>15%</b>
<b>End-of-Semester Paper</b>	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

## Assignments

### Online discussions (posting and responding)

There are three main goals of our online discussions. First, because this is an online course, we want to build a sense of community within our virtual classroom. We can accomplish this by communicating with one another. We can use the online discussion board to get to know each other, share ideas, ask questions, and provide feedback. Second, because this is a course on interpersonal communication, it's a good idea to practice our interpersonal communication skills (even if this communication occurs online). Third, we can use the online discussion board as a place to "play around with" the ideas you are learning about in the course. This can include analyzing and responding to prompts that I provide, applying interpersonal communication principles and theories, or trying out certain interpersonal communication practices. As a result, we will engage in regular online discussions to accomplish these three goals.

The required length of each post will range from a few sentences to a few paragraphs (more specific details will be provided with each assignment).

*It is vital that we maintain a friendly and civil tone in these discussion boards, just as we would expect if we were communicating face-to-face.*

In addition, you will be required to respond to the posts of your classmates. *You should try to respond to respond to different people each time that you respond.*

**Discussion posts are due by the Thursday of the week they are assigned by 11:59 PM. EST.**

**Discussion responses are due by the Saturday of the week they are assigned by 11:59 PM EST.**

### Quizzes

There will be weekly quizzes that will assess your mastery of the material assigned for that week. Quizzes will assess mastery of the material in the required readings and in the video lecture for that week. Quizzes will be embedded in the video lectures and they are also available in the weekly modules. You are permitted to use your notes for the quizzes; however, the quizzes will be timed. As a result, there will not be a lot of time to flip through your notes to arrive at the correct answer. Make sure you review the readings and the video lecture before taking the quiz in order to achieve your best score.

### Short Papers

Reflection Papers: There will be 8 written reflection assignments. The purpose of these assignments will be to allow you to reflect on the material you have learned that week and apply the material to real-world settings. Most written assignments will be about 1-2 pages in length (typed, double spaced). **All written assignments are due on the Saturday of the week**

**that they are assigned by 11:59 PM EST.** Written work will be evaluated based on the degree to which students thoughtfully and thoroughly engage with the material and to the degree to which they are accurately describing and applying the material. Each written response is worth a total of 5 points.

End-of-Semester Paper: At the end of the semester, each student should submit a final reflection paper. This paper is worth 5 points.

## Late assignments

**Late work will not be accepted unless there is a documented reason that prevents the student from completing the work on time.** Documented excuses include being too ill to complete the work (in this case a doctor's note is required) or an emergency that prevents the student from completing the work. Please let the instructor and the TA know as soon as possible if you will be unable to submit your work on time.

## 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 Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades.

# Attendance, participation, and discussions

## Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for

example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

## Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures:**  
There will be recorded lectures for you to view each week. You can find these lectures in the weekly modules posted on our Canvas page.
- **Short papers:**  
Reflection paper assignments can be found in the weekly modules posted on our Canvas page. These papers require you to reflect on, engage with, and/or apply the material we have learned during that week. Each assignment should be typed, doubled-spaced, and about 1-2 pages in length.
- **Discussion posting and responding**  
Students should expect to regularly participate in the online discussion board by making posts and responding to classmates' posts. The prompts for these posts and responses can be found in the weekly modules posted on our Canvas page. The length of these posts can range between a few sentences to a few paragraphs. More specifics are provided in the weekly modules.

## Feedback and response time

I am providing the following list to give you an idea of our 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 the weekly reflections and required discussion board, you can generally expect feedback within **7-10 days**.

### E-mail

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

### Appointments with the Instructor or TA

We are 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 "Ask the instructor" discussion board. Appointments with either the professor and the TA are by appointment and will be conducted digitally via Carmen Zoom.

## 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. The instructor and TA both 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, please use APA style. For online sources, be sure to include a link.)

## Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last-minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

## 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](https://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](#)
- **Secured Media Library**
  - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
  - [Secured Media Library](#) help guide
- **Carmen Zoom:**
  - Appointments will be held through Ohio State's conferencing platform, Carmen Zoom.
  - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA.
  - [Carmen Zoom](#) help guide
- **Turnitin:**
  - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.



- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto: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](https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## **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 Interim Ohio State Title IX Coordinator, Molly Peirano, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Mental Health

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 [ccs.osu.edu](http://ccs.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)

## COVID-19 and Illness Policies

### University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

### Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

### Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

## Academic integrity policy

### Policies for this online course

- **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.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

## 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

**Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).**

## Course schedule

Week and Dates	Week Overview	Assignments
<b>1</b>  <b>1/11-1/16</b>	<b>Welcome and Introduction</b>  <i>Watch Professor and TA welcome videos and watch “Intro to Communication 3620” video (3 videos in total) in the Carmen module</i>	Quiz #1 Syllabus (due Saturday 11:59 p.m. EST)  Discussion Board #1 (Initial post due Thursday 11:59 p.m. EST, Response due Saturday 11:59 p.m. EST)

<p><b>2</b></p> <p><b>1/17-1/23</b></p>	<p><b>Foundations of Interpersonal Communication</b>  <i>Read DeVito Ch. 1 (pgs. 1-27)</i></p> <p><i>Watch</i> lecture video on foundations of interpersonal communication in the Carmen module</p>	<p>Quiz #2 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #1 (due Saturday 11:59 p.m. EST)</p>
<p><b>3</b></p> <p><b>1/24-1/30</b></p>	<p><b>Culture &amp; Interpersonal Communication</b>  <i>Read DeVito Ch. 2 (pgs. 26-49)</i></p> <p><i>Watch</i> lecture video on culture and interpersonal communication in the Carmen module</p> <p><i>Read</i> this <a href="#">article</a> from the <i>New York Times</i> on travel and intercultural communication</p>	<p>Quiz #3 (due Saturday 11:59 p.m. EST)</p> <p>Discussion Board #2        (Initial post due Thursday 11:59 p.m. EST, Response due Saturday 11:59 p.m. EST)</p>
<p><b>4</b></p> <p><b>1/31-2/6</b></p>	<p><b>The Self &amp; Interpersonal Communication</b>  <i>Read DeVito pgs. 50--58</i></p> <p><i>Watch</i> lecture video on the self and interpersonal communication in the Carmen module</p> <p><i>Watch</i> <a href="#">VIDEO</a> from Dr. Cuddy on “Power Posing”</p>	<p>Quiz #4 (due Saturday 11:59 p.m. EST)</p> <p>Discussion Board #3        (Initial post due Thursday 11:59 p.m. EST, Response due Saturday 11:59 p.m. EST)</p>
<p><b>5</b></p> <p><b>2/7-2/13</b></p>	<p><b>Perception &amp; Interpersonal Communication</b>  <i>Read DeVito pgs. 59-76</i></p> <p><i>Watch</i> lecture video on perception and interpersonal communication in the Carmen module</p>	<p>Quiz #5 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #2 (due Saturday 11:59 p.m. EST)</p>

<p><b>6</b></p> <p><b>2/14-2/20</b></p>	<p><b>Listening &amp; Interpersonal Communication</b></p> <p><i>Read DeVito Ch. 4 (pgs. 77-96) &amp; Ch. 8 (pgs. 170-192)</i></p> <p><i>Watch</i> lecture video on listening and interpersonal communication in the Carmen module</p> <p><i>Read</i> this <a href="#">article</a> from <i>The Conversation</i> on listening and non-native speakers</p>	<p>Quiz #6 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #3 (due Saturday 11:59 p.m. EST)</p>
<p><b>7</b></p> <p><b>2/21-2/27</b></p>	<p><b>Verbal Communication</b></p> <p><i>Read DeVito Ch. 5 (pgs. 97-119)</i></p> <p><i>Watch</i> lecture video on verbal communication in the Carmen module</p>	<p>Quiz #7 (due Saturday 11:59 p.m. EST)</p> <p>Reflection #4 (due Saturday 11:59 p.m. EST)</p>
<p><b>8</b></p> <p><b>2/28-3/6</b></p>	<p><b>Nonverbal Communication</b></p> <p><i>Read DeVito Ch. 6 (pgs. 120-148)</i></p> <p><i>Watch</i> lecture video on nonverbal communication in the Carmen module</p> <p><i>Read</i> this <a href="#">article</a> from <i>The Conversation</i> about emoticons</p>	<p>Quiz #8 (due Saturday 11:59 p.m. EST)</p> <p>Discussion Board #4 (Initial post due Thursday 11:59 p.m. EST, Response due Saturday 11:59 p.m. EST)</p>
<p><b>9</b></p> <p><b>3/7-3/13</b></p>	<p><b>Interpersonal Relationships</b></p> <p><i>Read DeVito Ch. 9 (pgs. 193-213)</i></p> <p><i>Watch</i> lecture video on interpersonal relationships in the Carmen module</p> <p><i>Read</i> this <a href="#">article</a> from <i>The Conversation</i> about romantic relationships ("Wedding Bells or Single Again...")</p>	<p>Quiz #9 (due Saturday 11:59 p.m. EST)</p> <p>Discussion Board #5 (Initial post due Thursday 11:59 p.m. EST, Response due Saturday 11:59 p.m. EST)</p> <p>Reflection #9 (due Saturday 11:59 p.m. EST)</p>

<b>10</b>  <b>3/14-3/20</b>	<b>Types &amp; Theories of Interpersonal Relationships</b> <i>Read DeVito Ch. 10 (pgs. 214-238)</i> <i>Watch</i> lecture video on interpersonal relationship theories and types in the Carmen module	Quiz #10 (due Saturday 11:59 p.m. EST)  Reflection #5 (due Saturday 11:59 p.m. EST)
<b>11</b>  <b>3/21-3/27</b>	<b>Interpersonal Conflict Management</b> <i>Read DeVito Ch. 11 (pgs. 239-259)</i> <i>Watch</i> lecture video on conflict management in the Carmen module	Quiz #11 (due Saturday 11:59 p.m. EST)  Reflection #6 (due Saturday 11:59 p.m. EST)
<b>12</b>  <b>3/28-4/3</b>	<b>Family Communication</b> <i>Read</i> this <a href="#">article</a> from the <i>Washington Post</i> on family rituals  <i>Watch</i> lecture video on family communication in the Carmen module  <i>Read</i> articles on <a href="#">family conflict</a> and <a href="#">sibling conflict</a>	Quiz #12 (due Saturday 11:59 p.m. EST)  Reflection #7 (due Saturday 11:59 p.m. EST)
<b>13</b>  <b>4/4-4/10</b>	<b>Applying our Knowledge of Interpersonal Relationships and Conflict Management</b> <i>Watch</i> lecture video on applying our knowledge in the Carmen module	Reflection #8 (due Saturday 11:59 p.m. EST)
<b>14</b>  <b>4/11-4/17</b>	No readings or videos	No assignments  Relax, enjoy, sleep!
<b>15</b>  <b>4/18-4/24</b>	<b>End-of-Course Integration</b> <i>Review</i> notes and readings  <i>Watch</i> course integration video in the Carmen module	End-of-Semester Paper (due Saturday 11:59 p.m. EST)

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## Rubrics

### All Short Papers (Weekly Reflections and End-of-Semester Paper)

The primary aims of these assignments is to get you thinking about the topics for the week. This thinking will involve reflecting on the material and applying it to real-world settings. In addition, these assignments allow you to demonstrate your comprehension of the concepts that were taught during the week. It is important that you demonstrate that you are thoughtfully engaging with the material.

These assignments will be worth 5 points each and will be evaluated according to completion (i.e., whether all of the questions were answered), comprehension (i.e., whether concepts are accurately described and applied), and overall effort (i.e., how much thought went into answering the questions). Points may be deducted for excessive typos, incomplete sentences, or other mistakes that proofreading would have prevented.

5 points: All questions are answered entirely. Answers are thoughtful, on-topic, and demonstrate deep engagement with and comprehension of the material.

4 points: All questions are answered entirely. Although all answers are on-topic, some lack deep consideration of the material, or they miss the overall intent of the questions, or they suggest a small amount of confusion about the material.

3 points: All questions are answered entirely, but responses are relatively off-topic, or they lacked engagement with the material, or they suggest a moderate amount of confusion about the material.

2 points: All questions are answered, but they might not have been addressed entirely. Responses that were provided were off topic, tangential, lacked engagement with the material, or suggest a substantial amount of confusion about the material.

1 point: Some questions were unanswered, or it is clear that the student did not attempt to engage with the material in a thoughtful manner.

0 points: Assignment was incomplete or late.



## **Discussion Posts and Responses**

The primary aims of the discussion posts and responses are to maintain a sense of community within our online environment, to provide a friendly and supportive environment for students to share ideas, and to apply the course material to our everyday lives.

Discussion posts are worth 2 points and discussion responses are worth 2 points (4 points total for both the post and the response in a given week). Posts and responses will be evaluated according to completion (i.e., whether all of the questions were answered), comprehension (i.e., whether concepts are accurately described and applied), overall effort (i.e., how much thought went into answering the questions) and level of tone and civility (i.e., whether tone was positive, supportive, and encouraging).

### **Discussion Posts: 2 points total**

2 points: Thoughtful and well-written contribution with good insights and basis in class material.

1 point: Satisfactory contribution; may have not answered all of the questions; may have errors either in content mastery or spelling and grammar.

0 points: Missing or late post; or a post with minimal contributions.

### **Discussion Responses: 2 points total**

2 points: Actively and positively supports classmates with relevant response; response encourages conversation

1 point: Appropriate tone, but response does not substantially enhance the discussion; may not have answered all of the questions; may have errors in either content mastery or spelling and grammar.

0 points: Missing or late response; or response was given but tone is not positive or encouraging or response was off-topic.