

# SYLLABUS: COMM 3620

## INTRODUCTION TO INTERPERSONAL COMM

### SP2025 (HYBRID): UNIVERSITY HALL 014 12:45 – 2:05

**Instructor:** Prof. Hillary Shulman

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**Office:** Derby Hall 3049

**Office hours:** Mondays from 11:30 – 1:30pm in person or via zoom

**Zoom link:** (Meeting ID: 617 948 9768, Password: 636923)

<https://osu.zoom.us/j/6179489768?pwd=WINLeG5YVGMxTmMyOTdGako0QVlxUT09>

## Course Information

### Course description

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.

### Course goals and 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.

## Mode of delivery

This class will be taught using a hybrid delivery style (HY). A hybrid course is designed to have somewhere between 25-74% 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).

## Module Layout

- Students should complete the module components **in order** to get the most out of the class assignments and activities.
- Each module will be structured in similar ways and include 1 reading quiz and 1 discussion activity. For online weeks, lectures will be included as well (2 -3 lectures about 20min each).
- Each module will include an activity.
- Each module will include at least one reading.
- Each module will include a quiz.
- Deadlines for the activities and quizzes will be the same from week-to-week to help students develop a routine for the class.

## Course materials

### Required Textbook **Available through CarmenBooks at a Discounted Rate**

McCornack, S. (2015, 6<sup>th</sup> Edition\*\*). *Reflect & Relate: An Introduction to Interpersonal Communication*. Bedford St. Martin Press. **DO NOT PURCHASE THE ACCESS CODE**– this costs extra and will not be used in this class.

**Please note:** I will be teaching from the 6th edition of this book, so if you choose to buy an earlier edition be advised that the chapter/page numbers and content will not necessarily correspond. You are responsible for the content in the 6th edition. There will be copies set aside on reserve at the Thompson Library to check-out for your convenience.

# Technology Requirements for this Online Class

## 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 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](#)
- **Zoom:**
  - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
  - 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 in the virtual office hours room.
  - [Carmen Zoom](#) help guide
- **Lockdown Browser:**
  - Respondus LockDown Browser is a locked browser for taking quizzes in CarmenCanvas.
  - It prevents you from:
    - Printing
    - Copying
    - Going to another website
    - Accessing other programs during an assessment
  - When using Lockdown Browser you will not be able to take the quiz with a standard web browser.

- Click [here](#) for more information on LockDown Browser.
- Ensuring that this tech works properly is the student's responsibility. Contact Carmen Help if any issues arise.
- **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
- <https://it.osu.edu/students#tech-access>

### 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
- Web cam and microphone

### Necessary software

- Word processor with the ability to save files under .doc, .docx, or .pdf. Most popular word processing software programs including Microsoft Word have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit [https://osuism.service-now.com/selfservice/kb\\_view.do?sysparm\\_article=kb04733](https://osuism.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733)

## Classroom Policies (Important!)

### Classroom Policies:

**Please keep track of when things are due.** The professor and class website will provide some reminders, but, as always, it is your responsibility to submit materials on time.

I recommend signing up for email notifications for when there are announcements and discussion posts on Carmen.

**Late work and submission details:** Late work will not be accepted without documentation of severe illness or emergency. This documentation must include relevant dates (at least 3 weeks in duration) and needs to come from a reputable source (e.g. a doctor's office or police report). This documentation should be submitted before the assignment is due, except for dire and unforeseen emergencies. While medical documentation does not need to include information about your medical history or diagnosis, it needs to be clear that it was urgent. Example wording includes "[Student name] was under my care from [start date] to [end date] and during that time was not able to complete schoolwork, including asynchronous online work." Remember that many of your lowest grades are already dropped, so there is no room for late work outside of unusual circumstances. **Don't wait until the last minute as technical problems can occur that will not be an acceptable excuse for late work.**

Students who will be observing a religious holiday on a class date or assignment due date must provide date/event written notification to the instructor within the first two weeks of the semester so that alternative arrangements can be made

If you are permitted an extended deadline, please do not email your paper to the professor. It will not be counted as submitted until you have submitted it to Canvas.

**Before you submit an assignment:**

All writing assignments and exams must be submitted to our class website by the deadline. In taking this course, students agree to the condition that all required papers will be subject to submission for textual similarity review to Turnitin.com to aid in detection of plagiarism. Any submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site and at the university.

When you are ready to submit your assignment or exam, make certain it is in ".doc", ".docx", or ".pdf" format (don't use "pages" or "google docs" since they can't be opened).

Remember to leave yourself enough time to verify that your submission went through.

**Verifying that you submitted your assignment:**

Please do not email your instructor or TA to ask if your assignment was submitted properly. You can check this on Carmen.

Here it is step by step:

- = After submitting the assignment, you should be taken back to the main page for the assignment
- = On the right-hand side is a submission status
- = To verify that everything uploaded correctly, click on 'Download [filename]'; you might want to save it to a different location on your hard drive than the original, or rename it during the download process, to avoid overwriting your original
- = Open the downloaded file and make sure everything looks correct

Recall that you will be graded on what you submit by the deadline, even if it was not what you intended to submit. So, it's really important that you check to be sure your submission was correct.

**Grade Disputes:** Remember that any dispute about a grade must be taken up with the professor within one week of the grade posting. If you are disputing your grade on one of the assignments, you must prepare a .doc or .docx document, going point-by-point through the rubric and explaining why you think your work merits a different grade. Please note that grade disputes are not a normal part of the grading process. Grade disputes should be submitted only when you can justify clearly why you believe your grade should be changed.

**Page Limits:** Papers with page limits must use APA formatting (e.g., 1-inch margins) and must adhere to the page limits. Points will be deducted for going over the limit.

## Contact Information for Various Issues

### Who to Contact for Specific Problems:

**Questions about the course/assignments/lectures/etc.:** First, post in the discussion area, as that allows the professor and other students to see issues and respond to everyone in an organized and timely manner.

**For personal issues** (such as emergency illness or injury), please contact Dr. Hillary Shulman.

**Technical Problems with Your Computer or Internet Connection Issues:** OIT can be called at 614-688-HELP (4357). You can also email them about your problem or you can request that they call you back. The website for these alternatives is: [https://osuitsm.service-now.com/selfservice/help\\_splash.do](https://osuitsm.service-now.com/selfservice/help_splash.do) (Links to an external site.)

See this [Website on How to Write a Professional Email](#)

## Grading and Assignments

### Grading

Assignments	Points and/or Percentage
Exams (all non-cumulative, 4 @ 75 points each)	300 (53%)
Introduction post (1 @ 5points)	5 (<1%)
Syllabus quiz (1 @ 5 points)	5 (<1%)
Discussion posts (4 @ 25 points each)	100 (18%)
Module Quizzes (8 @ 10 points each)	80 (14%)

Participation Points (5 @ 5 points each)	25 (4.5%)
Self-Assessments (5 @ 5 points each)	25 (4.5%)
Final Paper (30 points)	30 (5%)
<b>Total</b>	<b>570 points</b>

The following are the points and/or percentage values for each assignment

## OSU grading scale

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

**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 round up grades.**

## Assignment Information

### Assessments

- *Introduction Post:* This is a quick activity designed to help students navigate Carmen’s video posting feature and gain some easy practice recording videos, as this is an option in this course. This assignment is due early on in the course and is worth 5 points. This is **not** considered a formal Discussion Assignment.
- *Exams:* Online, timed exams will assess students’ general understanding of the lecture materials and assigned reading and videos. Each exam will have about 25 to 50 questions which may include multiple-choice, true/false or fill-in-the-blank items. You may not work together on exams. Exams will be worth 75 points each and will never be cumulative. Please note that lockdown browser will be used so plan accordingly.
- *Discussion Assignments:* Students will post an original response to prompts in Carmen (25 points). An “exceptional” grade on the rubric means that there are no recommendations for improvement. “Above Average” means that while there is some room for improvement, the paper is still above average and suggestions for improvement are minor. “Average” grades mean that the main aspects of the assignment have been addressed but there is non-trivial room for improvement. Discussions are formal and should include information from lecture as well as outside sources. More details about grading these discussions can be found on Carmen. Students are required to complete **1 Discussion assignment for each part of the course** (4 assignments total), your other

scores will be dropped so while you are free to complete more discussions, you don't have to.

- *Quizzes:* Weekly, online, timed quizzes assess students' general understanding of the materials and assigned readings and videos. Quizzes will include multiple-choice, True/False, and short answer items. Quizzes will have approximately 10 questions and a time limit of 15 minutes (quizzes were designed to take about 5 minutes to complete, so this extra time is built in to help students who require time accommodations). The only resource you may use on quizzes is your own notes or the book. You may not work together. For each part of the class (there are 4 parts total), your lowest quiz score will be dropped.
- *Participation Grade:* This class is a hybrid course and includes both an in-person and online component. Although most of the classes graded activities occur online, participation grades are accumulated in the classroom. At random increments throughout the semester, students will be invited to provide feedback, answer a question, or participate in an activity in-class. Participation in this activity will count towards your participation grades. Students who do not attend class will receive a zero if they are absent on the day of one of these graded activities. That said **3 activity scores can be dropped without penalty** to accommodate instances where students may miss class for a reasonable reason. Given this accommodation, these activities cannot be made up.
- *Self-Assessments:* Students will have 5 opportunities to take surveys about the concepts we discuss in class. The purpose of these surveys is to gain insights into your interpersonal style. While the deadline for these surveys is the end of the semester (before you complete the final paper) it is recommended that you take the survey at the time suggested in the syllabus to gain the most out of the assignment. Although these assessments will be worth 5 points, there are no right or wrong answers. These self-assessments will then be used to write your final paper (see below) so remember to keep track of your styles!
- *Final Paper:* 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 all 5 surveys are taken because you will still be learning material that needs to be included in the paper. Additionally, please upload these files using Microsoft word or pdf.

## 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.



## 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**.

## 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 and is not always appreciated in-person. 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 class 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.)

## Challenging Grades

There may be instances in which students feel as though the grade posted in the gradebook is inaccurate. This inaccuracy could be based on instructor error or an instance in which the student feels they can make a case for a different grade. In either instance, students must contact the instructor **within two weeks of the date in which the grade was posted. After this time, the grade on that assignment will be considered "closed"**. Thus, students are encouraged to monitor their grades throughout the semester and challenge any decisions as soon as possible.

## Encouraging an optimal learning experience

Previous distance learning and hybrid 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 hybrid 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 [Microsoft One Drive](#).
- Students reported that completing assigned readings before class 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.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

## 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)

## Other related resources

**Food Security** (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

## Academic integrity policy

### Policies for this hybrid 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.

## Artificial Intelligence

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

In accordance with this policy, in our course we will use (and not use) AI in the following ways. If you are not sure if a tool you wish to use is permitted for our course or you wish to use a tool for specific purpose you think does not violate the principles articulated here, please contact me to discuss it first.

## 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; slds.osu.edu.

### Course schedule (tentative)

PLEASE NOTE THAT THIS CALENDAR IS TENTATIVE AND SUBJECT TO CHANGE. STUDENTS ARE RESPONSIBLE FOR KEEPING TRACK OF THESE DATES SO GET IN THE HABIT OF CHECKING THE SYLLABUS REGULARLY.

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

Dates highlighted in Green: **EXAM**

Dates highlighted in Blue: **REMINDERS AND DEADLINE SHIFTS**

Module Checklist (in task order)	Date	Reading	Assignment Due Dates
<b>Part I: Interpersonal Essentials</b>			
<ul style="list-style-type: none"> <li>Remember your lowest Quiz score from this section gets dropped (Q1-Q3)</li> <li>Remember your lowest two Discussion scores from this section get dropped (D1 – D3)</li> </ul>			
<i>Module 0: Syllabi and Course Introduction</i>			
<input type="checkbox"/> Read syllabus <input type="checkbox"/> Watch instructional videos <input type="checkbox"/> Take syllabus quiz (SQ) <input type="checkbox"/> Introduction Video (Intro)	1/8	Course Syllabi (Carmen)	<b>Syllabus Quiz: 11:59pm 1/9</b> -- Must be completed to remain in course – Intro: 11:59pm 1/13
<i>Module 1: Introduction to Interpersonal Communication: Definitions &amp; Competence</i>			
<input type="checkbox"/> Take Self-Survey #1 (SS1) <input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #1 (Q1) <input type="checkbox"/> Complete Discussion (D1)	1/15	Chapter 1	SS1: 12:45pm 1/15 Q1: 12:45pm 1/15 D1: 11:59pm 1/20
<i>Module 2: Perceiving Others</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #2 (Q2) <input type="checkbox"/> Complete Discussion (D2)	1/22	Chapter 3	Q2: 12:45pm 1/22 D2: 11:59pm 1/27

<i>Module 3: Considering Self</i>			
<input type="checkbox"/> Take Self-Survey #2 (SS2) <input type="checkbox"/> Read Textbook <input type="checkbox"/> Watch Videos <input type="checkbox"/> Complete Quiz #3 (Q3) <input type="checkbox"/> Complete Discussion (D3) <input type="checkbox"/> Complete <b>Exam 1</b>	1/29	Chapter 2 <b>EXAM 1</b>	SS2: 12:45pm 1/29 Q3: 12:45pm 1/29 D3: 11:59pm 2/3 <b>Exam 1: ONLINE open from 2:15pm 1/29 thru 2/3 11:59pm</b>
<b>Part II: Interpersonal Communication in Romantic Relationships</b> <ul style="list-style-type: none"> <li>Remember your lowest Quiz score from this section gets dropped (Q4-Q6)</li> <li>Remember your lowest two Discussion scores from this section get dropped (D4 – D6)</li> </ul>			
<i>Module 4: Self-Disclosure</i>			
<input type="checkbox"/> Participate in Discussion Activity (see Carmen) <input type="checkbox"/> Do reading <input type="checkbox"/> Complete Quiz #4 (Q4) <input type="checkbox"/> Complete Discussion (D4)	2/5	PDF on Carmen: “Self-Disclosure in Personal relationships”	Q4: 12:45pm 2/5 D4: 11:59pm 2/10
<i>Module 5: Romantic Relationships, Definitions, and Attraction</i>			
<input type="checkbox"/> Take Self-Survey #3 (SS3) <input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #5 (Q5) <input type="checkbox"/> Complete Discussion (D5)	2/12	Chapter 11: 287-295	SS3:12:45pm 2/12 Q5: 12:45pm 2/12 D5: 11:59pm 2/17
<i>Module 6: Romantic Relationships, Stages, and Maintenance (and Break ups)</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #6 (Q6) <input type="checkbox"/> Complete Discussion (D6)	2/19	Chapter 11: 296-308	Q6: 12:45pm 2/19 D6: 11:59pm 2/24
<i>Module 7: The Dark Side of Relationships</i>			
<input type="checkbox"/> Do both readings <input type="checkbox"/> Listen to podcast (8 min long) <input type="checkbox"/> NO QUIZ <input type="checkbox"/> NO DISCUSSION <input type="checkbox"/> Complete <b>Exam 2</b>	2/26	Finish Chapter 11 and “Guide to Happy Relationships” – Huffington Post <b>EXAM 2</b>	<b>Exam 2: ONLINE open from 2:15pm 2/26 thru 3/3 11:59pm</b>
<b>Part III: Interpersonal Communication in Different Contexts</b> <ul style="list-style-type: none"> <li>Remember your lowest Quiz score from this section gets dropped (Q7-Q9)</li> <li>Remember your lowest two Discussion scores from this section gets dropped (D7 – D9)</li> </ul>			
<i>Module 8: Understanding Culture and Gender</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #7 (Q7) <input type="checkbox"/> Complete Discussion (D7)	3/5	Chapter 5 Chapter 6	Q7: 12:45pm 3/5 D7: 11:59pm 3/10
<b>3/10 – 3/14 Spring Break</b>			

<i>Module 9: Relationships with Family</i>			
<input type="checkbox"/> Take Self-Survey #4 (SS4) <input type="checkbox"/> Read Textbook <input type="checkbox"/> Complete Quiz #8 (Q8) <input type="checkbox"/> Complete Discussion (D8)	3/19	Chapter 12	SS4: 12:45pm 3/19 Q8: 12:45pm 3/19 D8: 11:59pm 3/24
<i>Module 10: Relationships with Friends</i>			
<input type="checkbox"/> Read Textbook and article <input type="checkbox"/> Watch videos <input type="checkbox"/> Complete Quiz #9 (Q9) <input type="checkbox"/> Complete Discussion (D9) <input type="checkbox"/> Complete <b>Exam 3</b>	3/26	Chapter 13 Read Atlantic Article <b>EXAM 3</b>	Q9: 12:45pm 3/26 D9: 11:59pm 3/31 <b>Exam 3: ONLINE open from 2:15pm 3/26 thru 3/31 11:59pm</b>
<b>Part IV: Skill Building</b> <ul style="list-style-type: none"> <li>Remember your lowest Quiz score from this section gets dropped (Q10-Q12)</li> <li>Remember your lowest two Discussion scores from this section get dropped (D10 – D12)</li> </ul>			
<i>Module 11: Social Support</i>			
<input type="checkbox"/> Listen to podcast <input type="checkbox"/> Complete Quiz #10 (Q10) <input type="checkbox"/> Complete Discussion (D10)	4/2	No reading	Q10: 12:45pm 4/2 D10: 11:59pm 4/7
<i>Module 12: Listening Actively (in a loud world)</i>			
<input type="checkbox"/> Take Self-Survey #5 (SS5) <input type="checkbox"/> Read Textbook <input type="checkbox"/> Watch videos <input type="checkbox"/> Complete Quiz #11 (Q11) <input type="checkbox"/> Complete Discussion (D11) <input type="checkbox"/> Start final paper!	4/9	Chapter 7	SS5: 12:45pm 4/9* Q11: 12:45pm 4/9 D11: 11:59pm 4/14 *You now have completed all of the self-assessments and can begin writing the paper
<i>Module 13: Experiencing and Expressing Emotion</i>			
<input type="checkbox"/> Read Textbook <input type="checkbox"/> Watch videos <input type="checkbox"/> Complete Quiz #12 (Q12) <input type="checkbox"/> Complete Discussion (D12)	4/16	Chapter 4	Q12: 12:45pm 4/16 D12: 11:59pm 4/21
<b>Final Exam:</b> Open from 7am on Wednesday April 23 <sup>rd</sup> thru midnight on Thursday April 24 <sup>th</sup>			
<b>Final Paper Due: Sunday April 20th by midnight</b> (turned in via dropbox on Carmen)			