

# COMM 3624: Communication in Personal Relationships (Hybrid)

Thursday 3:00 – 4:50pm, Journalism 360

**Professor:** Dr. Hillary C. Shulman  
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**Office:** 3140 Derby Hall  
**Office Hours:** Tuesdays and Thursdays: 1:30 –2:30pm or by appointment  
**Textbook:** ALL READINGS FOR THIS COURSE WILL BE POSTED ON CARMEN

## 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

Given that there is no TA for the course, PLEASE make sure, before reaching out, whether your question can be answered from the syllabus or through instructions offered on Carmen. This behavior will best ensure that students receive timely responses in this course.

## 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. For each module students can expect a reading (or multiple readings) posted online, as well as an online assignment.

## Course Overview

This course is designed to be an advanced level survey of theory and topics concerning the role of communication in relationships. This course intends to touch up several different communication issues that address the role of relationships to the self and society.

## **Expected Learning Outcomes**

1. Help students learn how to diagnose problems in interpersonal communication systems.
2. Help students develop their interpersonal skills by expanding their understanding and use of a range of functional communication strategies.
3. Help students recognize the needs and goals at play in various relational encounters and to apply strategies that help them navigate these encounters successfully.

## **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. 12<sup>th</sup> 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 [ccs.osu.edu](https://ccs.osu.edu) or calling 614—292—5766. CCS is located on the 4<sup>th</sup> Floor of the Younkin Success Center and 10<sup>th</sup> 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](https://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 **2:45pm on 1/23** can earn up to **5 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 by 2:45pm on the day of the first exam to be eligible to take this 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 @ 50 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 (1/23 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).

2. **Online Assignments (Online only: 10 @ 5 points each).** For each module there will be one online assignment meant to help students apply what they have learned. In each module an instruction sheet will guide students through the assignment. Because these assignments 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 assignments will have an accompanying grading rubric as well to help clarify the grading process. Additionally, please upload these files using Microsoft word or pdf only (do not use "pages").

These activities may take the form of a reading quiz, survey, or assignment. Please note that

once you begin these assignments, you may only have a one-hour time limit, so plan your time wisely. You also may only be able to access these assignments once, so if you get timed out, you will lose access and any points missed. Additionally, these assignments close at the time listed on the syllabus. After an assignment is closed, it cannot be taken. Because these assignments will be available for a long period of time, no excuses will be accepted for taking a quiz past the deadline.

- 3. In-Class Activities (In-class only: 5 @ 5 points each, 6 will be offered, the lowest score will be dropped):** There will be a total of 6 in-class activities, varying in format, offered throughout the semester. These activities are not on assigned days – and the dates will be chosen at random by the instructor. Activities may be announced at the beginning, middle or end of various class periods. Each activity is worth 5 points, and the lowest score will be dropped. These activities cannot be made up even if a student is absent for an acceptable reason or even if a student attends class, but inadvertently misses the activity.

These activities are meant to assess 1) attendance and 2) attention to the material. A score of 5 will be given for acceptable and thoughtful answers that demonstrate knowledge and integration of course concepts and that addresses all parts of the question. Points will be lost for responses that are barely acceptable, meaning that the response demonstrated little understanding of the course material, if a student fails to submit their answer, demonstrates little to no effort on this activity, or chooses to respond in an inappropriate way that is, for example, unrelated to course content or disingenuous.

### **Grade Assignment (out of 225 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 1: Syllabi and Hybrid Delivery Introduction + Intro to Concepts</i>			
<input type="checkbox"/> Read syllabus <input type="checkbox"/> Take syllabus quiz	1/9	Course Syllabi (Carmen)	Quiz: 2:45pm 1/23 for points -- Must be completed by exam 1 --
<i>Module 2: The "Personal" in Personal Relationships</i>			
<input type="checkbox"/> Complete Reading <input type="checkbox"/> Assignment #1	<b>Online</b> 1/16	Miller & Steinberg	Assignment #1: 2:45pm on 1/16
<i>Module 3: Social Support</i>			
<input type="checkbox"/> Complete Reading <input type="checkbox"/> Watch CBS news clip <input type="checkbox"/> Assignment #2 <input type="checkbox"/> Take syllabus quiz for points	<b>Online</b> 1/23	Burleson 2008	#2: 2:45pm on 1/23
<i>Module 4: Interpersonal Conflict</i>			
<input type="checkbox"/> Take Survey <input type="checkbox"/> Assignment #3 <input type="checkbox"/> Read Chapter	<b>Online</b> 1/30	McCornack Ch. 10	#3: 2:45pm on 1/30
<input type="checkbox"/> Make sure you have taken syllabus quiz. If not, cannot take exam	<b>Online</b> 2/6	Online Review <b>EXAM 1</b>	Bring pencil, BuckID, and arrive on-time
<i>Module 5: Interpersonal Skills</i>			
<input type="checkbox"/> Take Survey and calculate score <input type="checkbox"/> Read "how to talk to people" <input type="checkbox"/> Read Chapter <input type="checkbox"/> Assignment #4	<b>Online</b> 2/13	"How to Talk to People" & Spitzberg Chapter	#4: 2:45pm on 2/13
<i>Module 6: Impression Management</i>			
<input type="checkbox"/> Read Article <input type="checkbox"/> Assignment #5	<b>Online</b> 2/20	Goffman 1955	#5: 2:45pm on 2/20
<i>Module 7: Forming Impressions</i>			
<input type="checkbox"/> Read Boothby <input type="checkbox"/> Read Article <input type="checkbox"/> Assignment #6	<b>Online</b> 2/27	Boothby et al. 2018 & "Charisma"	#6: 2:45 on 2/27

	<b>Online</b> 3/5	Online Review <b>EXAM 2</b>	Bring pencil, BuckID, and arrive on-time
<i>Module 8: Emotions</i>			
<input type="checkbox"/> Read Chapter <input type="checkbox"/> Assignment #7	<b>Online</b> 3/19	McCornack Ch. 4	#7: 2:45 on 3/19
<i>Module 9: Relational Turbulence</i>			
<input type="checkbox"/> Read Chapter <input type="checkbox"/> Assignment #8	<b>Online</b> 4/2	Solomon 2016	#8: 2:45 on 4/2
<i>Module 10: Hurtful Communication</i>			
<input type="checkbox"/> Read Chapter <input type="checkbox"/> Assignment #9	<b>Online</b> 4/9	Vangelisti and Hempel	#9: 2:45 on 4/9
<input type="checkbox"/> Assignment #10	<b>Online</b> 4/16	Online Review <b>EXAM 3</b>	#10: 11:59pm on 4/19 Bring pencil, BuckID, and arrive on-time