

COMM 3620 Introduction to Interpersonal Communication (online) Summer, 2020

Instructor: Jared Ott
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Virtual office hours: Wednesdays & Fridays, 11am-12pmET or by appointment.
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OR AUDIO NUMBER: +16468769923,481319793# (ENTER THE FULL NUMBER AS LISTED INTO YOUR PHONE AND DIAL – YOU WILL NEED TO ENTER # WHEN PROMPTED TO ENTER MEETING)

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Course description

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

1. Required Textbook: McCornack, S., & Morrison, K. (2019, 5th Edition**). Reflect & relate: An introduction to interpersonal communication. Bedford St. Martin's Press.++

++**NOTE:** You do NOT need the Launchpad online resources for this course. So purchasing or renting the paperback, loose leaf, or e-book copy of the text alone is sufficient.

****Please note:** I will be teaching from the 5th 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 5th edition.

2. Readings/Videos available on Carmen.

Organization of this Course

This course will be taught in topic modules. By organizing the class by modules, students will be able to work at their own pace. There will be 13 modules in the class, one for each week. For each module students can expect a combination of readings from the book, readings from supplementary materials posted online, online exercises, and online quizzes.

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](#)
- CarmenZoom
 - Office hours will be held virtually through Ohio State's academic web conferencing platform, CarmenZoom (<https://osu.zoom.us>).
 - Login using OSU name.# and password. Students may chat, video chat, or connect via audio to discuss any questions or concerns during virtual office hours.
 - Help guides on the use of CarmenZoom can be found at <https://resourcecenter.odee.osu.edu/carmenzoom>
- **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.servicenow.com/selfservice/kb_view.do?sysparm_article=kb04733

Grades

Category	Points/ % of overall grade
Exams	150 (75 each)/ 30%
Quizzes	100 (20 each)/ 20%
Assignments	160 (20 each)/ 32%
Discussion Posts	40 (10 each)/ 8%
Reflective Writing Assignment	50/ 10%
Total	500 Points/ 100%

See course schedule, below, for due dates

Expectations for Grade Components

Exams

There are two essay exams in this class: the midterm and the final. The exams will cover the material discussed in lecture and the readings, and 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 format 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.

Assignments

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 Saturday of the week assigned. No late work will be accepted. Excellent work on these activities defines relevant course concepts and applies effective communication strategies to solve the posed communication problem or task; a specific description of each activity will be provided to students.

Discussion Posts

There are 4 discussion post assignments, which require students to self-administer a survey or read a brief prompt and then respond regarding the topic. These posts are expected to engage with relevant concepts and content from the text and/or lectures related to the topic. Discussion post assignments will also require that that students respond substantively to 2 of their peers' posts. Initial posts are typically due by 11:59pm on Thursdays, and Response Posts are due by 11:59pm on Sundays; See course schedule for specific due dates.

Discussion Post Guidelines

Becoming a better communicator involves practice expressing our own thoughts and responding to the thoughts of others. To successfully complete discussion assignments, please note the following guidelines:

- The post must demonstrate your understanding (and where necessary, application) of the materials using specific examples and concepts related to the course.
- Think of this as your chance to provide materials for others to learn. A post merely reiterating a point does not provide your classmates with any new insight. Share your thoughts and ideas appropriate for a college-level course.
- Initial posts should be approximately 200-300 words in length. However, quantity is not a substitution for quality. A lengthy answer that does not address the prompt is not as effective as a concise answer that directly addresses what is asked. Bare minimum responses may receive bare minimum grades. Think carefully about what you want to say, how this makes you feel, and questions that may engage your classmates.
- Please also adhere to the general discussion and communication guidelines listed below.

Responding to the thoughts of others may be difficult. Here are some guidelines for a successful response post:

- Response posts should be approximately 100-150 words in length. Again though, quantity is not a substitution for quality (see note above).
- Acknowledge the original writer as a person and a peer. Use his or her name, do not talk down or use sarcasm. Sarcasm does not always come across in an online forum.
- Be constructive. If you disagree, that is OK. Explain why you disagree in a manner that is respectful. Acknowledge why your classmate may feel differently if you can see his or her side.

- Be critical. Even if you do agree, don't leave the conversation at "Great job!" Be specific on where you agreed and possibly even where you may diverge. Point out ideas that you had not previously thought of or find intriguing.
- Don't post and ghost. Subscribe or check back in to see what others have said. Respond to one another and keep the conversation going.
- Please also adhere to the general discussion and communication guidelines listed below.

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. It should be completed in APA format and be 3 pages, double spaced, maximum. 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 August 5th.

General 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.

- **Maintain a respectful 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 civil and respectful in your email and discussion board communications.
- **Use evidence and cite 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.) Your responses will be stronger if you are stating facts and not just opinions.
- **Think about how you are presenting yourself to the class.** Do not type in all caps or all lowercase. Proofread your submission. Read before posting and ask yourself if the submission could be taken as abrasive or offensive. It may be useful to work offline in a Word or other document and then copy and paste in your response.
- **This is not social media.** Don't put it all out there. This is a forum for academic discussion, not a place for political rants, unloading of personal problems, advertising for your product, or any other conduct that may be unprofessional. It is great to be yourself here, maybe just not all of yourself.

Late assignments

Late work is not accepted in this course without a valid medical documentation. If unforeseen circumstances arise that prevent you from completing an assignment on time, you are welcome to discuss this with the instructor *prior to the assignment due date*. However, please be advised that it is up to the instructor's discretion as to whether any extension or alternative assignment will be granted, weighing such factors as the timeliness of the request, circumstances described, and fairness to other students.

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

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 **7-14 days**.

E-mail

I will reply to e-mails within **24 hours on school days (M-F)**.

Weekly discussion boards

I will check and reply to questions/messages in the weekly discussion boards every **24 hours on school days (M-F)**.

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. As mentioned above, you can expect a response within 24 hours on school days. However, if you e-mail with a question about an assignment due later that same day, you should not expect to automatically receive a response prior to when the assignment is due; this is up to the availability and discretion of the instructor as to whether they are able to respond on such short notice. Therefore, it is advised that you try to plan ahead and begin work on assignments early in the case that unforeseen issues may arise.

- **Virtual 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, or to the weekly discussion boards if appropriate. Office hours are by appointment through CarmenZoom.

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>

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. Many of these issues are exacerbated by the current social circumstances we’re all dealing with due to the pandemic. 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 via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. By calling this number, you can also speak with an on-call counselor 24-hours a day.

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

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.

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.

Course schedule (tentative)

Week	Dates	Topics, Readings	Assignments
1	5/13	Introduction Reading: Course syllabus posted on Carmen	Quiz 1: Carmen and Syllabus Quiz (Due Wed, 5/20)
2	5/20	Intro to Interpersonal Communication Readings: Chapter 1 from M&M text (pp. 1-27); and Ramaraju (2012) on Interpersonal Communication	Assignment 1: Assessing your Interpersonal Interactions (Due Sat, 5/23) Discussion Post #1 (Initial Post Due Thurs, 5/21, Response Posts Due Sun, 5/24)
3	5/27	Interpersonal Communication and the Self Readings: Chapter 2 from M&M text (pp. 28-59); and Seidman (2013) on Self-Presentation	Quiz 2: Ch. 1&2 (Due Wed, 5/27) Assignment 2: Johari Window (Due Sat, 5/30)
4	6/3	Perceiving Others Readings: Chapter 3 from M&M text (pp. 60-89); and Holoien & Fiske (2013) on Impression Management	Assignment 3: In-groupers vs. Out-groupers (Due Sat, 6/6) Discussion Post #2 (Initial Post Due Thurs, 6/4, Response Posts Due Sun, 6/7)
5	6/10	Communicating Across Culture Readings: Chapter 5 from M&M text (pp. 120- 145); and “A Weighty Matter” NYT article; Also, watch Ted Talk on “Cross Cultural Communication”	Quiz 3: Ch. 3&5 (Due Wed, 6/10) Assignment 4: Intercultural Communication (Due Sat, 6/13)
6	6/17	Listening Readings: Chapter 7 from M&M text (pp. 174- 199); Watch YouTube Video on “Common Ways not to Listen”	Assignment 5: Listening Exercise (Due Sat, 6/20) Discussion Post #3: Social Media Habits (Initial Post Due Thurs, 6/18, Response Posts Due Sun, 6/21)
7	6/24	Midterm Essay Exam	Due Sat, 6/27

8	7/1	Verbal and Nonverbal Communication Readings: Chapters 8&9 from M&M text(pp. 200-255); Watch YouTube Video on “Body Language”	Assignment 6: Non-verbal Communication (Due Sun, 7/5*) *Holiday Weekend
9	7/8	Interpersonal Conflict Management Readings: Chapter 10 in M&M text (pp. 256-285); read Psychology Today Articles on Conflict (2) and Luskin (2002) on Forgiveness	Quiz 4: Ch. 8,9,&10 (Due Wed, 7/8) Assignment 7: Conflict Styles (Due Sat, 7/11)
10	7/15	Interpersonal Relationships: Relationships with Romantic Partners Readings: Chapter 11 from M&M text (pp. 286-223); Psychology Today Article about online dating	Assignment 8: Relationship Stages (Due Sat, 7/18)
11	7/22	Interpersonal Relationships: Relationships with Family Reading: Chapter 12 from M&M text (pp. 324-351)	Quiz 5: Ch. 11&12 (Due Wed, 7/22) Discussion Post #4: Family Communication Styles (Initial Post Due Thurs, 7/23, Response Posts Due Sun, 7/26)
12	7/29	Interpersonal Relationships: Relationships with Friends Reading: Chapter 13 from M&M text (pp. 352-379)	Reflection Paper (Due Sat, 8/1)
Exam Week		Final Essay Exam	Due Wed, 8/5

Additional Readings/Videos

Cuddy, A. [TED]. (2012, October 1). *Your body language may shape who you are* [Video].

YouTube. https://www.youtube.com/watch?v=Ks-_Mh1QhMc

Fuller, K. (2019, October 3). Navigating the dating world in 2019. *Psychology Today*.

<https://www.psychologytoday.com/us/blog/happiness-is-state-mind/201910/navigating-the-dating-world-in-2019>

Holoien D. S., and Fiske, S. T. (2013). Downplaying positive impressions: Compensation between warmth and competence in impression management. *Journal of Experimental Social Psychology* 49(1): 33–41. doi:10.1016/j.jesp.2012.09.001.

Krieger, D. (2009, August 28). A weighty matter. *The New York Times*.

<http://www.nytimes.com/2009/08/30/magazine/30lives-t.html>

Luskin, F. (2002). *Forgive for good*. HarperCollins publishers.

Pelligrino, R. [TEDxBergen]. (2014, October 21). *Cross cultural communication* [Video].

YouTube. <https://www.youtube.com/watch?v=YMyofREc5Jk>

Pickhardt, C. E. (2010, March 2). Sibling conflict in adolescence. *Psychology Today*.

<https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201003/sibling-conflict-in-adolescence>

Pickhardt, C. E. (2013, August 19). Varieties of family conflict in adolescence. *Psychology Today*.

<https://www.psychologytoday.com/us/blog/surviving-your-childs-adolescence/201308/varieties-family-conflict-in-adolescence>

Ramaraju, S. (2012). Psychological perspectives on interpersonal communication.

ResearchersWorld: 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.

Strongin, D. [Dan Strongin]. (2014, February 23). *Listening skills: Examples of horrible listening skills* [Video]. YouTube. <https://www.youtube.com/watch?v=hTQEsTYOcu8>

Assignment Overview

Assignment 1: Assessing your Interpersonal Interactions	Examine and evaluate 3 of your own recent interpersonal interactions using the principles of interpersonal communication outlined in the weekly reading.
Assignment 2: Johari Window	Follow the assignment directions to make your own Johari window and reflect on the results.
Assignment 3: In-Groupers vs. Out-Groupers	Follow the prompt to reflect on times when you have been part of an in-group or an out-group and how this affected your perception of others
Assignment 4: Intercultural Communication	Watch the provided TED Talk and read the NYT post, “A Weighty Matter”. Reflect on what you have learned from these items and on your own experiences.
Assignment 5: Listening Exercise	Watch the provided video on listening. Reflect on your own listening habits. Now, select a media example of your choosing and analyze their listening behaviors in terms of the material.
Assignment 6: Non-Verbal Communication	Watch the provided video. Reflect on some examples of non-verbal communication, and describe them, utilizing terminology from the chapter.
Assignment 7: Conflict Styles	Read and analyze the supplemental articles provided about conflict and family relationships.
Assignment 8: Relationship Stages	Examine and analyze examples of relationships. Identify what stage of the relationship they are in, and explain your choice.