

## FALL 2016

### COMM 218 - INTERPERSONAL COMMUNICATION

*Professor:* M. Zakir Khan, J.D., M.A. - “Dr. Khan”  
*E-mail Address:* khanz@linnbenton.edu  
*Office:* South Santiam Hall (SSH) 202  
*Phone:* 541-817-4834  
*Meeting time:* MWF 11-11:50  
*Section:* 21296  
*Classroom:* Takena Hall 207  
*Office Hours:* M 12-2pm, T 1-2pm, and also by appointment.  
*Course Websites:* 1) Grades will be posted on Moodle, once I get access.  
2) Piazza - Piazza – <http://piazza.com/linnbenton/fall2016/comm218>  
(Enrollment needed)  
Access Code: **comm218**

- This term we will be using Piazza for class discussion. The system is highly catered to getting you help fast and efficiently from classmates and me. Rather than emailing questions to me, I encourage you to post your questions on Piazza. If you have any problems or feedback for the developers, email [team@piazza.com](mailto:team@piazza.com).
- I will be using Piazza to post assignments, announce class cancellations, and discuss important issues related to class. Signing up is mandatory.
- If you have a smartphone, you can download/use the Piazza app.
- Piazza is to be used by students only for discussing course materials/asking questions.
- Items posted by students on Piazza are anonymous to other students, but the professor can view which student is posting them.
- The top 10 student contributors – get 20 extra credit points. **\*\*contributions** are posts, responses, edits, follow-ups, and comments to follow-ups (i.e., everything)

**Disclaimer:** All items discussed in this syllabus are subject to change based upon the professor's discretion and students will be provided notice of any changes.

#### TEST DATE

- ❖ Final Exam – Check finals schedule at: <https://www.linnbenton.edu/finals-schedule>  
**Wednesday, December 7, 2016 @ 10-11:50a**

#### REQUIRED MATERIALS

- ❖ *Interplay* by Ronald B. Adler. 13<sup>th</sup> edition, 2015. ISBN10: 0199390487. ISBN13: 978-0199390489.

#### REPORTING SEXUAL MISCONDUCT

Students who believe they are the victims of sexual harassment or assault should contact Campus Safety at 541-926-6855, and/or local law enforcement.

#### COURSE DESCRIPTION

This course introduces students to various aspects of the communication process in

one-to-one relationships. Emphasis is placed on enhancing personal and professional relationships by expanding knowledge, increasing understanding and developing practical skills necessary for competent communication.

### **LBCC COURSE OUTCOMES**

As a result of taking Comm 218, a student should be able to:

- Apply interpersonal communication research and theory
- Identify interpersonal communication's key functional areas
- Analyze, select, and enact appropriate interpersonal communication behaviors based on the interpretation of the context

### **STUDENT LEARNING OBJECTIVES**

Students who pass this class will demonstrate the ability to:

- Use theory to explain behaviors in interpersonal relationships
- Monitor, analyze and adjust their communication behaviors
- Effectively interact with others in personal and professional settings
- Manage conflict more effectively
- Empathize with people who have different thoughts, beliefs and lifestyles

### **GRADING BREAKDOWN**

<b>Assignment</b>	<b>Possible Points</b>	<b>Your Points</b>
Letter to Dr. Khan	50	
Personal Shield Project and Presentation	50	
Thank You Paper	50	
Exam 1	100	
Participation	200	
Application Paper 1	50	
Application Paper 2	150	
Group Project Check-in	50	
Group Project	200	
Letter to a Future Student	50	
Life Lesson Speech	50	
Extra Credit	?	
Total	1000	

<b>Grading Scale</b>	
<b>Grades</b>	<b>Percentage</b>
Grade = A	90-100+%
Grade = B	80-89.9%
Grade = C	70-79.9%
Grade = D	60-69.9%
Grade = F	59.9%-0.0%

### **ATTENDANCE POLICY**

- ❖ For every unexcused absence that exceeds the maximum of two absences, there will be a lowering of your final course grade by 5% (50 points) for each absence. For example, if you are receiving a 90% in the class and have one more unexcused absence than you are allowed, you will then receive an 85% for the course.
- ❖ Every tardy that exceeds the maximum of two tardies, will result in a 2.5% (25 points) off your overall grade.
- ❖ Leaving class early will count as a tardy, unless previously cleared with the professor.
- ❖ **Special Circumstances:** If something is going on with you that is impacting your ability to perform well in the class and attend class on time, please come see me! I'm glad to help!

### **Attendance Notes**

- ❖ The professor will do his best to warn students when they are about to exceed the attendance policy both in class and/or via email. However, it is the **student's responsibility** to keep track of their own attendance.
- ❖ Attendance is called at the start time for the class. For instance, if the start time for class is 9:30am, attendance is called at 9:30am.
- ❖ Students are responsible for coming up to the professor at the conclusion of the class to notify him of their tardy. If the student does not do this, the student will be marked down as having an unexcused absence. This cannot be corrected at a later time! **Again, if the tardy is as a result of something that is not the student's fault i.e. buses running late, the student is advised to inform the professor of this occurrence and a solution will be worked out, which may include attending an alternate class session.**
- ❖ If a student is going on a trip, or some other occasion (school sponsored or not) it is the student's responsibility within the first two weeks of the quarter to notify the professor that they will be absent, and that they will miss a speech/assignment. If a student does not notify the instructor of a trip in advance, the student will receive a zero on the assignment.
- ❖ It is the student's responsibility to figure out what they missed during class from another student in the class.
  - Please make sure to get the contact information for three of your classmates and write it down. Now ☺.

### **PLAGIARISM**

LBCC is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. Accordingly, if you exchange information with another student during an exam, use unauthorized sources during a exam, and/or submit someone else's work or ideas as your own in any of your assignments, you will receive an F for the assignment and may be subject to further discipline.

### **Consequences**

- ❖ For the first plagiarism offense, students will receive a zero on the assignment (this includes speeches). In addition, students will be given a substantial assignment from the professor to complete through the Writing Lab. Upon completion of which, the student will be able to get back 50% of the points lost on the assignment. This offense will also be reported to Student Affairs.
- ❖ For the second plagiarism offense, a student will receive an automatic F in the course. Again, the student will be reported to Student Affairs.

## **CITATIONS**

- ❖ All citations must be done according to the Chicago Manual of Style (CMS).
- ❖ This resource may help student cite sources:  
<https://owl.english.purdue.edu/owl/resource/717/01/>
- ❖ Students should use footnotes (NOT endnotes) for their citations whether they are quotations or paraphrases.
- ❖ Every single time a source other than a student's self that is used, a citation MUST be given.

## **EMAIL ETIQUETTE**

- ❖ Students are expected to read and follow the below guides when emailing the professor:
  - <http://www.emailreplies.com/>
  - <http://office.microsoft.com/en-us/outlook-help/12-tips-for-better-e-mail-etiquette-HA001205410.aspx>
  - [http://careerplanning.about.com/od/communication/a/email\\_etiquette.htm](http://careerplanning.about.com/od/communication/a/email_etiquette.htm)
- ❖ Additionally, in the subject line students should use several words to explain what the email is about. Students should not write vague items like "YO PROF WHADDUP." Subject lines should begin with something similar to the following: [COMM111 MW 9-9:50a]. The reason for this is to provide notice to the professor as to which class the student is in. The professor teaches 4-5 sections so he'd appreciate being able to keep track of where emails are coming from. ☺
- ❖ A good example of how to do a proper subject line is the following:
  - Subject: Informative Speech Outline [COMM111 MW 9-9:50a]
- ❖ Please do not email me on LinkedIn or Twitter. Those are personal accounts, and I will not respond to you.

## **EMAIL RESPONSE TIMES**

- ❖ If the professor does not get to your email the same day, he will get back to you as soon as he can. If a student urgently needs to understand a concept or has a question, the student should seek help from other students on Piazza.

## **REVIEWING STUDENT WORK**

The professor will only review a student's work during office hours. Students who feel they need additional help in this class are encouraged to attend office hours.

## **CELL PHONE POLICY**

- ❖ Students are barred from using cell phones at any point during the entire class session, unless the professor tells them to use it for certain activities.
- ❖ Phones should be out of sight and should be on silent before class starts.
- ❖ Students that have some sort of emergency going on (emergency call) should notify the professor of this occurrence before class starts and should sit at the back of the classroom so as not to be distraction to other students.

## **ELECTRONIC DEVICE POLICY**

- ❖ Tablets and other e-reading devices are only allowed in class to be used for their textbook purposes. These devices cannot be used to take notes or for any other purpose. The exception to this rule is if students need accommodations pursuant to the Americans with Disabilities Act.
- ❖ All other electronic devices are not allowed to be used in class, unless the professor gives express permission.

## **CONSEQUENCES FOR IMPROPER CELLPHONE/ELECTRONIC DEVICE USAGE/ CELL PHONE GOING OFF DURING CLASS**

- a. 1<sup>st</sup> offense: The student will be asked to leave the class and thus, receive an unexcused absence.
- b. 2<sup>nd</sup> offense: The student will be asked to leave the class, receive an unexcused absence, forfeit **10%** of their overall grade and be referred to Student Affairs. If a student has already exceeded the maximum amount of unexcused absences this consequence will scale to **15%**.
- c. 3<sup>rd</sup> offense: The student will get a F in the class.
- d. At the *discretion* of the professor, these offenses may be forgiven if the student exercises proper behavior for the rest of the quarter.

*If this is a deal breaker, there are no hard feelings.*

*But PLEASE drop this class today to allow someone else to take your seat.*

## **PARTICIPATION**

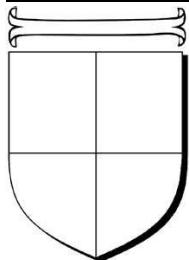
- ❖ Students are expected to have completed all of the readings prior to coming to class.
- ❖ Lectures/Activities: A student's participation grade is determined by participating in activities, and participating in lectures. Students found to be unprepared or disruptive in class for a reason outside of using an electronic device for class will lose 20 participation points per infraction.
- ❖ Be respectful of yourself, others and me.
- ❖ Participation grades are not calculated till the end of the quarter.

**These policies are in place to make this a successful and enjoyable course for everyone. Failure to comply with the policies will result in disciplinary actions as deemed appropriate by the instructor (as outlined in the rules and regulations established by the college).**

## **ASSIGNMENT GUIDELINES**

- ❖ **Policy on late assignments:** All assignments are due by the dates and times stated on the course schedule or on Piazza. Unless I make an announcement to the contrary. Assignments must be submitted through Moodle.
- ❖ I do NOT accept late assignments (especially because all deadlines are given to students at the start of the semester). If an emergency arises, you must contact me in via email before the due date to request an extension.
- ❖ **Plagiarism:** Don't do it. Make sure to understand it:  
<https://bconline.broward.edu/shared/orientation/academicintegrity.html>
- ❖ **Assignment format:** All assignments should include your first and last name. The text of the assignment should be in 12-point Times New Roman type (with normal spacing in between letters), double-spaced and, with each page having one-inch margins on all sides.\*No abnormal/weird formatting please. Please also include footer in the lower right-hand corner of each page (except the first) with the following information: last name, page X of Y (with Y indicating the total number of pages you are submitting) in 10-point Times New Roman type. Assignments exceeding the specified page limit or violating any of these requirements may be penalized. Specific penalties for breaking this rule will be articulated in the assignment guidelines when they are given during class.

## **ASSIGNMENTS**



### I. **Personal Shield Project**

- a. This project is an opportunity for us to learn about what's most important to you and for you to reflect upon who you are. In each section, use any combination of drawings, pictures, or words to tell us about you. Sections on your personal shield should answer the following questions:
  - i. Tell us who your hero is.
  - ii. What inspires you?
  - iii. What is a strength of yours?
  - iv. If you drop everything and do one thing to improve humanity in some way, what would you do?

- b. When you present this in class you should discuss why you picked that certain visual and what it means to you.
- c. Please put your shield on a PowerPoint slide and then you will present it to the class.

### II. **Thank You Paper (1 full page)**

- a. Write a letter to the classmate who you paired up with and tell them what you appreciated them sharing with their shield. Tell them why you appreciated that.

Your words will stay with you, me and your partner. Bring two copies with you, one for me and one for them.

III. **Letter to Dr. Khan (min. two full pages) – due the 2<sup>nd</sup> day of class.**

- a. 1<sup>st</sup> paragraph: Tell me what makes you anxious/worried about this class and about going to college. This is a good place to let me know if there anything that will affect your ability to perform well in this class.
- b. 2<sup>nd</sup> paragraph: Tell me about the best teacher you ever had, what qualities made them so good? If you've never had a good teacher, tell me what you would ideally like to see from a professor/teacher.
- c. 3<sup>rd</sup> paragraph: Let me know about any questions you have about me.
- d. 4<sup>th</sup> paragraph: Let me know if there's something that's not on the course schedule – material wise that you'd like for me to cover.

IV. **Application Paper 1**

- a. Analyze the film that we'll be watching in class: *Concerned Student 1950*.
- b. Apply concepts from Chapter 7 in analyzing what the college president (Tim Wolfe) from the University of Missouri could have done better.
- c. This paper should be a maximum of 2 pages. Make sure to follow the formatting guidelines on the syllabus. Please also reference the page numbers of the concepts you are discussing.

V. **Application Paper 2**

- a. Analyze the following Prompt:
  - i. *In a house is a young woman married to a man who works very hard. She feels neglected. When her husband goes off on still another trip, the young wife meets an attractive man who invites her to his house. She spends the night and at dawn she leaves, knowing her husband is coming back. The bridge is locked by a madman who kills everyone who comes near him. The young wife follows the river and meets the ferryman, but he demands one-hundred francs to take her to the other side. The young wife has no money. She runs back to her lover and asks for one-hundred francs; he refuses to help. The woman remembers that a platonic friend lives close by. She runs to him and explains her plight. The friend refuses to help; she has disillusioned him by her conduct. Her only choice is to go by the bridge in spite of the danger, and the madman kills her.*
- b. Identify the type of Interpersonal Relationship the young woman has with the following entities: husband, lover, madman, ferryman and friend and explain why they are that type (Friendship, family, romantic and professional relationship).
- c. Using Ch. 8-12 answer the following:
  - i. Explain how the woman-husband, woman-lover, woman-madman, woman-ferryman, and woman-friend could have resolved their conflict(s) through some of the strategies discussed in those chapters. Make sure to explain each dyad through analyzing both sides. Please make sure to reference the page number and chapter you are utilizing.
- d. Maximum Assignment Length: 5 pages double-spaced. Make sure to follow the guidelines on the syllabus.

**VI. Midterm – based on chapters 1, 3, 4, 5, 6, 8.**

- a. This exam will be multiple-choice, please bring a scantron with you to class. Questions will be based off of readings, lectures and discussions.

**VII. Group Presentation<sup>1</sup>**

- a. Students will be divided into groups and each group will interview the leadership of a campus organization (administration/department/club) and determine a topic of interest of that organization that can be addressed through interpersonal communication concepts covered in the course.
- b. Students will create a 20 minute workshop that contains the following elements:
  - i. “(a) begins with a brief overview of the mini-workshop’s topic, purpose, and significance to the organization or office it is intended for;
  - ii. (b) engages the class in a brief exercise providing practical experience with the topic; and
  - iii. (c) ends with a question & answer period and a critical discussion of the exercise, what the class learned from it, and how it may be improved and actually presented (with caveats) to the organization or group the mini-workshop is intended for.”<sup>2</sup>

**VIII. Life Lesson Speech**

- a. Length: 1-3 minutes.
- b. Students should create a speech in which they share a life lesson with the class. The life lesson should be clear. The student should also use a story to describe how they came to knowing about this life lesson.
- c. Students are encouraged to speak from the heart.
- d. No notecard should be utilized for this presentation. Students are not permitted to read speeches to the class, doing so will result in a zero on the speech.

**IX. Letter to a Future Student**

- a. Students will draft a two-page (full two-pages) letter to a future student that will be taking my class in the future. On the first page, students should discuss what they wish I had told them on the first day of class. On the second page, students should give advice to future students as to how to do well in my course. If the student prefers they may create a 2 minute video instead. 1 minute should be spent on the first question and 1 minute should be spent on the second question.

**DISABILITY ACCOMMODATION**

Students that are registered with the Center for Accessibility Resources office are encouraged to share their letters with the professor in private, so that arrangements can be made to properly accommodate them.

- ❖ Students that suffer from debilitating medical conditions, and/or disabilities that may cause them to miss many classes (perhaps even exceeding the limits of the syllabus) are

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<sup>1</sup> This activity is adapted from Hamilton College’s John Adams’ Interpersonal Communication Course.

<sup>2</sup> <https://www.hamilton.edu/applications/advising/pdf/RhetoricandCommunication222.pdf>

encouraged to visit the CFAR office and get the proper accommodations setup for the quarter. The professor is more than happy to assist students in this endeavor.

- ❖ Students with disabilities should contact the Center for Accessibility Resources at 541-917-4789.

### **AUDIO RECORDINGS**

- ❖ The professor does not give permission for anyone to record him during class unless such an accommodation is necessary underneath the ADA.

### **FINAL NOTE**

The professor seeks to promote a supportive, inclusive, and positive educational environment where all students have an opportunity to be successful! Please help contribute to it through the way you conduct yourself in the classroom.

### **Tentative Course Schedule**

Date	In-Class	Homework
9/26	Syllabus	<b>Learn about me:</b> -Ratemyprofessor: <a href="http://www.ratemyprofessors.com&gt;ShowRatings.jsp?tid=1936967">http://www.ratemyprofessors.com&gt;ShowRatings.jsp p?tid=1936967</a> -LinkedIn: <a href="https://www.linkedin.com/in/zakir-khan-53101067">https://www.linkedin.com/in/zakir-khan-53101067</a>  <b>Tell me about you:</b> Full two pages minimum: Letter to Dr. Khan (due at the beginning of next class)
9/28	Ask me anything Student Intros Letter to Dr. Khan due	<b>Read the following articles:</b>  “Advice for New Students From Those Who Know (older students): <a href="http://www.nytimes.com/2015/08/02/education/edlife/advice-for-new-students-from-those-who-know-old-students.html?ribbon-ad-idx=20&amp;rref=education/edlife&amp;module=Ribbon&amp;version=origin&amp;region=Header&amp;action=click&amp;contentCollection=Education%20Life&amp;pgtype=article">http://www.nytimes.com/2015/08/02/education/edlife/advice-for-new-students-from-those-who-know-old-students.html?ribbon-ad-idx=20&amp;rref=education/edlife&amp;module=Ribbon&amp;version=origin&amp;region=Header&amp;action=click&amp;contentCollection=Education%20Life&amp;pgtype=article</a>  “Student Expectations Seen as Causing Grade Disputes” by Max Roosevelt: <a href="http://www.nytimes.com/2009/02/18/education/18college.html?_r=0">http://www.nytimes.com/2009/02/18/education/18college.html?_r=0</a>  “The Real Skinny on Freshman Year” by Michelle

		<p>Slatalla  <a href="http://www.nytimes.com/2015/08/02/education/edlife/the-real-skinny-on-freshman-year.html">http://www.nytimes.com/2015/08/02/education/edlife/the-real-skinny-on-freshman-year.html</a></p> <p>“Making Friends in New Places” by Nicholas Christakis:  <a href="http://www.nytimes.com/2015/08/02/education/edlife/making-friends-in-new-places.html">http://www.nytimes.com/2015/08/02/education/edlife/making-friends-in-new-places.html</a></p> <p>‘Four Steps to Choosing Your Major’ by Nathan Gebhard:  <a href="http://www.nytimes.com/2015/08/02/education/edlife/four-steps-to-choosing-a-career-path.html?ribbon-ad-idx=20&amp;rref=education/edlife&amp;module=Ribbon&amp;version=context&amp;region=Header&amp;action=click&amp;contentCollection=Education%20Life&amp;pgtype=article">http://www.nytimes.com/2015/08/02/education/edlife/four-steps-to-choosing-a-career-path.html?ribbon-ad-idx=20&amp;rref=education/edlife&amp;module=Ribbon&amp;version=context&amp;region=Header&amp;action=click&amp;contentCollection=Education%20Life&amp;pgtype=article</a></p>
9/30	Study Skills + discussion of articles	Ch. 1
10/3	Ch. 1	Ch. 3
10/5	Ch. 3 Shields Assigned	Ch. 3
10/7	Ch. 3 Brainstorming Shields	Prep for Shield Presentation
10/10	Shield Presentation	Thank You Letter
10/12	Shield Presentation	Thank You Letter Ch. 4 Read: 2. “You’re saying it’s my duty to respond to a complete stranger because they find me attractive?” by Jessica Sanchez on <b>Piazza</b>
10/14	Ch. 4 Article Discussion	Thank You Letter Ch. 5
10/17	Ch. 5 Thank you letter due	Ch. 6
10/19	Ch. 6	Prep for Midterm
10/21	Ch. 6	Ch. 8 Prep for Midterm
10/24	Ch. 8	Prep for Midterm
10/26	Ch. 8	Prep for Midterm
10/28	Midterm	Ch. 7 Application Paper Prep
10/31	Ch. 7	Ch. 7

		Application Paper Prep
11/2	Ch. 7	Ch. 9 Application Paper Prep
11/4	Application Paper 1 Due Ch. 9	Ch. 10+11 Application Paper Prep
11/7	Ch. 10+11	Ch. 12 Application Paper Prep
11/9	Ch. 12 Discussion of Application Paper prompt	Application Paper Prep Ch. 2
11/14	Application Paper Due Ch. 2	Ch. 2
11/16	Ch. 2	Ch. 2
11/18	Ch. 2 Group Prep	Group Project Prep
11/21	Group Project Check-in	Group Project Prep
11/23	Group Project Check-in	Group Project Prep
11/28	Group Presentations	Group Presentations
11/30	Group Presentations	Group Presentations
12/2	Group Presentations	Life Lesson Speech Prep Write Letter to a Future Student
12/7	Final – Life Lesson Speech Letter to a Future Student Party?	