



Interpersonal Communication

3 Credits

COMM 2120/COM 150

SPRING 2022

Both sections will meet twice weekly in person

See Additional Information for further information

Instructor:	Julie Bales	Email:	jbales@navajotech.edu
	Office – Mod 6	Office Phone:	
Office location & hours:	Mon: 11:00–12:00 Tues: 11:30 – 1:30 Wed and Thurs. 10:00 – 3:00	Cell:	505-544-0152 Call and/or text

Preferred method of communication: Email or text (PLEASE include your name in any messages you send). I do NOT use Blackboard so please do NOT attempt to send me messages using Blackboard as I am unable to open them/read them.

Class Location: Mod 6

Meeting Times: Section 01: M/W 12:30 – 1:45; Section 02: T/Th 10:0 - 11:15

Study Requirements for a 3 credit lecture course: For every credit hour spent in a class, a student is expected to spend two (2) hours outside of class studying the course materials.

Required Materials:

Text: *Interpersonal Communication: Building Connections Together, Gamble & Gamble*

Suggested: Pocket –sized dictionary

Tools: Flash Drive

Lab Fee: NONE

ADDITIONAL INFORMATION

Given the current, ever-changing challenges related to the COVID-19 pandemic, if it becomes necessary to move from in-person classes to strictly online classes, lectures will be conducted via Zoom which will require students to have access to a computer or laptop, Zoom and the internet.

Mission Statement

Navajo Technical University's mission is to provide college and career readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the *Diné* community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the *Diné* cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin.*

Course Description:

This course provides an introduction to the study of interpersonal communication. Students will examine the application of interpersonal communication in personal and professional relationships.

Course Objectives:

By the end of the class, students will:

1. Define and describe basic interpersonal communication terms and concepts.
2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms.
3. Identify and demonstrate a variety of skills that will enhance interpersonal communication.
4. Analyze a variety of purposes of and goals in interpersonal communication interactions.
5. Recognize diversity and ethical considerations in interpersonal interactions.
6. Understand how communication methods and skills are influenced by one's self-concept.

COURSE OUTCOMES	COURSE MEASUREMENTS
A. Students will identify the relationships among the components of the communication process (model).	A. In-class group work, observation, participation, homework assignments, and exams
B. Students will recognize the influence of the individual, relationship, and situation on communication.	B. In-class observation and participation, homework assignments, exams.
C. Students will demonstrate sensitivity to diversity when communicating	C. Written assignment: Stereotyping essay
D. Students will analyze the role that technology and media play in shaping our relationships, influencing our view of ourselves, and determining how we evaluate the effectiveness of our person-to-person contacts.	D. Written assignment: Gender and Self-Concept essay

E. Students will identify the role of communication in developing identity, creating meaning, influencing thought, and making decisions.	E. Group work, observation and participation, homework assignments, and exams.
F. Students will demonstrate their understanding of their own self-concept by creating and orally presenting a self-concept shield.	F. Self-Concept (Warrior Shield) poster graded via Rubric.

Grading Plan:

Weekly homework handouts (25 pts. each): Homework will be assigned (via handout) every week on Monday/Tuesday (depending on the section) and is DUE in class the following Monday/Tuesday. Homework is to be submitted in hardcopy format in class and may NOT be submitted via email **without prior approval of the instructor**. The homework handouts are designed as study guides for the chapter exams at the end of each chapter we cover in class. In addition to earning homework points, many of the answers to homework will be covered in lectures.

In-class activities (10 pts. each): There will be two (2) in-class activities related to the reading/homework assignments and the lecture. These activities **CANNOT** be made up and are part of your participation grade. The activities were created to allow you to practice and apply ideas and information covered in the reading, homework and lectures.

Written papers (25 pts each): In addition to the regular written homework assignments, two (2) papers will be assigned and are related to material covered in reading, homework, and lecture. These papers will be assigned during coverage of the related chapters and will be explained in a separate assignment handout given when they are assigned.

Self-concept/Warrior shield (100 pts): Each student will be tasked with exploring their self-concept by creating a shield (similar to a poster presentation) about their self-concept discoveries. A separate handout with expectations, suggestions, and instructions for this project will be given and discussed in class and the class will vote upon the due date for this assignment. Typically, this assignment is due near or during mid-terms and replaces the traditional mid-term exam.

Oral presentation of self-concept shield (10 pts): Each student is expected to do an oral presentation to the class about their self-concept shield on the day the shield is due. The handout about the shield includes instructions for the oral presentation and will be covered in class when the project is assigned.

Chapter exams (100 pts each): The first three chapters of the text are the foundation upon which interpersonal communication studies are based and will be covered in detail through reading, homework, and lecture. Additional information from the remainder of the text will be addressed as well although not every chapter will be presented as extensively as chapters one through three. Therefore, at the conclusion of each chapter (1-3) the class will have a chapter exam.

Grading Point Values:

- Two (2) written papers (varying in length) 50 pts. (25 pts. each)
- Self concept/warrior shield 100 pts.
- Self-concept shield oral presentation 10 pts.

- Two (2) in-class group activities 40 pts. (20 pts. each)
- Three (3) chapter exams 300 pts. (100 pts. each)
- Eight (8) homework assignments 200 pts. (25 pts. each)
- Attendance and participation 100 pts.

TOTAL POINTS POSSIBLE 800 pts.

Grading: There are 800 points possible in this course. Subjective factors such as participation, attendance and overall improvement will be used to make decisions in borderline cases. The final letter grade equivalence is as follows:

Grading Scale:

100 – 90	(800 - 720 pts.)	A
89 – 80	(719 – 640 pts.)	B
79 – 70	(639 – 560 pts.)	C
69 – 60	(559 – 480 pts.)	D
59 – 0	(479 - Below)	F

Course Policies:

Participation: A major portion of the learning process consists of your active participation in class and the observation of others. Keeping up with the assigned reading and related homework will allow you to be able to contribute to class discussions as well as to participate more fully in the in-class activities and groups. Participation is also part of your grade so plan to be prepared to class and ready to participate.

Tardiness: As a courtesy to your fellow classmates, as well as your instructor, you are expected to arrive to class on time each day. Attendance will be taken at the beginning of class. It is **YOUR** responsibility to make sure you are marked “present” if you arrive for class late. Habitual tardiness will become an absence so three (3) tardies will be counted a one (1) absence.

Additional classroom policies: Please turn off your cell phones (or they will be confiscated during class time after one (1) warning (this includes texting as well as receiving/making calls). Also, save your batteries by shutting down ALL music devices prior to the start of class. **Turn in all your homework ON TIME—late work is unacceptable and make-up work will only be allowed in extreme situations and at the discretion of the instructor. Homework handouts are due EVERY Monday/Tuesday depending on which section you are enrolled in. ALL homework is to be TYPED, no handwritten work will be accepted.**

Attendance Policy: The nature of this class causes your attendance to be most crucial. ***Each day of class is worth two (2) attendance points; conversely, each day absent costs you two (2) points!*** In addition, given the challenges from the pandemic situation, communication with your instructor is absolutely required regarding absences. **If you miss 3 in-person sessions and have NOT communicated with the instructor about those absences, you will be dropped from the class.**

Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student’s responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any

in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the academic counselor for investigation and potential intervention. |

Academic Integrity:

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the college community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor.

Diné Philosophy of Learning:

|The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: *Nitsáhákees*, *Nahátá*, *Íina* and *Siihasin* which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

One approach to mastery of this course is to consider each assignment as progression through the four seasons of the year. In addition, please think about the Diné Philosophy of Education as it is expressed through these words: ***Nitsáhákees***—think about the information as you read the assigned material and complete the homework which serves as a study guide, think about what you'll need to do to put the information into practice on a written assignment—like the **spring season**, the reading assignments /homework are designed to plant seeds of information that will mature as you further practice what you've read; ***Nahátá***—create a plan to help you accomplish additional assignments, plan how the assignment should be completed as we go over the information from readings/homework in class and discuss examples, plan what you'll need and how long it might take to do the assigned work—like the **summer season**, your understanding of the information grows toward completion; ***Íina***—do the work required to learn and practice your new skills, put into practice what you've read and what we've discussed by doing your assignments in a timely manner—like the **autumn season**, you now harvest the information by completing assignments that demonstrate your full understanding and store the knowledge you've gained for use in future assignments; ***Siihasin***—evaluate your skills by reading the comments on completed work so that you understand what you did correctly and what you need to work harder at mastering, consider how to use what you've already learned in future assignments, envision how your new skills can be used to achieve desired results—like the **winter season**, it's time to reflect on the knowledge you've gained so that you can use it in conjunction with new seeds of knowledge you will gain in the next assignment. |

Students with Disabilities:

Navajo Technical University and the School of Arts and Humanities are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangement can be made. Students who need an accommodation should also contact the Special Needs Counselor, Virginia Edgewater, in the SUB or by phone at 786-4138.