

Course Title: Interpersonal Communication

Course #: COMM 2120

Credit Hours: 3

Semester: 2021

Quick Glance—Key Info About Your Instructor

Professor Name: Bobbie J. Shack

NTU Email: b.shack@navajotech.edu. Email anytime, and I will respond within 24 hours.

Hours Online: Friday mornings, from 9 am-11pm.

I will be available on Friday mornings, just in case you need to talk out an assignment or a project for the course—a virtual meeting link is available in Blackboard (BB). Meetings by appointment only. **To request an appointment for office hours:** Please use <https://calendly.com/bshack>

Class Location: Online, BlackBoard (BB) Learning Management System

Class Meeting Times: Weekly expectations, see “Attendance” under “Expectations of You as a Student”

What Materials You’ll Need to Succeed in this Course

Required Textbook: *Interpersonal Communication: Building Connections Together* by Teri Kwal Gamble and Michael W. Gamble

Required Materials: The entire course is delivered using **Blackboard**, so this means you need to access your NTU account (using sso.navajotech.edu) in order to view and complete the course. Since this class is completely online, this requires that you have **reliable internet access**. You will record yourself speaking using an online platform called **Screencastify**. To do this, you will need **a front facing camera on your laptop or computer** so you can record yourself speaking. Screencastify uses **Google Chrome**, so that will be the primary browser you will use. For a few projects, you will need either **Microsoft PowerPoint, Google Slides**, or an alternative like **canva.com**

What is this Course Anyway?

Course Description from NTU’s Catalog:

Comm 2120 Interpersonal Communication:

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

What does that all mean?? Your instructor’s explanation of this course:

Everyday, you apply interpersonal communication skills (speaking, writing, body gestures, listening) with the people you interact with, whether they’re strangers, familiar faces, co-workers, supervisors, or family members. This course has you consider how you’re currently communicating, helps identify the barriers we face in our own communications, and teaches about how to overcome these barriers so we can become better listeners *and* communicators.

Course Objectives and Outcomes

What Will I Learn In this Class?	How Will I Learn This Stuff?
<p>In this course, what you learn is dependent on your ability to understand what you are reading. At the start of the course, you will learn how to be an active reader.</p>	<p>I will show you how to read your textbook. The chapters are jampacked with information and just reading the chapter by itself is not going to do much for you. I will show you how to read in pieces, highlight, and paraphrase your textbook.</p>
	<p>I will show you how to take notes using Post-it's as well as notebook paper, so you can decide which method is best for you.</p>
	<p>You will generate a set of notes to demonstrate that you are applying the strategies I show you.</p>
	<p>I'll assign you quizzes that assess your understanding of the chapter by giving you questions that let you express your learning through writing a response.</p>
<p>In this course, you will learn about what Interpersonal Communication is by learning about its foundational concepts.</p>	<p>You'll read the opening chapters—Interpersonal Communication: A First Look, The Impact of Self-Concept, and Perception. The three chapters help us understand about how <i>we</i> enact and interact with this kind of communication.</p>
	<p>You'll learn about the terminology needed to understand what Interpersonal Communication is.</p>
	<p>You'll explore what your self-concept is, what influences it, and how you can change or strengthen your self-concept by completing different activities.</p>
	<p>You'll be able to explain how our perceptions of things can be influenced and potentially cause barriers.</p>
<p>After learning about the foundations of communication, you'll consider the kinds of information that you share when you connect with someone interpersonally through messages.</p>	<p>You'll read Listening, Communicating with Words, Nonverbal Communication, and Conversations. In these chapters, you'll read about different kinds of messages you use to send information to someone you're communicating with.</p>
	<p>You'll read and learn about listening styles, how you listen, and consider the behaviors of ineffective listeners.</p>
	<p>You'll learn about how we use language purposefully—words matter! We use specific words for specific purposes, and you'll show what you learned about what these are and reflect on how you apply these in your own life.</p>
<p>We'll take a closer look at the different kind of factors that can affect our interpersonal communication with other people.</p>	<p>You'll read Emotions, Trust and Deception, Power and Influence, and Conflict. Each of these chapters looks at the things that affect your relationships with people.</p>
	<p>You'll read and learn about how your emotions can either build or negatively influence relationships.</p>
	<p>You'll read and learn about factors that contribute to trust as well as deception and consider how the media and technology can help or hurt your relationships.</p>
	<p>You'll read and learn about the different types of power and discuss the persuasive forces that make people comply.</p>
	<p>You learn about conflict expression styles and discuss how to resolve conflicts effectively.</p>

Throughout the entire course, you'll access how media and technology impact your own life and your IC skills	In each chapter, you'll have a portion that discusses the influence of media and technology as it's impacting your interpersonal communication skills.
	You'll reflect on this influence with a number of videos and activities.

A Visual of What this Looks Like as We Progress Through this Class.

How We'll Reach Our Biggest Goal: Create an informative video that teaches about one aspect of Interpersonal Communication Skills, complete with definitions, explanations, examples or scenarios, and implications.

What you'll learn

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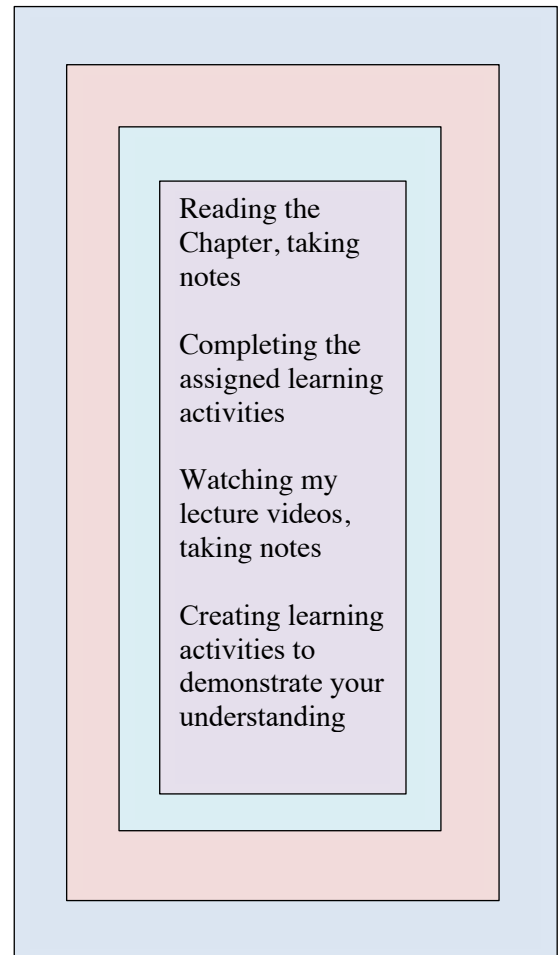
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Throughout the entire course, you'll access how media and technology impact your own life

How you'll learn

Watching my lecture videos
 Practicing by reading the chapters and annotating them using my strategies.



Expectations of You as a Student—How to Succeed in this Class	
Preparedness	Even though this course is online, you need to treat it as if you were actually attending the class in person. You wouldn't come to class unprepared, right? So, start each week ready to learn. You have this syllabus to remind you of what chapters will be coming up next, and I'll also post the homework in BB as a reminder AND will provide a reminder within my lecture videos. This means you have plenty of reminders about my expectations of you to have read and annotated your text so you can engage with the expectations for the week.
Participation	Attend class with a positive attitude—what you're learning about applies into your everyday life!
	The work you produce reflects you and your effort. Do your best! The more you engage, the more meaningful the content of this course becomes. Incomplete work is not going to be accepted, but instead, I'll work with you toward successfully completing your assignments.
	If you're having trouble with an assignment, you have resources! Seek help from classmates by using BB messages, drop in on your SSC and talk with a tutor, ask Google or watch a YouTube video! Or! Sign up for my office hours!
Attendance	Since this is an online course, your daily attendance is not necessary, but you also need to understand that this course is set up as a "Gradual Release". This means that each activity I establish for the week will require you to successfully meet the criteria I set up. The links won't open up until you work through the activity, meet the criteria to move to the next activity, and so on and so forth. This does NOT mean this course is SELF-Paced! The weeks will not open up if you finish the weekly module early. Instead, new modules become available on Sunday.
	My opening lecture video will discuss the expectations of the week and will cue you in on the criteria you need to reach for each. In general, you'll be expected to complete the following: <ol style="list-style-type: none"> 1. Watch the opening video for the week. 2. Engage with the opening activities—these are meant to get you thinking about what you read about in the chapter. 3. Watch my lecture video about the chapter—I discuss the chapter, breakdown the concepts and connect it to how you might apply it to your own life, and then explain the tasks I've assigned you to do to further apply your learning. 4. You'll complete the week by submitting your learning tasks by Saturday by 11:59 PM 5. The next module won't open until you complete all the tasks I assigned.
Your Instructor's Late Work Policy	I understand life throws us challenges, and sometimes we need an extension to turn in work late. Your learning modules open on Mondays and you're expected to work through the week and turn these in by Saturdays. If you need additional time beyond Saturday, send me an email and let me know. Again, while this course opens up as you move through it, I have expectations of you to stay on schedule through the weeks.
	If you haven't started a new module by Tuesdays, I will send a friendly reminder. If this becomes a habit, we'll have to establish a meeting so we can figure out how you can catch up, but I'll also have to notify your advisor and Skyhawks4Success so they can help with resources to make sure you're successful.
If you had an IEP in high school:	Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (http://www.navajotech.edu/student-services#accomodations-services) in accordance with the university's Disability Accommodations Policy (see http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf).

How Your Instructor Will Evaluate Your Work

You will participate in the course through a variety of assignments and activities. This includes:

- Annotations of readings
- Chapter Quizzes (always issued at the beginning of the learning module)
- Journal Entries in response to different activities within the chapter
- Screencastify Video Responses (You'll use this to record your Reaction Videos))
- Adobe Spark Videos (to create learning videos that you'll present)
- Screencastify Teaching Videos (You'll use this to record your teaching videos for assigned chapters as well as the final).

Your instructor will evaluate your work using a running point system. Everything you do has value in the class, but not everything is graded.

Annotations: 10 pts
 Chapter Quizzes: Point Value Varies
 Journal Entries: Between 10-15 pts
 Video Responses: 30 pts
 Adobe Spark Videos: 50 pts
 Screencastify Teaching Videos— 100 pts

To achieve the most points, demonstrate yourself as an astute learner (you are college students, after all)!

Your instructor will use the following measures to assess the work you do turn in:

Journal Entries: Answer all questions within the prompt as descriptively as possible, using examples when necessary.

Video Responses: Answer and address all questions within the prompt as necessary and meeting the expected time limits for the videos.

Adobe Spark Learning Videos and Screencastify Teaching Videos:— A rubric of expectations will be included in the assignment link and will also be discussed in the lecture video for the module.

NTU's Distribution of Grades:

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59% or less

Your Success is Important to Me!

While I do my best to work with my students about the coursework I assign, I don't give any extra credit opportunities. I want you to understand what you're learning in this class so you can see how it applies to your own life. If you're unhappy with a score received on an Adobe Spark Video or a Screencastify Teaching Video, you have an opportunity to improve your score at the end of the semester. Unfortunately, this does not apply to assignments that received a zero for non-submission—only assignments that were previously evaluated can be re-done for a better score.

Study Time for Online Courses: Please keep in mind: for an online course of one credit hour, a student is expected to spend at least four hours per week studying the course materials. Our course is a 3 credit hour course, so plan to spend some time working toward completing this class.

I strongly recommend creating a daily schedule for yourself that sets up your week from Sunday-Saturday. In this schedule, identify times and locations for your classes that meet face-to-face, and determine times to work on your online courses as well too. Don't forget to include homework/tutoring time for each of your courses! If you have work or other outside commitments, be sure to add these to your schedule too.

Why a schedule? It's easy to push aside commitments we think we can tend to at anytime, like online classes. Since you're not expected to be in a physical class or to log in at a specific time for class, and online class can sometimes be pushed to the wayside until the last possible minute. By this point, you'll be rushing to finish your required work and your effort becomes rushed and minimal. The work you produce reflects you as a person, so give yourself ample time to work through your content. Create a schedule and stick to it, so you establish a routine and create healthy habits to work on your courses.

Anticipated Schedule

Week	Chapter	Focus of the Week
1	1	Interpersonal Communication, a First Look—Lecture Reflection Questions, Journal
2	2	Social Media and Our Brain Quiz 1: Chapter 1 (from lecture video) Lecture: Recording your first video Reaction Video, Meet your Peers Weekend Homework: Read all of chapter 2
3	2	Quiz 2, Chapter 2 Lecture: The Impact of Self Concept-Lecture Read and Apply activity Journal, Discussion over “A Social Life” Weekend Homework: Read all of chapter 3
4	3	Quiz 3, Chapter 3 Lecture: The Impact of Self Concept Discussion Week Evaluating Pygmalions and Theories
5		Video Submission Week Slideshow and Presentation about Technology/Media and Its Impact on Me
6		Check Your Own Digital Well Being Activity Watch: The Social Dilemma Reaction to Documentary film Weekend Homework: Read all of chapter 4
7	4	Quiz 4, Chapter 4 Create a Survey: Interviewing about Listening Lecture: Listening Discuss: Survey Results Weekend Homework: Read all of chapter 5
8	5	Quiz 5, Chapter 5 Teach the chapter, Screencastify Weekend Homework: Read all of chapter 6
9	6	Quiz 6, Chapter 6 Lecture: Nonverbal Communication Activity: Adobe Spark Video Weekend Homework: Read Chapter 8
10	8	Quiz 7, Chapter 8 Lecture: Emotions

		Journal Activity Discussion online Weekend Homework: Read Chapter 9
11	9	Quiz 8, Chapter 9 Lecture: Trust and Deception Visual Activity, Presentation Weekend Homework: Read Chapter 10
12	10	Quiz 9, Chapter 10 Lecture: Power and Influence Activities: Power, Values Weekend Homework: Read Chapter 11
13	11	Quiz 10, Chapter 11 Lecture: Conflict Video Submission Due: Self Assessment Weekend Homework: Read Chapter 12
14	12	Quiz 11, Chapter 12 Teach the Chapter, Screencastify
15		View and Critique Presentations
16		Finals Week: Reflection Paper Course Survey

Weekly topics and activities are subject to change.