



# SYLLABUS

**COMM 220 Interpersonal Communication**

202221

# COMM 220 Interpersonal Communication

## School of Distance Education

### Self-Paced Format

This course follows a self-paced online format. You have 180 days from your selected start date to complete the course. The last day to withdraw with a full refund is 15 days after your start date.

### Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### Other Assistance

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with online courses	<a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>	(269) 471-3960
Exam requests and online proctoring	<a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>	(269) 471-6566
Distance Student Services - any other questions	<a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a>	Text: (269) 397-4477

## Part 1: Course Information

### Course Descriptions

Emphasis is placed on interpersonal skills for the workplace. Students examine components of interpersonal communication such as listening, perception, managing conflict, etc., then apply specific strategies to build relationships.

### Required Text/Material

**Note to students:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree.

Adler, R. B., & Proctor, R. F. (2017). *Looking out looking in*. Cengage Learning.  
Print: 9781305076518 Ebook: 9781305855656

### Credit Hour and Commitment

This is a 3 credit hour course. Three hours are allotted per week for reading and understanding of content. Outside of reviewing and reading the chapter, 6 to 9 additional hours should be allocated for Assignments and projects. You will have two exams: a midterm and a final, 4 mini projects, end of chapter assignments, 8 discussion vlogs, 2 movie analysis, and a self-concept paper. See class syllabus. In order to do well in this class, you must be prepared before each assignment with reading and a thorough understanding of the chapter. Additionally, each assignment will require the ability to see and share elements that are reflected in your personal work. Suggested schedule(s) to accomplish this work are included in the syllabus.

**Institutional Outcomes:**

- 1.a. Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.
- 1.b. Select and apply intellectual, affective, and practical skills from their field of study to solve meaningful problems. The identified transferable skills for undergraduate students are: information literacy, quantitative literacy, engaging diverse perspectives, ethical reasoning, analytical inquiry in the form of problem solving and creative thinking, communication, wellness and transferable life skills.

**Student Learning Outcomes**

*Interpersonal Communication* focuses on the reasons why we communicate and provides an understanding in regards to miscommunication and conflict. This course is designed to impact relationships by using techniques to engage with those we communicate with and not to manipulate others into doing what we want. During the course biblical principles will be emphasized that correlate with the chapter and focus our efforts on applying concepts to daily life.

The specific course objectives are as follows:

1. To evaluate current relationships and their communication style.
2. To identify ways for improving important relationships.
3. To explore how the Bible correlates with principles from the chapter.
4. To describe how the communication processes impacts our ability to effectively communicate.
5. To identify challenges that may arise from interpersonal communication.
6. To apply the knowledge, skills and attitudes that will increase effective communication.

**Part 2: Course Methods and Delivery****Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

**Technical Requirements**

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

**LearningHub Access**

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

### **Part 3: Course Requirements**

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

#### **Assessment Descriptions**

##### **Self-Concept Paper**

In conjunction with chapter 2 you will interview three people and ask several questions about yourself to see if they view you the same way as you see yourself. The goal of this assignment is to develop a deeper understanding of your image from not just your eyes but from those around you.

##### **Mini Projects:**

These assignments include the Interpersonal relationship analysis, Perception Experiment, Non-verbal experiment, and Listening experiment in order to explore how others perceive you and are impacted by your behavior. To get the most from these experiments, you must be creative with the prompts and associate themes highlighted in the chapter in accordance with your own personal experience.

##### **Knapp's Stages of Relational Development:**

What relationship are you currently in? You will identify the relationship that you would like to evaluate and understand where the relationship falls on Knapp's stages of development. Write a paper describing the stages of relational development and maintenance that you have encountered. Present examples from that relationship that exemplify the stages of the model.

##### **Movie Analysis:**

Students will be required to watch 2 movies and analyze them along with the assigned chapter. What concepts are portrayed in the Movie that matches concepts within the chapter? How did the characters behave? What interpersonal skill have you learned that could have changed or enhanced the current situation and its outcome?

##### **Chapter Assignments:**

Students will complete 8 chapter assignments to explore concepts in more detail. Students will evaluate and apply concepts from the chapter to real life scenarios.

##### **Vlogs**

You will participate in 8 vlogs throughout the semester. The vlogs will explore your experience regarding a concept that will be provided from the chapter.

Rubrics

Discussion Forum Rubric:

	20	16	12	8	4
<b>Content of Discussion Post</b>	Thoroughly explores additional texts and Bible stories to enhance concepts when discussing. Text is used as required.	Somewhat explores additional texts and Bible stories to enhance concepts. Text is used as required.	Uses at least one additional scripture and Bible story to enhance concepts of the chapter. Text is used as required.	Uses either a scripture or a Bible story to enhance chapter concepts. Text is not used as required.	No additional scripture or Bible story is used to enhance chapter concepts. Text not used as required.
<b>Depth</b>	Post are creative, in-depth and insightful. They briefly highlight the chapter and focus on one concept.	Posts are creative, in-depth and insightful. They discuss only some areas of the chapter and briefly highlight one concept of the chapter.	Posts are superficial. They discuss no areas of the chapter and focus on one concept.	Posts are flat or clearly "to get it done." They only discuss one concept and does not connect to the entire chapter.	Posts are flat. It's unclear whether the student is engaging with practice. Discussion does not contain any reference to the chapter or its concepts.
<b>Personal Element</b>	Post incorporates some aspect of a personal experience or an explanation of a television show that reflect the concepts of the chapter. Exploring a specific concept in detail.	Post has a personal experience or a connection to a television show but does not go in depth on a specific concept	Post lacks the personal experience or connection to a television show. Merely recites the textbook or other source.	Missing personal experience and or television show explanation. Lack of effort.	Post is lacking cohesiveness and thrown together with little or no thought.

Grading Rubric for Writing Assignment

All writing assignments will be assessed by the following rubric. Each paper presented in this course should follow the patterns as outlined in this rubric.

	A (4)	B (3)	C (2)	D/F (1/0)
<b>Focus: Purpose</b>	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
<b>Main idea</b>	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
<b>Organization: Overall</b>	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
<b>Organization: Paragraphs</b>	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
<b>Content</b>	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
<b>Research (if assignment includes a research component)</b>	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA or APA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA or APA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA or APA style.	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA or APA style, nor listed correctly on the Works Cited page.
<b>Style: Sentence structure</b>	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear

	<b>A (4)</b>	<b>B (3)</b>	<b>C (2)</b>	<b>D/F (1/0)</b>
<b>Style:</b> Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and purpose; the paper holds the reader's interest with ease.	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose interest in some sections of the paper.	There is little attempt at style; reads as flat and perhaps uninteresting in content, which is usually generalized and clichéd.	No attempt at style
<b>Style:</b> Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
<b>Grammar &amp; Mechanics</b>	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

### Exams

There are two exams for this course. The midterm exam covers material from Lessons 1-7 and is made up of fill-in-the-blank and essay questions. It is worth 50 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade. The final exam covers material from Lessons 8-16 and is made up of matching, essay and fill-in-the-blank questions. It is worth 50 points. You will be allowed 120 minutes to take this exam. This exam is worth 5% of your grade. Both exams must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html). Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center ([sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

**Suggested schedule for completion in 8 weeks:**

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1	Introduction	Audio Intro	<b>Chapter Assignment 1:</b> Tell About Me/Introduction Paragraph	
	A First Look at Interpersonal Communication	Chapter 1 Chapter1 Video	<b>Chapter Assignment 2:</b> SW-9 Case Study: Judy and Karen	SLO 1, 2, 3, & 6
2	Interpersonal Communication and Social Media	Chapter 2 Chapter 2 Video	<b>Chapter Assignment 3:</b> Pause and Reflect <b>Vlog 1:</b> Virtual Intimacy <b>Mini Project 1:</b> Interpersonal Relationship Analysis	SLO 1, 2, 4, & 6
	Communication and Identity: Creating and Presenting The Self	Chapter 3 Chapter 3 Video	<b>Self-Concept Paper</b> Due/(Who do you think you are?) <b>Vlog 2:</b> Discuss your “Ego Boosters” and “Ego Busters”	SLO 1 & 2
3	Perception: What You See Is What You Get	Chapter 4 Chapter 4 Video	<b>Mini Project 2:</b> Perception Experiment <b>Vlog 3:</b> Pillow Method Exercise	SLO 1, 3
	Emotions: Feeling, Thinking, and Communicating	Chapter 5 Chapter 5 Video	<b>Chapter Assignment 4:</b> Interpreting Emotional Reactions in Others <b>Vlog 4:</b> Recognizing Your Emotions	SLO 1, 3, 4, & 6
4	<b>PROCTORED MIDTERM EXAM</b>			
	Language: Barrier and Bridge	Chapter 6 Chapter 6 Video	<b>Chapter Assignment 5:</b> Symbolic Nature of Language exercise <b>Vlog 5:</b> Mediated Messages-Expressing Emotions	SLO 2 & 3
5	Nonverbal Communication: Messages Beyond Words	Chapter 7 Chapter 7 Video	<b>Mini Project 3:</b> Nonverbal Experiment <b>Movie Analysis 1-</b> (Suggestion Helen Keller)	SLO 1 & 3
	Listening: More Than Meets the Ear	Chapter 8 Chapter 8 Video	<b>Mini Project 4:</b> Listening Experiment	SLO 1, 2, 6
6	Communication and Relational Dynamics	Chapter 9 Chapter 9 Video	<b>Knapp’s Stages Assignment</b> Due <b>Vlog 6:</b> Discuss what FWB is and its impact from a Biblical perspective.	SLO 2
	Interpersonal Communication in Close Relationships	Chapter 10 Chapter 10 Video	<b>Chapter Assignment 6:</b> Assessing Formative Effects of Family Communication	SLO 1, 2, 4, & 5
7	Improving Communication Climates	Chapter 11 Chapter 11 Video	<b>Vlog 7:</b> Repairing Damaged relationships	SLO1, 2, 3, 4, 5
	Managing Interpersonal Conflicts	Chapter 12 Chapter 12 Video	<b>Chapter Assignment 7:</b> Understanding Conflict Styles: A soft answer turns away wrath...” <b>Vlog 8:</b> Explore your love Language. What is your love language and how can you apply it to friends and family.	SLO 1, 2, 4, 5, 6,
8	Summary		<b>Movie Analysis Paper 2:</b> Movie of Choice (suggestion: Akeelah and the Bee) <b>Chapter Assignment 8:</b> What I learned this semester?	
	<b>PROCTORED FINAL EXAM</b>			

### Suggested schedule for completion in 16 weeks:

Week	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1	Introduction	Audio Intro	<b>Chapter Assignment 1:</b> Tell About Me/Introduction Paragraph	
2	A First Look at Interpersonal Communication	Chapter 1 Chapter1 Video	<b>Chapter Assignment 2:</b> SW-9 Case Study: Judy and Karen	SLO 1, 2, 3, & 6
3	Interpersonal Communication and Social Media	Chapter 2 Chapter 2 Video	<b>Chapter Assignment 3:</b> Pause and Reflect <b>Vlog 1:</b> Virtual Intimacy <b>Mini Project 1:</b> Interpersonal Relationship Analysis	SLO 1, 2, 4, & 6
4	Communication and Identity: Creating and Presenting The Self	Chapter 3 Chapter 3 Video	<b>Self-Concept Paper</b> Due/(Who do you think you are?) <b>Vlog 2:</b> Discuss your “Ego Boosters” and “Ego Busters”	SLO 1 & 2
5	Perception: What You See Is What You Get	Chapter 4 Chapter 4 Video	<b>Mini Project 2:</b> Perception Experiment <b>Vlog 3:</b> Pillow Method Exercise	SLO 1, 3
6	Emotions: Feeling, Thinking, and Communicating	Chapter 5 Chapter 5 Video	<b>Chapter Assignment 4:</b> Interpreting Emotional Reactions in Others <b>Vlog 4:</b> Recognizing Your Emotions	SLO 1, 3, 4, & 6
7	<b>PROCTORED MIDTERM EXAM</b>			
8	Language: Barrier and Bridge	Chapter 6 Chapter 6 Video	<b>Chapter Assignment 5:</b> Symbolic Nature of Language exercise <b>Vlog 5:</b> Mediated Messages-Expressing Emotions	SLO 2 & 3
9	Nonverbal Communication: Messages Beyond Words	Chapter 7 Chapter 7 Video	<b>Mini Project 3:</b> Nonverbal Experiment <b>Movie Analysis 1-</b> (Suggestion Helen Keller)	SLO 1 & 3
10	Listening: More Than Meets the Ear	Chapter 8 Chapter 8 Video	<b>Mini Project 4:</b> Listening Experiment	SLO 1, 2, 6
11	Communication and Relational Dynamics	Chapter 9 Chapter 9 Video	<b>Knapp’s Stages Assignment</b> Due <b>Vlog 6:</b> Discuss what FWB is and its impact from a Biblical perspective.	SLO 2
12	Interpersonal Communication in Close Relationships	Chapter 10 Chapter 10 Video	<b>Chapter Assignment 6:</b> Assessing Formative Effects of Family Communication	SLO 1, 2, 4, & 5
13	Improving Communication Climates	Chapter 11 Chapter 11 Video	<b>Vlog 7:</b> Repairing Damaged relationships	SLO1, 2, 3, 4, 5
14	Managing Interpersonal Conflicts	Chapter 12 Chapter 12 Video	<b>Chapter Assignment 7:</b> Understanding Conflict Styles: A soft answer turns away wrath...” <b>Vlog 8:</b> Explore your love Language. What is your love language and how can you apply it to friends and family.	SLO 1, 2, 4, 5, 6,
15	Summary		<b>Movie Analysis Paper 2:</b> Movie of Choice (suggestion: Akeelah and the Bee) <b>Chapter Assignment 8:</b> What I learned this semester?	
16	<b>PROCTORED FINAL EXAM</b>			

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.



## Part 4: Grading Policy

### Graded Course Activities

Points	Description
160	Vlogs (8 @ 20 points each)
280	Mini Projects (Interpersonal relationship analysis, Non-verbal experiment, Listening experiment, and Perception Experiment – 4 @ 70 points each)
200	Self-Concept Paper (200 points)
100	Mid-term and Final exams (2 @ 50 points each)
100	Movie Analysis (2 @ 50 points each)
40	Knapp's Stages of Relational Development
120	End of Chapter assignments (8 @ 15 point each)
1000	Total Points Possible

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/moodle/public/incompletes.html>.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and

beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### **Academic Accommodations**

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsregform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### **Commitment to Integrity**

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### **Commitment to Excellence**

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### **Honesty**

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.