

Term Information

Effective Term Summer 2017
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The change requested is to be able to offer some sections of this course in an online format, 100% at a distance.

What is the rationale for the proposed change(s)?

We want to offer increased flexibility for students to complete our major in a timely fashion.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Our programs remain the same; no program requirements have been added or deleted. An online option for this course just allows our majors greater flexibility, as well as any OSU student who desires to complete courses at a distance.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3620
Course Title Introduction to Interpersonal Communication
Transcript Abbreviation Intro Interp Comm
Course Description Analysis of the role of interpersonal communication to begin relationships, achieve intimacy, sustain a certain relational status and terminate relationships.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions Not open to students with credit for 320.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 09.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To gain knowledge about interpersonal communication and interpersonal processes
- To gain knowledge about the functions of interpersonal communication
- To learn the role of interpersonal communication in family and life-span issues
- To practice interpersonal communication skills
- To engage in theory application

Previous Value

- *Examine theoretical perspectives that explain communication functions and skills that are important to interpersonal development*
- *Discuss theoretical perspectives that integrate the practical application of interpersonal communication principles into everyday contexts to gain knowledge/expertise in these areas*

Content Topic List

- Interpersonal communication principles and competencies
- The role of culture and the self in interpersonal communication
- The importance of listening and social perception processes
- Features of effective verbal and nonverbal messages
- Developing relationships
- Providing social support
- Interpersonal influence
- Managing interpersonal conflict
- Family and Life-Span Issues
- Interpersonal Communication Competence

Previous Value

- [Fundamentals of Verbal and Nonverbal Messages](#)
- [Listening and Social Cognition](#)
- [Present, Disclose, Defend the self](#)
- [Escalate, De-escalate, Maintain, Terminate Relationships](#)
- [Seek Compliance in Interpersonal Relationships and Manage Conflict](#)
- [Family and Life-Span Issues](#)
- [Interpersonal Communication Competence](#)

Sought Concurrence

No

Attachments

- Communication 3620 Technical Checklist.pdf: Technical Checklist from Mike Kaylor
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- Communication Curriculum Map updated Sept 2016.docx: Communication curriculum map
(Other Supporting Documentation. Owner: Butte,Kylie M.)
- ASC-Comm.3620.docx: Response to revision requests
(Cover Letter. Owner: Butte,Kylie M.)
- 3620 OL_final revised4.25.docx: Revised OL syllabus
(Syllabus. Owner: Butte,Kylie M.)
- COMM3620 F2F _final revisions4.25.docx: Revised in-class syllabus
(Syllabus. Owner: Butte,Kylie M.)

Comments

- See 4-7-17 e-mail to S Kline and K Butte. *(by Vankeerbergen,Bernadette Chantal on 04/07/2017 01:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Butte,Kylie M.	03/06/2017 09:31 AM	Submitted for Approval
Approved	Butte,Kylie M.	03/06/2017 09:32 AM	Unit Approval
Approved	Haddad,Deborah Moore	03/06/2017 01:41 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/07/2017 01:12 PM	ASCCAO Approval
Submitted	Butte,Kylie M.	04/25/2017 11:26 AM	Submitted for Approval
Approved	McDonald,Daniel Gary	04/25/2017 11:30 AM	Unit Approval
Approved	Haddad,Deborah Moore	04/25/2017 11:34 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	04/25/2017 11:34 AM	ASCCAO Approval



School of Communication

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154 North Oval Mall
Columbus, OH 43210

Phone (614) 292-3400
Fax (614) 292-2055

TO: Professor Pok-Sang Lam

FROM: Susan L Kline

RE: Contingencies and Recommendations, Communication 3620

Thank you for approving this online course. Below are the panel's comments about the course, and our revisions:

Communication 3620: unanimously approved with two contingencies and three recommendations

Contingencies:

- The course goals on the in-class syllabus, online syllabus, and the form on curriculum.osu.edu are all different. Provide consistent course goals.

The course goals are now consistent.

- Summer session is 12 weeks in addition to finals week. Schedule only includes 11 weeks and a finals week. Add a 12th week to the course schedule.

We have added a week to the course schedule.

Recommendations:

- Include the date for when the final essay exam will be assigned in addition to the due date.
- Page 5 of the syllabus mentions a Canvas Dropbox in the section on the Reflective Writing Assignment. Canvas does not have a Dropbox feature. The panel recommends simply changing this to "Canvas."
- Correct typo on bottom of page 9 that says "Carment" instead of Carmen.

We have specified the dates for the final essay exam, corrected the typo, and just refer to Carmen for Reflective Writing Assignment.

Thanks so much, Pok-Sang!



THE OHIO STATE UNIVERSITY

SYLLABUS: COMM 3620 INTRODUCTION TO INTERPERSONAL COMMUNICATION ONLINE SUMMER 2017

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

Instructor

Instructor: Amy Nathanson

Email address: nathanson.7@osu.edu

Online office hours: M/W 2-4 or by appointment.

Teaching Assistant: Jessica McKnight

Email address: mcknight.153@osu.edu

Online office hours: T/Th 10-12 or by appointment.

Catalog course description

Analysis of the role of interpersonal communication to begin relationships, achieve intimacy, sustain a certain relational status and terminate relationships. Prereq: Not open to students with credit for 320.

Course learning goals

1. To gain knowledge about interpersonal communication and interpersonal processes:

Topics:

interpersonal communication principles and competencies;
 the role of culture and the self in interpersonal communication;
 listening and social perception;
 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;
 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;
 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
 To derive decisions from theories about communication effectiveness.

Course materials

Required

1. DeVito, J. A. (2014). Interpersonal messages. (3rd ed). Boston: Pearson.
2. Readings available on Carmen
3. Readings/Video available via hyperlink (provided on this syllabus)

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.odde.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](#)
- **Carmen Connect**
 - Office hours will be held through Ohio State’s conferencing platform, Carmen Connect. A separate guide to accessing Carmen Connect and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Connect for the student to live chat with the professor or TA in the virtual office hours room.
 - Help guides on the use of Carmen Connect can be found at <https://resourcecenter.odde.osu.edu/carmenconnect>
- **Mediasite:**
 - Mediasite is Ohio State’s Lecture Capture System. Lectures will be recorded through Mediasite and posted to the course Carmen page.
 - Help guides on the use of Mediasite can be found at <https://resourcecenter.odde.osu.edu/mediasite>
- **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.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Grading and faculty response

Grades

<u>Assignment or category</u>	<u>Points</u>
Essay Exams	150 (75 each)/ 30%
Quizzes	100 (25 each)/ 20%
Assignment-Activities	200/ 40%
Reflective Writing Assignment	50/ 10%
<u>Total</u>	<u>500 Points and 100%</u>

See course schedule, below, for due dates

POLICIES AND EXPECTATIONS:

Exams

There are two essay exams in this class. The essay exams will cover the material discussed in lecture and the readings. The exams will consist of four 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 Wednesday, 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 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 on Wednesday. Quizzes will open every other Wednesday at 12:00 AM EST and close at 11:59 PM EST. You have 24 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.

Assignment-Activities

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 double spaced, APA format and submitted by 11:59pm on the Friday of the week assigned. No late work will be accepted. Excellent work on these activities define relevant course concepts and apply effective communication strategies to solve the posed communication problem or task; a specific description of each activity will be provided to students.

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. 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 3:00 p.m. on August 2nd.

Late assignments

Late work is not accepted in this course without a medical documentation. If at all possible, arrangements need to be made prior to the assignment due date.

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

Please note: Carmen, OSU’s grading and class management software, does not round fractions up. Please take that into account in computing grades. I have to make a cut at some point, so I just use Carmen to do that, and I don’t round up individual grades, no matter how close you may be, because it’s not fair to other students.

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 **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

The instructional team (instructor and teaching assistant) will check and reply to messages in the discussion boards every **24 hours on school days**.

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 graded item will be due on Wednesday. Quizzes will be administered on every other Wednesday on Carmen. Written papers will always be due by Wednesday by midnight in the Carmen dropbox. Email correspondence may be used to communicate with your instructor or teaching assistant. Emails should be written using standards of courtesy (e.g., address, proper tone, signature) or they will not receive a response. This is a communication course: Communicate effectively and professionally via email.

- **Office hours:**

We are 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 “Ask the instructor” discussion board. Office hours are digital via Carmen Connect.

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.

- **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. The instructor and TAs work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing 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.)

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>

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.

Course schedule (tentative)

<u>Week</u>	<u>Dates</u>	<u>Topics, Readings</u>	<u>Assignments</u>
<u>1</u>	<u>5/10</u>	<u>Introduction</u> <u>Reading: Course syllabus posted on Carmen</u>	<u>Quiz 1:</u> <u>Carmen and Syllabus Quiz</u>
<u>2</u>	<u>5/17</u>	<u>Interpersonal Communication: General Approaches</u> <u>Readings: Chapter 1 from DeVito book (pgs. 1-27);</u>	<u>Assignment 1:</u>

		<u>and Ramaraju (2012) on Interpersonal Communication</u>	<u>Assessing your Social Network Profile</u>
<u>3</u>	<u>5/24</u>	<u>Interpersonal Communication & Culture Reading: Chapter 2 from DeVito book (pgs. 28-52); and “Intergenerational Communication” reading on Carmen</u>	<u>Quiz 2</u> <u>Assignment 2: Intergenerational Communication</u>
<u>4</u>	<u>5/31</u>	<u>Culture and Interpersonal Communication Reading: Blog on intercultural communication and weight at http://www.nytimes.com/2009/08/30/magazine/30lives-t.html; Also, watch Ted Talk at https://www.youtube.com/watch?v=YMyofREc5Jk</u>	<u>Assignment 3: TED Talk evaluation- Intercultural Communication</u>
<u>5</u>	<u>6/7</u>	<u>The Self and Interpersonal Communication Reading: Chapter 3 (pp. 53-62) from DeVito book; “Self-presentation and Facebook” reading on Canvas; “Self-disclosure and Facebook” reading on Carment</u>	<u>Quiz 3</u> <u>Assignment 4: Self-presentation and Disclosure</u>
<u>6</u>	<u>6/14</u>	<u>Perception and Interpersonal Communication Reading: Chapter 3 (pp. 62-78) from DeVito book; Read blog post on politeness at: http://tcbdevito.blogspot.com/2009/03/communication-functions-ofpoliteness.html</u>	<u>Assignment 5: Perception and Politeness</u>
<u>7</u>	<u>6/21</u>	<u>Midterm Essay Exam Due 7/2</u>	
<u>8</u>	<u>6/28</u>	<u>Listening and Interpersonal Communication Readings: Chapter 4 (pgs. 77-100) and 8 (pgs. 170-192) from DeVito book; Watch https://www.youtube.com/watch?v=hTQEsTYOcu8</u>	<u>Assignment 6: Self-reflection on Listening</u>
<u>9</u>	<u>7/5</u>	<u>Verbal & Nonverbal Communication Reading: Chapters 5 (pgs. 101-124) and 6 (125-150) from DeVito book; Read https://www.scientificamerican.com/article/eye-contact-can-be-overwhelming/</u>	<u>Quiz 4</u> <u>Assignment 7: Verbal and Non-verbal communication</u>
<u>10</u>	<u>7/12</u>	<u>Conflict Management Reading: Chapter 11 from DeVito book (pgs. 240-260); Read https://www.psychologytoday.com/blog/surviving-your-childsadolescence/201003/sibling-conflict-in-</u>	<u>Assignment 8: Reading evaluation-</u>

		<u>adolescence; Read</u> <u>https://www.psychologytoday.com/blog/surviving-your-childsadolescence/201308/varieties-family-conflict-in-adolescence; Read "Forgiveness" handout on Carmen</u>	<u>Conflict management</u>
<u>11</u>	<u>7/19</u>	<u>Interpersonal Communication Reading: Chapter 9 (pgs. 195-215) from DeVito book</u>	<u>Quiz 5</u> <u>Reflection Due 7/30</u>
<u>12</u>	<u>7/26</u>	<u>Interpersonal Communication Reading: Chapter 10 (pgs. 216-239) from DeVito book</u>	<u>Final Essay Assigned 7/28</u>
<u>Exam Week</u>		<u>Final Essay Exam Due 8/2</u>	

Additional Readings

Forgiveness: 9 Steps From the book “Forgive for Good” by Dr Fred Luskin, Stanford University.

Hollenbaugh, E.E., & Ferris, A.L. (2014). Facebook self-disclosure: Examining the role of traits, social cohesion, and motives. *Computers in Human Behavior*, 30, 50-58.

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.

Williams, A., Ota, H., Giles, H., Pierson, H.D., Gallois, C., Ng, S., Lim, T., Ryan, E.B., Somera, L., Maher, J., Cai, D., & Harwood, J. (1997). Young persons' beliefs about intergenerational communication: An initial cross-cultural comparison. *Communication Research*, 24(4), 370-393.

Assignment Overview

Assignment 1: Assessing your social network profile	Examine and evaluate your own social network profile using the principles of interpersonal communication outlined in the weekly reading.
Assignment 2: Intergenerational Communication	Read the assigned supplemental article. As you are reading, write down questions you have about the article contents. Attempt to identify the main points in each section of the article. Try to see if you can answer your own questions as you break the article down.
Assignment 3: Intercultural Communication	Watch the provided TED Talk and read the accompanying blog post. Reflect on what you have learned from these items and on your own experiences.
Assignment 4: Self-presentation and Disclosure	Follow the same procedure as Assignment 2 for the week's assigned supplemental readings.
Assignment 5: Perception and Politeness	Read the blog post and provided supplemental reading on politeness. Reflect on your own perceptions of politeness and your views on the research.
Assignment 6: Self-reflection on listening	Watch the provided video on listening. Reflect on your own listening habits. Now, watch a talk show of your choosing and analyze their listening behaviors in terms of the material.
Assignment 7: Verbal and Non-verbal communication	Watch the provided video. Reflect and respond to the ideas presented.
Assignment 8: Conflict management	Read and analyze the supplemental articles provided about conflict and family relationships.

COMM 3620: INTRODUCTION TO INTERPERSONAL COMMUNICATION
Spring 2016; TR 2:20-3:40 p.m.; 360 Journalism Building

Professor:

Dr. Amy

Nathanson 3142A

Derby Hall 247-

7952

Nathanson.7@osu.edu

Office Hours: Tuesdays, 1:00-2:00 p.m., or by appointment

Teaching Assistant:

Kevin Collier

3049 Derby Hall

Collier.262@osu.edu

Office Hours: Monday 1:00-2:00 p.m., Friday 11:30-12:30 p.m., or by appointment

Required Reading

DeVito, J. A. (2014). *Interpersonal messages*. (3rd Ed). Boston: Pearson.

Additional readings on Carmen.

Course Description

This course is designed as an introduction to interpersonal communication. The course provides knowledge about principles of interpersonal communication and interpersonal communication competencies.

Catalog Course Description

Analysis of the role of interpersonal communication to begin relationships, achieve intimacy, sustain a certain relational status and terminate relationships. Prereq: Not open to students with credit for 320.

Course Learning Objectives

1. To gain knowledge about interpersonal communication and interpersonal processes:

Topics:

interpersonal communication principles and competencies;
the role of culture and the self in interpersonal communication;
listening and social perception;
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;
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;

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

To derive decisions from theories about communication effectiveness.

Course Requirements

Readings: Please read the assigned material before each class meeting. This will allow you to see connections and ask questions about the related material presented in lecture.

Lecture and Discussion: Questions and discussion are encouraged during class. The lectures are designed to highlight, explain, update, and enhance material in the text as well as cover issues that the text does not. I encourage you to participate by asking questions, answering questions, and offering comments. If you must miss a class, be prepared to get notes from a classmate. *Neither the professor nor the TAs will supply lecture notes.*

In-Class Assignments: You will regularly be asked to complete in-class assignments. Students can expect roughly 8 to 12 of these assignments throughout the semester, though you will not know in advance which days these will occur. The assignments will typically ask you to apply concepts from the textbook to demonstrate understanding of effective interpersonal strategies. Excellent work on these activities define relevant course concepts and apply effective communication strategies to solve the posed communication problem or task; a specific description of each activity will be provided to students.

These assignments **cannot be made up outside of class**. That is, you must be in class in order to earn these points. **There are no exceptions to this policy, even for "legitimate" class absences.** However, I will drop your three lowest scores providing you some cushion should you need to miss a class on a day that an in-class assignment is given.

Exams: There will be three exams based on material covered in class and in the assigned readings. Throughout the semester, newer material will build on older material. Thus, each exam is inherently cumulative. Both lecture material and reading assignments will be tested. The exams will consist of a combination of multiple choice and short answer questions dealing with lecture content and the readings.

A general note: Graduating seniors (and other students) who “need” this course to graduate should work especially hard to ensure that they will pass this class. There will NOT be opportunities for students to re-take exams or re-complete assignments in order to raise their grade. It is the student’s responsibility to ensure that he or she receives a

passing final grade by working diligently and responsibly throughout the semester. Exceptions will NOT be made.

Grading

Your grade in this course will be determined according to your performance on the following.

Exam 1	30%
Exam 2	30%
Exam 3	30%
<u>In-class assignments</u>	<u>10%</u>
TOTAL	100 %

The grading scale for this course will follow the standard OSU grading scheme, which is:

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 60-66%
B- = 80-82%	E = 0-59%
C+ = 77-79%	

Course Policies

Exams: All exams are to be taken in class on the designated exam dates. No early or late exams are allowed except in the case of an extreme emergency. In the rare event that an emergency arises, it is your responsibility to: 1) inform the professor prior to the scheduled exam time, and 2) provide the professor with written documentation of the emergency (e.g., medical note from a certified physician). Such documentation must be presented before the missed exam whenever possible (and by the next class period when this is not possible). Please note that make-up exams may be of a different format or cover course content in a different ratio than the original. The final exam is scheduled at the University-mandated final exam time (Wednesday, April 27, 2016 at 2:00 p.m.). No early final exams will be offered.

Use of Email and Carmen: You are responsible for all information sent to you via your OSU email account and/or posted on the Carmen website. Therefore, it is important for you to check your OSU email account regularly and be sure to purge your account of unneeded email so that new messages can get through. Similarly, check the Carmen website regularly for any updates or announcements.

Respect for Fellow Students and Professor: Please turn off watches, phones, etc. during class. If you choose to come to class, you should give your full attention to any person who is speaking (whether it is the professor or another student). During class, avoid reading newspapers, sending text messages/email, updating your Facebook page, sleeping, talking while others are talking, etc. ***Students engaging in these or other disruptive behaviors during class will be asked to leave.***

Academic Integrity

All students at the Ohio State University are bound by the code of student conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Any evidence of academic misconduct will be reported to the Committee on Academic Misconduct in accordance with the Ohio State University Code of Student Conduct and the rules of faculty governance. Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement.
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

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.

COURSE OUTLINE: TOPICS, READINGS, AND IMPORTANT DATES
(Schedule subject to change, with notice;
students are responsible for all changes announced in class)

<u>DATE</u>	<u>TOPIC</u>
Week 1: Jan 12-14	Introduction; General Approaches to Interpersonal Communication Course syllabus posted on Carmen
Week 2: Jan 19-21	Interpersonal Communication: General Approaches Chapter 1; Ramaraju on Interpersonal Communication (Carmen) Assignment 1: Interpersonal Communication Self-check
Week 3: Jan 26-28	Interpersonal Communication & Culture Chapter 2: Williams et al. on Intergenerational Communication (Carmen) Assignment 2: Intergenerational Communication
Week 4: Feb 2-4	Interpersonal Communication & Culture; The Self Chapter 3; Seidman and Hollenbaugh & Ferris (Carmen) Assignment 3: Self-presentation and Disclosure
Week 5: Feb 9-11	The Self & Interpersonal Communication Chapter 3 (pp. 53-61) Assignment 4: Exam Review
Week 6: Feb 16-18	Catch-up & review; Exam 1 on February 18
Week 7: Feb 23-25	Perception & Interpersonal Communication Chapter 3; Holien & Fiske (Carmen) Assignment 5: Perception and Politeness
Week 8: March 1-3	Listening and Interpersonal Communication Chapters 4 and 8 Assignment 6: Self-reflection on Listening
Week 9: March 8-10	Verbal Communication; Nonverbal Communication Chapters 5 and 6 Assignment 7: Verbal & Nonverbal Communication
Week 10: March 15-17	SPRING BREAK

Week 11: Catch-up & review; **Exam 2 on March 24**
March 22-24

Week 12: Interpersonal Relationships
March 29-31 Chapter 9

Week 13: Interpersonal Relationships; Conflict
April 5-7 Chapter 10
Assignment 8: Interpersonal Relationships

Week 14: Conflict & Conflict Management
April 12-14 Chapter 11; Handout on Forgiveness
Assignment 9: Conflict Management

Week 15: Conflict Management; Catch-up & Review
April 19-21 Assignment 10: Exam Review

Final Exam: Wednesday, April 27 at 2:00 pm

Assignment Overview

Assignment 1: Assessing your social network profile	Examine and evaluate your own social network profile using the principles of interpersonal communication outlined in the weekly reading.
Assignment 2: Intergenerational Communication	Read the assigned supplemental article. As you are reading, write down questions you have about the article contents. Attempt to identify the main points in each section of the article. Try to see if you can answer your own questions as you break the article down.
Assignment 3: Self-presentation and Disclosure	Follow the same procedure as Assignment 2 for the week's assigned supplemental readings.
Assignment 4: Exam Review	
Assignment 5: Perception and Politeness	Read the blog post and provided supplemental reading on politeness. Reflect on your own perceptions of politeness and your views on the research.
Assignment 6: Self-reflection on listening	Watch the provided video on listening. Reflect on your own listening habits. Now, watch a talk show of your choosing and analyze their listening behaviors in terms of the material.
Assignment 7: Verbal and Non-verbal communication	Watch the provided video. Reflect and respond to the ideas presented.
Assignment 8: Interpersonal Communication	Watch the provided TED Talk and read the accompanying blog post. Reflect on what you have learned from these items and on your own experiences.
Assignment 9: Conflict management	Read and analyze the supplemental articles provided about conflict and family relationships.
Assignment 10: Exam Review	

Additional Readings

Holoien, D.S. & Fiske, S.T. (2013). Down playing 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.

Forgiveness: 9 Steps From the book “Forgive for Good” by Dr Fred Luskin, Stanford University.

Hollenbaugh, E.E., & Ferris, A.L. (2014). Facebook self-disclosure: Examining the role of traits, social cohesion, and motives. *Computers in Human Behavior, 30*, 50-58.

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.

Williams, A., Ota, H., Giles, H., Pierson, H.D., Gallois, C., Ng, S., Lim, T., Ryan, E.B., Somera, L., Maher, J., Cai, D., & Harwood, J. (1997). Young persons' beliefs about intergenerational communication: An initial cross-cultural comparison. *Communication Research, 24(4)*, 370-393.

Example Assignment: Perception and Politeness

PART I

Read the blog post on politeness at:

<http://tcbdevito.blogspot.com/2009/03/communication-functions-of-politeness.html>

Then answer the following questions.

1. What function of politeness do you think is the most important? Why?
2. Are there other functions of politeness that should be added to the list provided in the blog post? Which ones?

PART II

Read the article “Downplaying Positive Impressions” on Canvas.

1. Define “warmth” and “competence” as they are used in the article
2. What are the major conclusions we can draw from this article about the role of warmth and competence in impression management?

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Communication 3620

Instructor: Nathanson

Summary: Online course offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> • Weekly readings • Online audio lectures • Bi-weekly online quizzes • Reflective writing • Response writing assignments • Essay exams • Online office hours
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. <ul style="list-style-type: none"> • Carmen LMS • Carmen Connect • MS Office 365
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable.
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and can easily be accessed or downloaded with an internet connection and web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			All tools being used for this course are a part of the university suite of tools. No external tools are required.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided in the "Course Technology" section of the syllabus for the technical support offered for all tools being used in the course.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the

				Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided in the "Course Technology" section of the syllabus to the accessibility statement for Carmen.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities use the OSU core common tool set with embedded multimedia to facilitate ease of use.

Reviewer Information

- Date reviewed: Mike Kaylor
- Reviewed by: 2/20/2017

Notes:

- Please update the first page of the syllabus to reflect that office hours for the course will be held online.
- Please be sure to provide a PDF file of the Power Point w/audio presentations. This can serve as a transcription file for the video.

^aThe 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. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
3325	Intermediate	Intermediate	
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3620	Basic	Basic	
3440		Intermediate	
Sub-Plan Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3668			Intermediate
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
4820(H)	Advanced		Advanced
4558		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Sub-Plan Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (3 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate		
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4738	Intermediate		Intermediate
4853.01	Intermediate	Intermediate	
4853.02	Intermediate	Intermediate	
4558		Advanced	Advanced

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4668	Advanced	Advanced	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

Comm Analysis & Practice

(18 cr. req.)

3668	Intermediate		
4240(H)		Basic	
3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665		Intermediate	Intermediate
4668		Intermediate	Intermediate
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced