Harford Community College
Interpersonal Communication/CMST 105/Hybrid/Interactive Syllabus

Note: You, the student, are responsible for everything on this syllabus.

INSTRUCTOR: Linda Heil
OFFICE: 401 Thomas Run Road, B224, Bel Air, MD 21015-1698
TELEPHONE NUMBERS:
- Technical & Online Learning: 410-836-4256
- Office Assistance: 410-836-4256

OFFICE HOURS: Click here for current office hours: Current Office Hours Link

COURSE DESCRIPTION
This course explores the basic elements of interpersonal communication and provides students with the foundation for effective dyadic communication skills to establish and maintain personal and professional relationships. Culture and its influence on communication are highlighted throughout the course. Students are provided opportunities to refine their interpersonal communication skills through role-plays and other activities. Three lecture hours per week.

LEARNING OBJECTIVES
Upon satisfactory completion of this course, the student will be able to:
- Demonstrate the basic principles and concepts of interpersonal communication. (Academic Outcome(s): Communication, Interpersonal Skills, Information Literacy)
- Develop an increased awareness of the self in the communication process. (Academic Outcome(s): Communication, Interpersonal Skills, Critical Thinking, Personal and Self –Management Skills)
- Identify and analyze their personal communication strengths and weaknesses. (Academic Outcome(s): Communication, Interpersonal Skills, Critical Thinking, Personal and Self –Management Skills)
- Expand individual interpersonal communication skills, styles, and strategies. (Academic Outcome(s): Communication, Interpersonal Skills, Personal and Self –Management Skills, Science and Technology)
- Communicate without sexism, heterosexism, or racism. (Academic Outcome(s): Communication, Interpersonal Skills, Culture and Society, Information Literacy)
- Communicate in intercultural situations with cultural sensitivity and effectiveness. (Academic Outcome(s): Communication, Interpersonal Skills, Culture and Society, Information Literacy)
- Evaluate ethical issues as they relate to interpersonal communication. (Academic Outcome(s): Communication, Interpersonal Skills, Critical Thinking, Culture and Society)
- Analyze and evaluate interpersonal messages, techniques, and outcomes. (Academic Outcome(s): Communication, Interpersonal Skills, Critical Thinking, Personal and Self –Management Skills, Culture and Society)

NOTE: See the current Harford Community College Catalog for a complete description of the Academic Outcomes.

INSTRUCTIONAL METHODS
To achieve course objectives, instruction may include online asynchronous class discussions, reading/writing assignments, online chapter tests, multimedia resources and examples, collaborative group interaction, feedback, lectures, synchronous discussions (large group and small groups, pairs), collaborative learning activities, role-plays, application and research papers, journals, computer-mediated communication, and presentations.


COURSE COMMUNICATION:
All email communication must take place within The Online Learning System. Any email sent to my faculty account will not be processed. Online Learning System email communication will be processed at least once a day, Monday through Friday. When communicating online, please include a salutation and close with your full name.

SOFTWARE REQUIREMENTS
All coursework must be submitted as a Microsoft Word document or as a Rich Text File document. I cannot open any Corel documents nor any documents produced from a Macintosh system. If I cannot open your work, it will be considered as not submitted and you will receive a “0” for the assignment. Be sure that you are using the appropriate word processing program.
COURSE POLICIES/REQUIREMENTS
HCC students are bound by the academic policies outlined in the most current HCC Catalog: http://www.harford.edu/Catalog/default.asp?FA=Welcome. It is the student’s responsibility to review these policies prior to the start of each semester. Unauthorized persons (those not enrolled in the class, children, family members, etc.) are not allowed in the classroom.

COURSE GUIDELINES
A hybrid/online course will require more time management and organization skills for the student than the traditional classroom courses. You should plan for at least nine to ten hours of course work per week. Create and follow a schedule. Online learners should

- Take advantage of all the resources available,
- Be self motivated and self directed,
- Manage time efficiently,
- Follow the course schedule,
- Keep up with assignments and course requirements,
- Pursue the information you need, and
- Help others.

To make sure you know what is involved in online learning check out http://www.onlinelearning.net/OLE/index.html?s=528.t090h752o.0178109970 “How Online Learning Works” from OnlineLearning.net.

Classroom Etiquette: I expect you to commit yourself to the learning process by remaining attentive for the entire class period. Class behavior must not interrupt or interfere with the education process and learning atmosphere. Unacceptable behavior includes but is not limited to arriving late, leaving early, inattentive, disrespectful, or otherwise disruptive behavior such as side conversation/remarks.

Cell phones and any other electronic equipment (including computers) must be turned completely off when entering the classroom. All electronic equipment must be put away and out-of-sight while in the classroom. Ear phones must be removed and put away. I reserve the right to remove any student who is disruptive if I believe it to be in the best interest of the class. Policies will be strictly enforced, and students who violate such policies may receive a grade of F for the assignment or for the course and may be suspended or dismissed from the class or the college.

Attendance: Attendance is required at every scheduled class. This is a course that requires performance and participation. Attendance will be recorded at the start of every class period and will be considered in the computation of the final grade. After two (2) unexcused absences the final grade will be lowered one letter grade and an additional letter grade(s) for every set of two after that. Excusable absences are absences due to personal illness or death in the family, which can be verified. The verifiable excuse (signed doctor’s note, verification of death in the family) must be presented to me, the class period immediately following the absence. Absence excuses presented after that time will not be accepted. Military and athletic absences are excusable only if written notification, properly authorized, is given before the absence date. Each student is responsible for material covered in class. If you miss a class you are responsible to obtain class notes from a classmate. Excused absences do not exempt you from submitting assignments on the due date, as all assignments are submitted online in The Online Learning System.

ATTENDANCE ONLINE: Just as attendance is important in an on-campus course, it is important that the student access the Internet course site at least 3 times per week, to keep up with the assignments and to communicate with me and your classmates. Students who have not accessed the course site within the first 2 (two) weeks of the semester will be denied access and should consider withdrawing from the course. (A computer problem is not an excuse for not checking the course or not keeping-up with the course work and assignments.) A student will be denied access to the course if he or she fails to check in on the course for two consecutive weeks and/or does not submit or present the end of Module speech without contacting me. Students who are auditing the course must comply with these policies as well. Students may appeal to me, via e-mail at lheil@harford.edu. If circumstances justify, the student may be admitted back into the online class. Late assignments and presentations cannot be made-up, except under extraordinary circumstances and my discretion, see Due Dates.

Punctuality: Being late and/or leaving early is not only disrespectful and rude but extremely disruptive to the learning process. I am asking you to make a serious commitment to be here when class begins. I understand that there may be unexpected circumstances that may delay your arrival or necessitate leaving early, but these times should be extremely rare. If you are habitually late or leave during class, you may be asked to leave the class permanently.

You are considered late if you are not present when attendance is conducted at the start of the class time. If you do arrive late for class, it is your responsibility to inform me of your presence at the end of class by signing your name in the lateness book. Failure to do so at the end of class means that your absence remains on the record for that date.
Assignments are due by midnight of the due date. Having a problem with the home computer is not an acceptable excuse for late assignments, missing tests or presentations. Students are advised to have access to a backup computer or to be prepared to use the on-campus computers or public library computers. Submitting an assignment in a format other than Microsoft Word or as a Rich Text File document is not a reason to submit another document after the due date. If you miss the due date, you must notify me if you would still like to submit the assignment. Assignments delivered after the midnight due date will be graded on half credit only. That means that if your assignment was worth a possible 100 points, then it will be graded on the basis only 50 possible points. Late assignments will not be accepted after one week past the due date. **If you are not present for your individual presentation or panel discussion (regardless of the reason) you will receive “0” points for that assignment.**

**HCC Closings and Class Cancellations:** If you have a presentation due on a day and time when class is cancelled (for any reason), be prepared to deliver your presentation the next scheduled class period. HCC closings do not affect written assignments as those assignments are submitted electronically.

**Web-Enhanced Course:** All email communication must take place within the electronic learning system. Any email sent to my faculty account may not be processed. Electronic communication will be processed at least once a day, Monday through Friday. Handouts will be available in the electronic learning system the day of the class; so, if you missed a class you will need to download the handouts. All written assignments must be submitted via the electronic learning system by midnight of the due date. Assignments will be electronically graded and grades will be posted on the electronic learning system within five business days of the assignment due date.

**Class Participation:** You are expected to complete the assigned textbook reading prior to each class. Your opinions and perspectives are valuable, and it is important to share your thoughts and ideas with the class. Also, students learn best when they can communicate with others about their understanding of the course concepts. So, your active participation is what will determine the nature and quality of the learning experience for you and the entire class. You are expected to actively listen and respond in a way that demonstrates that you have been reading and thinking about the interpersonal communication principles.

Interpersonal communication discussions may deal with intimate topics. At times, students may disclose personal information. I expect students to treat all class members with respect and to keep confidential all personal information discussed in class. Respect for yourself and others is mandatory. It is important that the class atmosphere be a safe, comfortable, and supportive place for all to feel free to share and learn. Differences of experience, attitude, and values can be discussed meaningfully as long as we agree to respect the norms of civil discussion.

Class participation will be informally graded in terms of your application of the readings to class discussions, your willingness to contribute actively to class exercises and group projects, and your contribution toward maintaining a supportive learning environment.

**In Class Participation Criteria include:**

- 1 or 2 relevant involvements per class,
- Evidence of prior preparation,
- Active listening to other class members,
- The accuracy of statements made,
- The logic of arguments or discussion,
- The cognitive level of questions or comments,
- Willingness to listen to opinions and views that differ from one's own,
- Willingness to change views or consider other views when one's own have been found faulty,
- Honesty, professional ethics, and integrity,
- Interpersonal skills including respect for others, personal rapport, courtesy, cooperativeness, positive response to constructive criticism, initiative, and motivation, and
- Completing in-class and out-of-class exercises on time.

**Online Participation & Discussions:**

We will have periodic online discussions. All discussions that are graded will be organized under a heading of GRADED DISCUSSION. Pay particular attention to any close dates for the discussions. The close dates will be listed in the discussion title.

Minimum required participation means that you will be required to post at minimum one response to the main discussion question/statement and at least one response to another student’s question. Meeting minimum requirements for Discussion postings on graded discussions means that you will earn 70% of the possible points allowed for participation. A grading rubric has been provided for you as an attachment a post in the Main Discussion.

Quality not quantity is paramount to these discussions. Helping one another and answering questions will count toward your participation grade.
Some discussions may require a summarizer. Volunteers are appreciated and will receive extra credit for posting a timely and accurate summary. Summarizers should reflect and organize the topic posting of all participants.

**IMPORTANT NETIQUETTE NOTE:**

1. Always include a salutation and close with your full name in all discussion postings and email.
2. Be respectful of me and your classmates in all of your communication.

**Skill Exercises, Self-Assessments, Skill Tests/Evaluations, and Other Various Exercises:** During the semester, you will be given various handouts and tasks that apply to the class lectures and/or text readings. You must complete all of these assignments by the due date. The timely completion of these assignments will be considered as part of your class participation grade.

**CRITICAL THINKING**

This course will help you improve your critical thinking skills. What is critical thinking? It is work, mental work that requires you go beyond the obvious. Thinking critically helps to assure that you arrive at reasonable beliefs.

The critical thinking process begins with creative thinking. Creative thinking helps you to look at things in a new way, to view situations from different perspectives, and to generate new ideas. Critical thinking follows the creative thinking process by evaluating the validity and usefulness of the ideas.

Some things you can do to improve your creative/critical thinking skills:

- Remain open-minded and rational, consider alternatives, be aware of your own bias, beware of your own assumptions, and withhold judgment until you have adequate information.
- Consider the total situation, i.e. think holistically.
- Be skeptical, ask questions. Ask for clarity of situation/problem by looking for the precise details.
- Consider other points of view. Seek as much information as possible and ensure the information is relevant, timely, credible, accurate, and reliable. Be aware of biased information.
- Formulate conclusions and take a position when you have sufficient basis and evidence.

**CHAPTER QUIZZES**

An in-class quiz will be given for each textbook chapter. Each quiz is worth ten points. Your lowest quiz result will be deleted. You must be present to take the quiz. Quizzes may not be made-up for any reason (excused absence, unexcused absence, and lateness). Quizzes will be presented at the start of the chapter lecture.

**TESTS**

An understanding of the theory underlying the skills that you are developing is essential. These tests will help you to focus on and reinforce that understanding.

All written tests/exams must be taken during the scheduled class time. Make-up tests will be permitted only upon presentation of a verifiable documentation (see attendance policy and excused absence requirements for acceptable documentation). Make-up tests must be taken in the HCC Test Center before the next scheduled class. If you can not take the final test, you must notify me no later than the scheduled date and time of the final to make arrangements to present the acceptable documentation. It is the responsibility of the student to make arrangements with me for any make-up tests.

**ASSIGNMENTS**

**Written Work:** Students should always keep a copy of all assignments that are turned in. In the case of a piece of written work becoming lost, regardless of fault, it is the responsibility of the student to provide a second copy. Assignments are to be typed, using 12 point type, and free from spelling, grammatical, and typographical errors. Papers need to be submitted on the electronic learning system under Assignments by midnight of the due date (see consequences for late work above). Papers must be prepared in accordance with the MLA (Modern Language Association). All material quoted or paraphrased from another source (including books, journal articles, and Web sites) must be properly cited.

**Interpersonal Communication Skills Personal Journal for Each Textbook Chapter - 10 Submissions Required**

The objectives of your personal journal are to focus on developing and improving your communication skills, to further your understanding of the interpersonal communication concepts discussed in your textbook and class, and to bring any changes you may experience into clearer focus through writing about them as they occur. You will need to use critical and creative thinking to complete this assignment.
Personal journals entries must be typed. Chapter journal document due dates may be found in the following Course Schedule and the electronic learning system Assignments. You must clearly label each chapter entry with your name, the date, and textbook chapter number.

**Journal Example:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Chapter #</th>
</tr>
</thead>
</table>

The journal documents must be submitted through Assignments in the electronic learning system as a Microsoft Word document. When you submit the assignment, include your full name as part of the filename on the document. Save your documents with a filename such as “Mary Smith Chapter 1 Journal.doc” before uploading. See the electronic learning system Assignment for details, further requirements, and grading rubric.

**Interpersonal Communication Research Project—Paper, Presentation, and Visually Required**

The objectives of this assignment are to seek to learn something new, to further your understanding of an interpersonal communication topic by conducting your own primary research and examining secondary research and going beyond the textbook and classroom materials, present your findings to the class to further their understanding of the topic, and to enhance your own communication skills through observation and practice.

You must choose a cultural group that is unfamiliar to you and receive approval from me for the topic. Research the history of the group by completing secondary and primary research. Identify and describe significant events in the group’s history and interpersonal communication. Be sure to identify clearly the group in your paper. Answer the following questions:

1. What is the historical relationship between this group and other groups (particularly the dominant cultural groups)?
2. Are there any historical incidents of discrimination? If so, describe them.
3. What are the common stereotypes about the group? How did these stereotypes originate?
4. Who are important leaders and heroes of the group?
5. What are notable achievements of the group?
6. How has history of this group influenced the identity of group members today?
7. How do people in the group generally handle interpersonal conflict?
8. What challenges do intercultural couples (one person from the group has a relationship with someone from another culture) face?
9. Compare your nonverbal communication with the nonverbal communication of the group. Discuss the group’s artifactual messages, chronemics, spatial messages, body messages, facial messages, eye contact/avoidance, touch messages, paralanguage, olfactory messages, and silence messages.
10. Identify and describe some of the biggest roadblocks to successful intercultural communication with the group. What specific strategies would facilitate successful communication?

The research project includes a typed paper (5-7 pages with 1” margins and 12-point type) and a class presentation with PowerPoint to facilitate your classmates understanding of your research paper. A minimum of four credible secondary references (other than the textbook) must be used.

Your primary research will also have specific requirements:

1. A minimum of 5 individual interviews, or
2. A minimum of 2 individual interviews and 12 questionnaires/surveys.
   - Interviews and surveys must be a mix of generations and genders.

The Research paper and PowerPoint presentation must be submitted through Assignments in the electronic learning system as a Microsoft Word document and PowerPoint document respectively. When you submit the assignments, include your full name as part of the filename on the document. Save your documents with a filename such as “Mary Smith Research Paper Paper.doc” before uploading. See the electronic learning system Assignment for details and further requirements.

Presentations are to be delivered following professional public speaking guidelines such as professional attire, extemporaneous speaking, clear vocals, organized materials, and supporting PowerPoint visuals. The presentation must be within the assigned time limits of 10-15 minutes excluding the question/answer session. PowerPoint must be used to enhance and make clear your ideas. Feel free to bring in any cultural artifacts that may help you with your presentation.

See the electronic learning system Assignment for details, further requirements, and grading rubric.
GRADING

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
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<td>Quizzes Averaged (one lowest score deleted)</td>
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<td>Research Project</td>
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<td>Individual Paper</td>
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<td>Individual Presentation with PowerPoint</td>
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<td>Module I Test</td>
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<td>Module II Test</td>
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<td>Module III Test</td>
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<td>639 - 560</td>
<td>560 - 480</td>
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HARFORD COMMUNITY COLLEGE POLICIES

PLAGIARISM STATEMENT
The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination, present a speech, or turn in a paper or an assignment written, in whole or part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the program or College.

DISABILITY SERVICES
Harford Community College is committed to serving students who have documented physical, learning, psychological, or other disabilities. Students who have a disability are responsible for contacting Learning Support Services at 410-836-4402 to discuss their needs for accommodations. All information shared with Learning Support Services will be held in confidence.

IMPORTANT DATES
Last day to withdraw is and last day of classes is
<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Class Date</th>
<th>Assignments Due</th>
<th>Topic/Class Activity, Etc.</th>
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<tr>
<td>I</td>
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<td>Overview of course policies &amp; requirements, syllabus, Data Sheet, Getting to know one another, Creative/Critical Thinking, Learning Style Inventory</td>
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<td>Interpersonal Communication (IP) defined IP Principles</td>
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<td>Journal Entry Chapter 1</td>
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<td>Instructional Literacy/Research Project 5:30- 6:50 P.M. Meeting in L114</td>
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<td>Request/Receive Approval for Research Topic</td>
<td>Listening Effectiveness, Stages of Listening, Listening: Culture and Gender</td>
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