

CMST& 210

INTERPERSONAL COMMUNICATION

COURSE SYLLABUS

#0846 Spring Quarter

Instructor: Laura Driscoll Nudelman

E-mail: Best to reach me through your Canvas Inbox, but if Canvas is down, feel free to reach me at lnudelma@bellevuecollege.edu. I check messages frequently Monday-Friday and will return within 24 hours. On the weekends, I will return messages on Sunday mornings.

Phone: 425-564-2358

Office location: R230

Office Hours: online Tuesday 10am-12 pm. Zoom videoconferencing link in the weekly announcement. Also available online or phone by appointment.

Course Information

This is an asynchronous (no specific meeting time) course designed for busy students who initially chose to be in an online class. For this reason, I will only have videoconferencing by Zoom in this class for office hours or scheduled meetings. This way students will be able to complete the course deadlines on their schedule.

Course Outcomes

After completing this class, students should be able to:

- **Describe the principles of communication as applied to interpersonal relationships.**
- **Discuss the relationship between perception, self-concept, and communication.**
- **Explain communication competence and identify their own personal strengths and areas of needed improvement.**
- **Explain the influence of gender and culture on the interpersonal communication process.**

- **Identify the different types of listening styles and assess their effectiveness in specific situations.**
- **Describe the communication climate experienced in a relationship and make recommendations for improvement.**
- **Assess their use of language and nonverbal communication.**
- **Apply a collaborative conflict management approach to a specific situation.**

How Outcomes Will be Met

Course Outcomes will be met through reading the required text and listening to lectures uploaded on the course website. The outcomes are assessed through discussion board postings, quizzes, and the written exercises

Grading

Quizzes

Quiz format consists of a combination of true/false and multiple-choice questions. The quizzes are worth a total of 370 (6 quizzes at 60 points each and an orientation quiz worth 10 points.) **Quizzes will be timed (90 minutes) so be sure to take your assessment at a reliable connection.** A review sheet is linked to each quiz's instructions and in the learning modules.

Discussion Board Participation

Participation in chapter discussions is required for completion of the course and is worth 345 points.

- The Introduction posting is worth 15 points. The Chapter discussions are worth 50 points each and 15 points each are given for two Chapter Feedback and Goal Setting Assignments designed to help students improve their performance.
- Students must **answer one assigned** question and **respond to another student's answer** for a total of 2 required messages for each discussion by the due date on the calendar.
- Postings must address all aspects of the discussion question and consist of a well-developed paragraph that applies content from the text, article, or lecture mentioned in the assignment. One-sentence responses are unacceptable.
- Emphasis should be placed on discussing the concepts and theories discussed in the course content and personal experience should be used as examples to apply course-related material.
- The format for discussion board postings is very specific and could be quite different from previous online classes you have taken.
- **Discussion Board postings must be edited for proper spelling, grammar, and punctuation.**

- **Please consult the Guide to Discussion Board Participation (click here) before you post your first discussion board message.**

Journal

The journal is designed to have students apply the content of the course to their own communication in a series of privately written and submitted exercises. Students will submit their journal exercises three times throughout the quarter. Each journal submission is worth 80 points. Specific journal exercises can be identified by reading the assignment instructions for each submission.

Grading Breakdown

| | |
|------------------------------------|-------------------|
| <i>Orientation Quiz</i> | <i>10</i> |
| <i>Notifications Assignment</i> | <i>10</i> |
| <i>Tell Me More Assignment</i> | <i>15</i> |
| <i>Journal Assignment Feedback</i> | <i>20</i> |
| <i>Quiz #1</i> | <i>60</i> |
| <i>Quiz #2</i> | <i>60</i> |
| <i>Quiz #3</i> | <i>60</i> |
| <i>Quiz #4</i> | <i>60</i> |
| <i>Quiz #5</i> | <i>60</i> |
| <i>Quiz #6</i> | <i>60</i> |
| <i>Journal Submission 1</i> | <i>80</i> |
| <i>Journal Submission 2</i> | <i>80</i> |
| <i>Journal Submission 3</i> | <i>80</i> |
| <i>Discussion Board</i> | <i><u>345</u></i> |
| | <i>1,000</i> |

Final Grades are assigned as following:

930-1000= A; 900-929 = A-

860-899 = B+; 830-859 = B; 800-829= B-

760-799=C+; 730-759=C; 700-729= C-

660-699= D+; 600-659= D

0-599= F

The College Grading Policy is explained in the current Course Catalog and can also be found at this link: [Grading Policy \(Links to an external site.\)](#)

Books and Materials Required

TEXT: Looking Out/Looking In, Adler, Proctor, & Towne, 15th edition. Cengage ISBN: 978-1305645349

Copies are also on reserve in the library under Nudelman, Oleson, or Communication Studies.

Students can find the link to the electronic version of the text by clicking on the IA Course Materials link located on the toolbar located on the left-hand side of your screen.

- Students paid for access to the electronic version when they registered for the class. However, students who prefer to use a printed version may "opt-out" of this program by contacting the bookstore in the first two weeks of class. The bookstore has sent a message to your BC Email explaining how to "opt-out". Students can purchase one from the bookstore or rent/purchase the text online. You can find a clearinghouse of vendors by accessing www.slugbooks.com ([Links to an external site.](#))

Help with Canvas

Students can find help with Canvas by following the link here: [Student Canvas Help \(Links to an external site.\)](#)[Links to an external site.](#)

Classroom Learning Atmosphere

Instructor's Expectations

- **I'm happy to work with you on assignment due dates if you are experiencing difficulty and late work (discussion board postings, quizzes, or Journal Assignments) will be accepted if arrangements are made with me before the due date.** This policy is in place to help students learn the skills that will help them succeed in future classes and the workplace.
- **You can always post discussion board messages or submit the Journal Assignments in advance of the due dates and I encourage you to work ahead so a sudden work deadline or family issue does not create a difficulty for you.**

- If you are experiencing a major illness or know that you will out-of-town for a planned event such as a wedding or military service during a quiz, please let me know and we can work out a schedule to complete your work without penalty.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

[Affirmation of Inclusion \(Links to an external site.\)](https://www.bellevuecollege.edu/inclusion/) (<https://www.bellevuecollege.edu/inclusion/>)

Communication Studies Department Statement of Inclusion

Communication Studies Department faculty at Bellevue College strive to facilitate classroom communities that foster equity and inclusion for all our students. We are committed to respect, empathy, and deep listening as we strive to understand and value difference.

Reasons of Faith and Conscience

The college's policy in this area is as follows: Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950 \(Links to an external site.\)](#))

However, I realize that religious observances sometimes happen at the last minute when families gather to celebrate. I want you to enjoy your holiday and all you need to do is message me on Canvas before the time an assignment is due (even the day of the due date) and request an extension.

(<https://www.bellevuecollege.edu/policies/id2950/>). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures

outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P \(Links to an external site.\)](https://www.bellevuecollege.edu/policies/id-1440p/) (https://www.bellevuecollege.edu/policies/id-1440p/).

Annual Notice Non-Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX Coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity \(Links to an external site.\)](http://www.bellevuecollege.edu/equal/) (http://www.bellevuecollege.edu/equal/)

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX \(Links to an external site.\)](http://www.bellevuecollege.edu/titleix/) (http://www.bellevuecollege.edu/titleix/).

If you have any concerns, you may report to: [Report Concerns \(Links to an external site.\)](https://www.bellevuecollege.edu/reportconcerns/) (https://www.bellevuecollege.edu/reportconcerns/).

Division Statements

[Click Here](#) [download](#) for the Arts and Humanities Division Student Procedures and Expectations Statement

Student Conduct Code and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. An example of disruptive behavior in an online setting is using abusive, namecalling on the discussion board. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at [Student Code \(Links to an external site.\)](#)

I will be using SimCheck originality software in this class as it is important for you to submit your own work. If I see that your work comes from another student or online source, you will receive a 0 on the assignment. The important thing is that I am very willing to work with you if you need an extension on an assignment. Also, I'm here to help if you are confused about the assignment.

This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism \(Links to an external site.\)](#)

This 22-minute video also provides a good overview of how to avoid trouble when using sources: From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE.]

Important Links

See "[Important Links](#)" page online ([Links to an external site.](#)) for more information about the E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.

Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center \(Links to an external site.\)](#) (<http://www.bellevuecollege.edu/drc>).

Final Exam Schedule

There is no final exam in this course. The last Quiz is Quiz 6.

A link to the Fall Quarter Final Exam schedule for your other classes is below.

[Final Exam Schedule \(Links to an external site.\)](#)

Course Calendar

Can be found on Canvas

Additional Information

A note about accessing Canvas from the People's Republic of China: some users have reported that they do not have full access to all Canvas functionality from within the People's Republic of China. This appears to be due to Canvas' parent company, Instructure, not fully committing to Chinese government requirements regarding internet operations within the country. The Chinese government does not inform foreign entities of their policy updates; therefore, Bellevue College cannot anticipate access to Canvas.

If you will be in China during the quarter, you should prepare for intermittent and uncertain access to Canvas.

Source: [Access to Canvas in China \(Links to an external site.\)](https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china/) (https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china/)