

COMM16 – Interpersonal Communication

Instructor: Brandon Gainer
Times: Fully Online Course
Office Hour: Monday/Wednesday, 6:30-7:30 PM (online)

Advisories: ENG 1A/1AH or ESL5; COMM1/1H or 10/10H

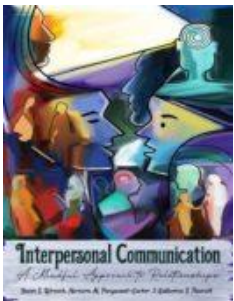
Fulfills De Anza GE Areas D & E
 Fulfills CSU GE Area D: Lifelong Understanding & Self Development



Instructor Contact Info

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 Office: Zoom link posted on Canvas

Course Materials



[Interpersonal Communication: A Mindful Approach to Relationships \(2020 Edition\)](#)

Zero-Cost Textbook accessible by clicking the hyperlinked text above. Available in both HTML and PDF formats.

Course Overview

Welcome to COMM 16! In this course, we'll be exploring a variety of concepts that will help us analyze, understand, and ultimately improve relationships in various contexts: At school, between friends, within families, at the workplace, and even romantic relationships.

It's easy to view this as a class simply about "feelings and relationships", but it's much more than that! Our course is centered around some key objectives: (1) We'll be examining specific theories and the history of Interpersonal Communication; (2) Evaluate how culture and language shape our relationships; (3) Analyze how we develop, assert and redefine our self-concept; (4) Examine the personal, social and ethical implications of online versus face-to-face communication and (5) Develop skills to build and maintain the important relationships in your lives.

I'm excited to teach this class for the quarter, and hope you'll be equally excited to learn and engage the material.

COMM 16 Student Learning Outcomes

By the end of the course, students will be able to:

1. Analyze and assess communication patterns and behaviors in Interpersonal relationships across various contexts (familial, personal and professional).
2. Apply communication theories or concepts to improve communication effectiveness or satisfaction in interpersonal relationships.

Succeeding in an online COMM 16 course

- ✓ Give yourself ample time to complete assignments: Trying to finish at the last minute means I might not be available for questions.
- ✓ Set aside a consistent block of time each week you use to work on your online classes.
- ✓ Don't obsess over being perfect: So much of this class's richness arises from a free-flowing, and sometimes "messy" discussion.
- ✓ Be an active participant online! Posting a comment can often spark ideas or discussion that helps build community.

Course Policies:

Attendance, Participation & Time Commitment

A common question I get is “how much time should this class take”. According to our college’s web page on [credits and load limitations](#) the formula is that each unit of a class equals one hour is with an additional 2 hours of outside preparation for every unit. So for a 5 unit class, that’s 15 hours total (hence why “12 units” is considered “full time”). Now, as an asynchronous class, the time is distributed a bit differently, *but* it doesn’t disappear entirely. The number might be lower if you’re an exceptionally fast reader or are a returning student; It might be higher if you’re working outside of your native language or using assistive technology.

For my part, I’ll make sure that the work you’re doing in this class is intentional and not merely “busy work”. I also acknowledge that you have commitments outside of class and will work towards helping you succeed. Regardless, you *do* need to put in the work. Also: COMM 16 is a high demand course. As such, failing to log in and complete assignments during the first **2** weeks of the session may result in being dropped.

Technology Issues:

I will do my best to quickly resolve issues that I have control over within Canvas (broken links; missing files; etc.). If you are experiencing issues with Canvas beyond this, file a help-desk ticket clicking “**Help**” in Canvas That said, technological discomfort, unfamiliarity, or difficulties will not be accepted as an excuse for late or incomplete work: Start early as your timeline permits to avoid such issues.

Contacting the Instructor: E-mail (directly or through Canvas) is the best way of getting in touch with me. From there, we can set up a live chat if it is a larger issue. Keeping the following in mind will ensure smooth communication. Typically, I respond from emails within 24 hours (excluding the weekends) between 9 AM – 6 PM. If my scheduled office hours don’t work, then just ask: I can sometimes coordinate an alternate time.

Submitting Assignments: All assignments, unless specified otherwise, will be submitted through Canvas by 11:59 PM **PST** on their due date.

- For assignments requiring a file submission, please only use .doc, .docx, .pdf or .rtf format: If I can’t open the assignment, then I can’t grade it.
- Unless I explicitly request it, please do not e-mail me an assignment.

Late Work: There is a 24-hour grace period for assignments submitted after the due date. These assignments generally receive less feedback and may be subject to a deduction of up to 25% from the final score. Quizzes are excluded from this and close on the due date.

Academic Honesty: Instances of academic misconduct will result in disciplinary action, which can include receiving a 0 on the assignment, or a recommendation for dismissal from the course. This includes, but is not limited to: **plagiarism, submitting work from a previous course, submitting work written by an outside party, or misrepresenting facts to receive a changed grade**, etc. Further information on the college’s academic integrity policy can be found here: [De Anza Academic Integrity Policy](#).

Accommodations: If you need accommodations beyond what is already built into the course for reasons related to your health or other circumstances related to the Americans with Disabilities Act, please make sure that said accommodations are on file with Disability Support Services and communicated as early as possible in the quarter. If you are not registered with DSS and need accommodations, then please view the following website for information on eligibility and how to receive support services: [Disability Support Programs & Services](#).

Generative AI Use: Generative AI (e.g. Claude; ChatGPT; Bard; etc.) may be permitted on select assignments with proper attribution. The specific instances will be outlined on Canvas during the course. Generally though, please refrain from using it to generate *entire* works (entire discussion posts): We want to read and engage with *your* ideas, particular in a class about interpersonal communication. When in doubt about these parameters, simply *ask!* Remember: GenAI can produce content that is false or copyrighted: Ultimately, you bear the responsibility for any inaccurate, unethical, or offensive information produced by these tools.

Assignments

Guidelines and rubrics for each assignment will be posted on Canvas. Below is a general description of each assignment area that you'll be assessed on throughout the term.

Communication Projects [35%]: These comprise the biggest part of your grade in the course. These are multi-part assessments that ask you to connect multiple concepts that you've learned across the weeks. The major focus will be examining, evaluating, and improving significant relationships in your life.

Applied Communication Exercises [30%]: Most weeks will have an exercise that asks you to apply a specific concept that we've covered. Some of these will be reflective in nature, while others will ask you to do an observation of a person or an interview designed to help you improve your communication. While these are graded by rubric, I'm primarily looking at these for **completion** so as long as you've put made a clear attempt to address the criteria, then you'll get the full credit. T

Online Discussions [20%]: Discussions are based on the reading or other content within Canvas. Most of these will require a response to a classmate (due on Saturday). In some cases, the responses are optional and I've structured it as a discussion so we can see everyone's thoughts. These are primarily graded on **completion** and **coherence**. Your two lowest scores in this category will be dropped.

Quizzes [15%]: Quizzes in the course are based on the chapter reading. While these are timed, you are allowed multiple attempts with your highest score kept. Your **two** lowest scores in this category will be dropped (including 0's, but excluding the syllabus quiz).

Interpersonal Insights: These are optional discussions & activities provided most weeks which provide additional opportunities to engage material. For every **2** of these satisfactorily complete, I will forgive one missed assignment from the "Applied Communication Exercises" category (up to a maximum of 2).

Grading Scale

A+ [100%]	A [99.9%-93%]	A- [92.9%-90%]	B+[89.9%-87%]	B [86.9%-84%]
B-[83.9%-80%]	C+[79.9%-77%]	C[76.9%-70%]	D+ [69.9%-67%]	D[66%-60%]
F [59% and below]				

Extra Credit: Extra credit is not offered in this course: Aside from the projects, each category has a certain number of scores dropped or a means to forgive missed assignments. These concessions far exceed any amount of extra credit I could offer. As such, I will not agree to any requests for extra credit, nor will I honor any asks to "bump" a grade at the end of the term. Additionally, repeated requests to bump a grade throughout, or at the end of the term will be considered a violation of the De Anza Code of Conduct (Board Policy 5510) and treated as such.

Tentative Course Calendar

Any changes to the calendar will be announced on Canvas. Most assignments are due either on a Wednesday (11:59 PM) or Saturday (11:59 PM), so plan your week accordingly.

UNIT I: Introduction to Interpersonal Communication
<p>Week 1 (9/23 – 9/28) – Interpersonal Communication – An Overview (Chapters 1 & 2)</p> <p>DUE 9/25: Discussion #1 (Initial Post); Orientation Activities (Student Info Sheet; Syllabus Quiz; Icebreaker) DUE 9/28: Quiz #1; Exercise #1; Discussion #1 Responses NOTE: Failing to complete the assignments due on 9/25 will result in being dropped from the course.</p>
<p>Week 2 (9/30 – 10/5) – Communicating Across Multiple Contexts (Chapter 12 & 13)</p> <p>DUE 10/2: Discussion #2 (Initial Post) DUE 10/5: Exercise #2; Quiz #2; Discussion #2 Responses</p>
UNIT II: Interpersonal Communication & The Self
<p>Week 3 – (10/7 - 10/12) Communication, The Self, & Identity (Chapter 3)</p> <p>DUE 10/9: Sign-Up: Interpersonal Skills Development Project DUE 10/12: Communication Climates Essay (Part 1); Discussion #3; Exercise #3; Quiz #3</p>
<p>Week 4 – (10/14 – 10/19) The Effect of Perception (Chapter Ch.2: p.48-52; Ch.7: p.243-248)</p> <p>DUE 10/16: Discussion #4 (Initial Post) DUE 10/19: Discussion #4 (Responses); Exercise #4;</p>
<p>Week 5 – (10/21 – 10/26) – Cultural & Environmental Impacts on Communication (Chapter 6)</p> <p>DUE 10/23: Discussion #5 (Initial Post) DUE 10/26: Discussion #5 (Responses) Exercise #5; Quiz #4</p>
UNIT III: Communicative Actions & Their Impact
<p>Week 6 (10/28 – 11/2) Listening (Chapter 7)</p> <p>DUE 11/2: Interpersonal Skills Development Project; Exercise #6; Quiz #5</p>
<p>Week 7 – (11/4 – 11/9) Verbal & Nonverbal Communication (Chapters 4 & 5)</p> <p>DUE 11/6: Discussion #6 (Initial Post); Advice Columnist – Part 1 DUE 11/9: Discussion Responses; Exercise #7; Quiz #6</p>
UNIT IV: Maintaining and Improving Interpersonal Relationships
<p>Week 8 (11/11 – 11/16) Building & Maintaining Relationships (Chapter 8)</p> <p>DUE 11/16: Advice Columnist Part 2; Exercise #8; Quiz #7</p>
<p>Week 9 (11/18 – 11/23) Intimacy in Close Relationships (Chapter 8: p. 271-277; Chapters 10 & 11)</p> <p>DUE 11/20: Discussion #7 (Initial Post) DUE 11/23: Discussion #7 (Responses) Exercise #9; Quiz #8; Week 9 Check-In</p>

Week 10 (11/25 – 11/30 – Conflict & Interpersonal Relationships (Chapter 9))

DUE 11/27: Discussion #8 (Initial Post)

DUE 11/30: Discussion #8 (Responses); Exercise #10; Quiz #9

Week 11 (12/2 – 12/7) – The Dark Side of Interpersonal Communication (Chapter 14)

DUE 12/4: Discussion #9 (Initial Post)

DUE 12/7: Discussion #9 (Responses); Exercise #11; Quiz #10

Week 12 Finals Week

DUE 12/11: Communication Climate Essay (Part 2)