

De Anza College; Fall 2024  
COMM-16.01Y: Interpersonal Communication  
Room L48: Mondays & Wednesdays 9:30a-11:20a  
Online via Canvas: Fridays 12:30p-1:20p

**Instructor:**

Nick Chivers  
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**Office Hours – F31B & Zoom:**

Tues 12:30p-2:20p & Friday 9:30a-11:20a *and by appointment.*

**A note about contacting me:** *Please do it!* You may email me at literally any time, and I will get back to you as soon as I can (within 24 hours Mon-Fri, within 48 hours Fri-Sun). I am available via e-mail or via Zoom during office hours to help you work through course material and assignments in any way I can. Please don't hesitate to ask any questions. ***Don't wait until the last minute!*** Check in with me early and often and I will assist you with the process. I never said it would be easy, but we can do it together.

**Course Description**

*De Anza College Course Schedule:* Study of interpersonal communication principles with an emphasis on developing the self-concept through listening, verbal and nonverbal communication, language, and cultural knowledge as a means of maintaining effective relationships in an increasingly diverse and interconnected global society.

*Your Instructor:* It is part of the human condition to be social creatures. Yet the complexities and implications of those social interactions go largely uninterrogated in our society and culture. This course aims to investigate the complexities of interpersonal communication in myriad contexts in a wide variety of nuanced relationships. We will explore the best practices for navigating complex social structures to achieve the best outcomes, as well as the theoretical implications our social interactions have on cocreating our identities, our relationships, and our social worlds.

**Class Meetings**

This course will be a 80/20 Hybrid Course. For our purposes, that means we will meet on campus for a total of four hours per week, and at least 1 hour per week of coursework will be completed online via Canvas. We will all do our best to be flexible and empathetic as we navigate moving back into traditional education systems. We will have grace, flexibility, and empathy, but make no mistake: **you must show up to class – in both online and face-face formats – to be successful.** You gotta show up if you wanna get it done. Please see the De Anza webpage [Your Guide to the Quarter](https://www.deanza.edu/quarter-guide/) (https://www.deanza.edu/quarter-guide/) for more information.

**Student Learning Outcomes for Interpersonal Communication**

After completion of Comm-16, 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 and concepts to improve communication effectiveness and relational satisfaction in interpersonal relationships.

**Course Objectives for Interpersonal Communication**

To achieve these Student Learning Outcomes, COMM-16 students will:

1. Examine specific theoretical perspectives, the historical development, the definition of and principles of interpersonal communication.
2. Evaluate how culture and language influence all interpersonal relationships.
3. Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in interpersonal relations.
4. Recognize the personal, social, and ethical implications of online and face-to-face communicative interactions.
5. Develop skills necessary for building and maintaining relationships appropriate to various interpersonal contexts.

## Required Text/Materials

- Wood, J. (2020). *Interpersonal Communication: Everyday Encounters* (9<sup>th</sup> ed.). Boston, MA: Cengage. ISBN: 978-0357032947
- Wrench, J. S., Punyanunt-Carter, N. M., Thweatt, K. S. (2020). *Interpersonal Communication: A Mindful Approach to Relationships*. Retrieved from <https://textbooks.opensuny.org/interpersonal-communication-a-mindful-approach-to-relationships/>. License: Attribution-NonCommercial-ShareAlike CC BY-NC-SA
  - Wrench, Punyanunt-Carter, & Thweatt is a free, open access textbook. It will be linked in our Canvas course, no purchase necessary.
- As a hybrid online course, this course requires reliable and regular access to technology, including but not limited to reliable internet access, a device capable of accessing our learning management system, Canvas, and audio & video recording capabilities.

## Course Requirements

<i>Assignment</i>	<i>Points Possible</i>	<i>Your Total</i>
Self-Disclosure & Relationship Building Conversation	40	_____
Reflection Papers (4 @ 25 points)	100	_____
Online Chapter Quizzes (6 @ 20 points)	120	_____
Midterm Exercise	60	_____
Dear De Anza Letters Project	70	_____
Final Media Analysis Paper	75	_____
Class Engagement	25	_____
<b>Total</b>	<b>500</b>	_____

## Final Grading Scale

<i>Letter Grade</i>	<i>Percentage of Total Points</i>	<i>Total Point Range</i>
A	93-100	465-500
A-	90-92	450-464
B+	87-89	435-449
B	83-86	415-434
B-	80-82	400-414
C+	77-79	385-399
C	72-76	360-384
D+	67-71	335-359
D	63-66	315-334
D-	60-62	300-314
F	0-59	0-299

## Grading vs. Feedback

Tl;dr: you're gonna get points, but your points won't help you be successful in class. Before points, you'll get comments and feedback, and if you have questions about them you should talk to me.

In this class, we will prioritize narrative feedback over quantitative scoring. The longer explanation of the philosophy will be described on Canvas, but you should know that the evaluation of your execution of the above assignments will be quantified with grade points as described above, and your final grade will be calculated by the total number of grade points scored, as described above. *However*, during the course, as each assignment is submitted and evaluated, you will be given narrative feedback through rubrics and comments on Canvas – *without revealing* the associated quantitative points – to inform you on areas of strength and opportunities to help guide your progress through the outcomes and towards the objectives of the course. Your quantitative points will be recorded and revealed to you some time after the narrative evaluations have been completed, but we will prioritize the narrative feedback over the quantitative scoring. Look for them. Read them. Talk to me.

## Brief Descriptions of Assignments & Speeches

(More detailed assignment sheets to be given as the due dates approach)

## **Identity Self-Disclosure & Conversation**

You will be required to do a brief show-and-tell type presentation to the class in order to get to know each other well. This assignment is about the nature of self-disclosure in terms of identity construction and community building.

## **Reflection Papers**

Periodically, you will be required to do a short (2-3 pages) written assignment to reflect on a number of key concepts regarding interpersonal communication and apply them to your *own life and lived experience*.

## **Online Chapter Quizzes**

Throughout the quarter you will be required to complete several short quizzes that will test your knowledge of course content, including information from both required readings and in-class lessons.

## **Mid-Term Exam**

Near the halfway mark of the quarter, you will be required to do a short exercise to test your knowledge of key concepts from the first half of the course.

## **Final Media Analysis Paper**

For this paper, you will be required to engage with a mediated representation of an interpersonal relationship and use tools from the course to analyze the nature of the relationships – its formation, structure, dynamics, climate, conflicts, resolutions, and more!

## **Dear De Anza Letters Project**

For this quarter long project, we will be helping each other through our interpersonal struggles in the “Dear Abby” newspaper column format. Students will write anonymous letters to “Dear De Anza” chronicling a current interpersonal issue they are facing, and other students will give them advice utilizing specific course concepts.

## **Course Engagement**

In a communication course, the classroom time and space are incredibly important, perhaps sacred. Developing a community – that is, fostering connections with each other through the thoughtful consideration and application of course concepts to our lives and shared experiences – within the classroom is crucial to our success, and *Course Engagement* is an evaluation of your *contribution to the community* we are creating. There will be several miscellaneous opportunities to demonstrate course and community engagement throughout the term, including but not limited to low-prompt module discussion boards, post-presentation conversation and discussion, ice-breaker participation, in-class activity participation receipts, Canvas content page “hidden gems” or community Wikis, etc. Most of these engagements will be “credit/no-credit” evaluation and must be present in-time to complete. Also, see the “class etiquette” section of Course Policies for more information.

## **Course Policies**

### **Attendance & Coursework**

This class is going to be a blend of synchronous classroom meetings and online coursework. Attendance for the synchronous meetings will be mandatory in so much as all things in college are mandatory; you will be expected to know and apply the content covered in class discussions. The expectation regarding attendance and coursework – both face-to-face and online – will be measured with rhythmic regularity. I will expect every student to check in on Canvas no less than twice each week. There will always be flexibility if there is communication, so if you know you are going to be irregular with your course engagements, let me know! Missing the equivalent of 10 consecutive calendar days in class and on Canvas without notifying the instructor will be interpreted as abandoning the course and grounds for removal from the roster.

### **Assignment Submissions**

All assignments will be submitted via Canvas; i will not accept assignments via email unless cleared with me *in advance*. I will evaluate submissions with variable urgency depending on the assignment (for example, a “rough draft” assignment will be evaluated with maximum haste for you to successfully complete a final draft, but a “reflection paper” may take longer since no subsequent assignment is relying upon that feedback), with an approximate maximum of 10-14 days after initial due date. Assignments will be accepted late with no penalty

up until I have completed assessing that assignment and distributed feedback and evaluations, or the very end of the quarter, whichever comes first. Once assignments have been closed for submission, they will not be reopened for any reason.

### **Class Etiquette**

This class is based on active engagement with the subject matter; therefore, full class attendance, punctuality, and focus on course material are essential. I feel that class time is sacred. **Having enrolled in this class, you are making a commitment to yourself, your instructor, and your peers.** We will learn much from each other, so long as we are all present and contributing to the learning environment. **Show up and support each other, and we'll grow together.** The Communication Studies Department expects all members of the class (teachers and students) to treat each other with respect in their communication practices. This includes: 1) coming to class on time ready to participate; 2) listening to others actively and dialogically; 3) staying focused on the material of the class; 4) not disrupting class; and 5) *engaging in genuine dialogue, even amidst differences of opinion.*

*Keys to Class Etiquette:* it is part of the course curriculum to learn the practices of effective interpersonal interaction, and we will practice these skills during class discussions. But here are a couple of basic rules:

- *You cannot not communicate: everything you do in class contributes positively or negatively to the class culture.*
- *Listen first and listen to understand; we are all here for new ideas, so let's embrace them.*
- *Contribute bravely but own our perspectives and our questions (the devil needs no advocates).*

### **Plagiarism & Academic Integrity**

The Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. The entire campus affirms the importance of academic integrity, fosters a "love of learning," and holds each person responsible for defining and supporting academic integrity standards. In all phases of teaching and learning, the responsibility for fostering and maintaining campus-wide academic integrity must be shared by all.

If you were to ever consider breaking this code of academic integrity ... don't. If you are unclear about plagiarism, please see me. Plagiarism occurs when a student misrepresents the work of another as their own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as their own. Any assignment found to be plagiarized **will be given an "F" grade (zero points)**. All instances of plagiarism in the Communication Studies Department will be reported to the Division Dean and may be reported to the Vice President of Student Services for further action.

### **For Your Information & Consideration**

*\*\*most of De Anza's student services are working to assist you remotely. Nobody has ever succeeded in life or in college on their own, especially during times like these. You will have to ask for help, the trick is to know when and who to ask:*

### **Disabilities and Accommodations**

College is supposed to be hard – if it was easy everyone would do it – however a disability should not be the barrier that makes college impossible. Students with disabilities who need reasonable accommodations are encouraged to contact the Disability Support Programs and Services. The mission of the Disability Support Programs and Services (DSPS) Division is to ensure access to the college's curriculum, facilities, and programs, and to promote student success in realizing individual goals. Please visit Disability Support Programs & Services Division at RSS 141, or at the [DSPS Website](http://www.deanza.edu/dsps) (<http://www.deanza.edu/dsps>)

### **Student Success Center**

One potential challenge in college is the increased expectations of academic skills; everything comes up a notch. Need a hand? Student Success Center peer tutors can relate and are ready to help! Go to the [SSC homepage](https://www.deanza.edu/studentsuccess/) (<https://www.deanza.edu/studentsuccess/>) and click on the yellow links for schedules and Zoom links. The SSC is ready to offer: **Individual Weekly or Drop-in Tutoring:** Come with assignments or questions, or just

drop by to see how tutoring works. **Workshops, group tutoring and group study:** Most people learn better with others...give it a try! **Support for online learning:** Speak with a friendly peer tutor or SSC staff member about motivation and organization strategies for online classes. We get it and are going through the same things, so let's support each other! **After-hours or weekend tutoring:** See the [Online Tutoring](https://www.deanza.edu/studentsuccess/onlinetutoring/) (<https://www.deanza.edu/studentsuccess/onlinetutoring/>) page for information about **NetTutor** or **Smarthinking**.

### Stress and Mental Health

Balancing the rigors of academia with the ever evolving and complex social world students find themselves in can be challenging and potentially dangerous. If you feel you are having particular difficulty meeting all of the demands of your new lifestyle, perceived or real, do not fret! You are not alone. From time to time, problems of everyday living can be resolved through talking with friends, family, or someone whom we trust to help us. However, there are times when seeking help outside of one's familiar environment might be more helpful. Psychological Services is here to meet such needs. For more information, visit Psychological Services at RSS 127, or the [Psych Services website](https://www.deanza.edu/psychologicalservices/) (<https://www.deanza.edu/psychologicalservices/>)

### Student disclosures of sexual violence

De Anza College is committed to fostering a campus free of sexual and gender-based violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a De Anza College student, the course instructor is required to notify the Vice President of Student Services. To disclose any such violence confidentially, contact: **Campus Police** 408.924.8000; **Health Services** 408.864.8732; **Psychological Services** 408.864.8732; or **Dean of Student Development** 408.864.8828.

### LGBTQ+ Students

To maximize your success as a college student, it is crucial for all students to build upon strong foundations both in and out of the classroom. However, despite much recent legal, political, and social change, being of a minority gender or sexual identity can potentially create instability in these crucial foundations. If you are an LGBTQ+ student struggling with identity or finding community, please see the Pride Center in Library 158 or visit the [Pride Center Website](https://www.deanza.edu/pride/) (<https://www.deanza.edu/pride/>)

### Undocumented Students

Applying, transferring, registering, and paying for college can be a complex maze of forms and deadlines for any student, and this complexity is compounded for students with undocumented residency. Undocumented students have extra layers of regulatory complexity to navigate, in addition to the fear and uncertainty surrounding legal citizenship status. However, De Anza College, its staff and faculty, are steadfast in their commitment to supporting our undocumented students in our communities. If you are an undocumented student and seek knowledgeable, honest, and trustworthy assistance with financial aid programs such as AB540 and the California DREAM Act or have any other concerns about your citizenship or academic pathways, please reach out to HEFAS at the [HEFAS website](https://www.deanza.edu/hefas/) (<https://www.deanza.edu/hefas/>) for more information.

### The Food Pantry

Living in the Bay Area & Silicon Valley is financially challenging, to put it lightly, and to try to attend school on top of that can be logistically impossible. It takes a certain level of financial stability to make it happen, which is a luxury we don't all have. Also, college is hard enough as it is, and it is even harder if you are truly hungry. If you qualify for EFAP, De Anza College has an on-campus food pantry available to you to help ease the financial burden and the health burden to maximize your success in your collegiate journey. See the [Food Pantry website](https://www.deanza.edu/outreach/food_pantry.html) ([https://www.deanza.edu/outreach/food\\_pantry.html](https://www.deanza.edu/outreach/food_pantry.html)) for more information.

## Course Calendar

\*Subject to (and in all honestly, *likely to*) change at any time by the instructor. Changes will be communicated in class, online, and in writing. Please make sure you are checking your De Anza e-mails as well as Canvas for any communications.

\*\*All readings should be *done before* class on the calendar date noted.

### COMM-16.01: Spring 2024

Week	Date	Class Activity/Subject	Reading Due	Assignments
1	9/23 – 9/28	<p><b>Orientation &amp; Welcome!</b></p> <ul style="list-style-type: none"> <li>Syllabus, Course Policies, and Icebreaker Introductions</li> <li>Definitions &amp; Models</li> </ul> <p><b>Laying the Foundation</b></p> <ul style="list-style-type: none"> <li>Models and Components of Communication</li> </ul>	<b>Ch. 1</b>	<ol style="list-style-type: none"> <li>Student Survey</li> <li>Video Introductions</li> </ol>
2	9/30 – 10/5	<p><b>Interpersonal Communication Basics</b></p> <ul style="list-style-type: none"> <li>Symbolic Language</li> <li>Perception</li> <li>Episodes</li> </ul>	<p><b>Ch. 3</b></p> <p><b>Pearce: Episodes &amp; Patterns of Communication (Canvas)</b></p>	<ol style="list-style-type: none"> <li>Quiz #1</li> </ol>
3	10/7 – 10/12	<p><b>Communication and Identity</b></p> <ul style="list-style-type: none"> <li>Social Construction &amp; the Self, Intersectionality, Performance</li> <li>Perception, Stereotypes, &amp; The Social Construction of Identity</li> </ul> <p><b>What is Power and What is Its Relationship to Communication?</b></p> <ul style="list-style-type: none"> <li>Power &amp; Privilege</li> <li>Positionality, Communication, &amp; Perception</li> </ul>	<p><b>Ch. 2</b></p> <p><b>Yep, McIntosh, &amp; Crosley-Corcoran (Canvas)</b></p>	<ol style="list-style-type: none"> <li>Reflection Paper #1: Social Media &amp; Identity Construction</li> </ol>
4	10/14 – 10/19	<p><b>Mindful Listening</b></p> <ul style="list-style-type: none"> <li>Listening as a Process</li> <li>Overcoming Listening Barriers</li> <li>Listening as a Stance</li> </ul> <p><b>SELF-DISCLOSURE: ARTIFACT &amp; IDENTITY CONVERSATION</b></p>	<b>Ch. 6</b>	<ol style="list-style-type: none"> <li>Quiz #2</li> <li><b>Identity Self Disclosure &amp; Conversation (In-Class)</b></li> <li>Reflection Paper #2: Interpersonal Power</li> </ol>
5	10/21 – 10/26	<p><b>SELF-DISCLOSURE: ARTIFACT &amp; IDENTITY CONVERSATION</b></p>	<b>Ch. 4</b>	<ol style="list-style-type: none"> <li><b>Dear De Anza Post</b></li> <li>Reflection Paper #3: Self Disclosure</li> </ol>

<i>Week</i>	<i>Date</i>	<i>Class Activity/Subject</i>	<i>Reading Due</i>	<i>Assignments</i>
6	10/28 – 11/2	<b>Verbal Communication</b> <ul style="list-style-type: none"> <li>• Language as a Double-Edged Sword</li> <li>• Words Have History</li> <li>• Language Constructs Cultural Value &amp; Power</li> </ul> <b>Nonverbal Communication</b> <ul style="list-style-type: none"> <li>• Nonverbal Communication</li> <li>• Nonverbal Codes &amp; Power</li> </ul>	<b>Ch. 5</b>	1. Quiz #3 2. <b>Dear De Anza Advice #1</b>
7	11/4 – 11/8	<p style="text-align: center;"><i>(ONE DAY OPEN FOR FLEX)</i></p> <b>Communicating Emotions</b> <ul style="list-style-type: none"> <li>• Emotions as a Social Construct</li> <li>• Emotional Vocabulary</li> <li>• Emotional Intelligence</li> </ul>	<b>Ch. 7</b>	<b>MIDTERM EXERCISE, PT 1</b>  <b>MIDTERM EXERCISE, PT 2</b>
8	11/12 – 11/16 <b>VETERAN'S DAY HOLIDAY - MON 11/11: CAMPUS CLOSED, CLASSES CANCELED</b>  <b>FRIDAY, NOV. 15<sup>TH</sup>: LAST DAY TO DROP WITH A "W" GRADE</b>	<b>Midterm Review</b>  <b>Relational Dialectic Theory</b> <ul style="list-style-type: none"> <li>• Investment, Trust, &amp; Caution</li> </ul>	<b>Ch. 8</b> <b>Ch. 9</b>	1. Reflection Paper #4: (conflict emotional intelligence?)
9	11/18 – 11/23	<b>Managing Conflict in Relationships</b> <ul style="list-style-type: none"> <li>• Understanding Conflict</li> <li>• Navigating Conflict</li> </ul>	<b>Wrench, Punyanunt-Carter, &amp; Thweatt, Ch. 14</b>	1. Quiz #4
10	11/25 – 11/27 <b>THANKSGIVING HOLIDAY – THURS. 11/28 – SUN. 12/1: CAMPUS CLOSED, CLASSES CANCELED</b>	<b>The Dark Side of Interpersonal Relationships</b> <ul style="list-style-type: none"> <li>• Power Revisited</li> <li>• Red Flags</li> <li>• Psychological Harm &amp; Gaslighting</li> <li>• Physical Harm &amp; the Cycle of Abuse</li> </ul>	<b>Ch. 10, Ch. 12</b>	

<i>Week</i>	<i>Date</i>	<i>Class Activity/Subject</i>	<i>Reading Due</i>	<i>Assignments</i>
11	12/2 – 12/6	<b>Module #10: How Does Communication Effect Families?</b> <i>Friendships in Our Lives</i> <ul style="list-style-type: none"> <li>• The Nature &amp; Stages of Friendships</li> <li>• <i>Communication in Families</i></li> <li>• Different Family Structures</li> <li>• Chosen Families</li> </ul> <b>Elements of Family Communication</b> <b>Committed Romantic Relationships</b> <ul style="list-style-type: none"> <li>• The four “C” of relationships, the Monolith of Monogamy</li> </ul>	<b>Ch. 11</b>	1. Quiz #5 2. <b>Dear De Anza Advice #2</b>
12	<b>Finals Week</b> <b>12/9 – 12/12</b>  <b>Final Meeting:</b> <b>Monday, 12/9,</b> <b>9:15a-11:15a</b>	<i>Course Reflection Activity</i>		1. Quiz #6 2. <b>Final Media Analysis Paper</b>
	<b>Quarter is OVER</b> <b>Thursday,</b> <b>Dec. 12,</b> <b>11:59p.</b>	<i>Work on the Final Media Analysis Paper</i>		