



COMM-C1004: INTERPERSONAL COMMUNICATION

Also listed as: COMM-C1004H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

COMM - Communication Studies

Course Number

C1004

Course Title

Interpersonal Communication

Short Title

Interpersonal Comm

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

COMM-C1004H

C-ID (Admin Only)

C-ID COMM 130

CB 00

CCC000554299

Course Title

Interpersonal Communication - Honors

Approved Cal-GETC Area

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID COMM 130

Catalog Description

This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations.

Codes

TOP Code (CB 03)

1506.00 - Speech Communication

**CIP Code**

09.0101 - Speech Communication and Rhetoric.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Communication Studies (Speech Communication) (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS D2 - Communication & Analytical Thinking

Learning Objectives**Learning Objectives**

Learning Objective
1. Evaluate and apply research methods and theories of interpersonal communication.
2. Analyze the ways that communication can create, develop and shape perceptions of personal and social identities including variables such as but not limited to culture, gender, ethnicity, race, age, and orientation.
3. Evaluate the influences of culture, gender, ethnicity, race, age, accessibility, and orientation on the development, maintenance, and dissolution of interpersonal relationships.
4. Critically assess and utilize ethical communication practices within interpersonal relationships as part of interpersonal communication competency.
5. Critically assess sources of conflict in interpersonal relationships and implement appropriate conflict management strategies.

Honors Objectives

1. Students will examine and evaluate empirical Communication research to reach conclusions on particular issues relevant to the study of Interpersonal Communication.
2. Students will synthesize research from multiple sources into an original argument or perspective.
3. Students will develop independent research and presentation skills.
4. Students will apply course content in an effort to develop skills for assessing at least one current major issue in the field of Interpersonal Communication.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will appraise strategies (verbal and nonverbal) for competently managing relationships in a variety of social contexts.
2. Students will examine the impact that others have had on their self-concept resulting in specific communication choices.
3. Students will apply perception checking as a tool for developing empathy.
4. Students will assess the difference between mindful and mindless listening.
5. Students will demonstrate mastery of oral communication skills through live class presentations.
6. Students will analyze relationship stages to identify opportunities for improving communication in relationships.

Content

Course Lecture Content

1. Foundational theories, models, and research in interpersonal communication.
2. Influences on identity development, and the impact of culture, race, ethnicity, gender, orientation, etc. on interpersonal communication.
3. The role of perception in interpersonal communication; including theories such as Attribution Theory and Uncertainty Reduction Theory.
4. Symbolic and linguistic attributes with respect to language in interpersonal communication.
5. The role of emotions in communicating effectively; may include physiological, cognitive, and neurological theories.
6. Nonverbal communication; may include principles and theories such as Expectancy Violation Theory.
7. Listening; processes, styles, types, challenges, and responses.
8. Interpersonal climate (social tone of relationships) such as confirming/disconfirming messages, self-disclosure, and relational trust.
9. Ethics in interpersonal communication; may include concepts such as navigating power, influence, bias, stereotyping, bullying, and the dark side of communication.
10. Interpersonal conflict theories; may include Face-Negotiation Theory and Accommodation Theory.
11. Development, maintenance, and dissolution of various types of relationships; may include Social Penetration Theory, Attachment Theory, and Knapp's Relational Model.

CCN Expanded Lecture Content

1. The nature of interpersonal communication
 - a. Physical needs
 - b. Identity needs
 - c. Social needs
 - d. Practical needs
 - e. The communication process
 - f. Models of communication
 - g. Communication principles
2. Communication Competence
 - a. Principles of communication competence
 - b. Characteristics of competent communication
 - c. Social media and interpersonal communication
 - d. Social media and relational quality
3. Culture and Communication
 - a. Race and ethnicity
 - b. Gender identity/sexual orientation
 - c. Age/generations
 - d. (Dis)abilities
 - e. Socioeconomic status
 - f. Culture and co-culture
 - g. Equity, culture, and the influence of preexisting communicative beliefs
 - h. Interpersonal and intercultural differences as generalizations
4. Communication and the Self-concept
 - a. Development of the self-concept
 - b. Presenting self
 - c. Impression management
 - d. Models of self-disclosure
 - e. Benefits and risks of self-disclosure
5. Perception
 - a. Influences on perception
 - b. Common tendencies in perception
 - c. The role of preexisting beliefs, stereotyping, and biases
 - d. Perception checking
 - e. Empathy

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6. Language
 - a. Impact of language
 - b. Gender and language
 - c. Social media
 - d. Sexism, racism, and inclusion
 7. Nonverbal Communication
 - a. Characteristics of nonverbal communication
 - b. Functions of nonverbal communication
 - c. Types of nonverbal communication
 8. Listening
 - a. Types of Listening
 - b. Challenges of listening
 - c. Barriers to listening
 - d. Techniques for becoming a better listener
 9. Emotions
 - a. Defining emotions
 - b. Types of emotions
 - c. Emotional intelligence
 - d. Influences on emotions
 - e. Emotional expression
 - f. Managing emotions
 10. Interpersonal Relationships
 - a. Relationships
 - b. Social Exchange Theory
 - c. Models of relational development
 - d. Maintaining and supporting relationships
 - e. Dialectical tensions
 11. Communication in Close Relationships
 - a. Types of friendships
 - b. Family dynamics
 - c. Gender and communication
 - d. Social media
 - e. Effective communication
 12. Conflict
 - a. Defining conflict
 - b. Conflict styles
 - c. Relational systems
 - d. Gender and inclusion
 - e. Culture
 - f. Race
 - g. Equity
 13. Dark Side of Communication
 - a. Empty apologies
 - b. Hurtful messages
 - c. Secret testing
 - d. Emotional Infidelity
 - e. Aggression, bullying, deception

Honors Content

The regular section of interpersonal communication covers a broad range of topics while the honors section includes these topics in more depth. The honors section requires students to show effective use of essential, foundational material in interpersonal communication and demonstrate the ability to synthesize these interpersonal communication concepts in greater depth than the regular section. Other topics/subject matter above and beyond what is contained in the regular section may be addressed. These topics may include:

- Intercultural dynamics affecting relationships.
- Family communication, including effective ways to instill healthy self-esteem in children without enabling them.
- Conflict resolution in the home or workplace.
- Career communication, and equity, including effective interview strategies.
- Gender communication differences in relationships.
- Effects of mass media on self-image.

Methods of Instruction

Method

Discussion

Integration

Discussions (student-to-student as a class or in small groups) will, with supporting visual materials (overhead slides or multimedia), introduce concepts and communication skills throughout the course (e.g., communication & relationship theories; perceptual, cultural, gender, and social variables; language and nonverbal communication, communication choices and competence; self-concept and relationship development; and climate and conflict management). Such discussions will encourage students to exchange ideas, findings and comprehension of course objectives in a learning environment where students feel safe and respected expressing differing views. Instructions to discussion boards will meet accessibility requirements. All communication will use Course Management System (CMS).

DE Adaptations for MOI

Online discussions will be facilitated through the CMS or video conferencing software. The discussions will ask students to engage with accessible course content and participate in asynchronous discussions. Discussions (student-to-student) will utilize a variety of Discussion Boards to collaborate with topics and applications as these apply to their everyday lives. Instructions to discussion boards will meet accessibility requirements. All communication will use Course Management System (CMS).

Method

Group Projects

Integration

Group projects will be used for group application of skills delivered by group presentations. Group projects will provide students with opportunities to utilize course concepts and objectives such as culture, listening, language (verbal and nonverbal), and conflict management in real-world interactions. Eg. Students would read "How to be an Antiracist" by Ibrim X. Kendi and then divide into groups and develop presentations based on the topicality of the various chapters. Instructions to group projects will meet accessibility requirements.

DE Adaptations for MOI

Group projects can be adapted using built-in features of a course management system (CMS). For example, group projects can be facilitated via threaded discussions. Collaborations can be promoted by creating groups within the CMS and assigning them a topic to research jointly where the students will use their group page within the CMS to communicate, post findings, share notes, discuss their thoughts, and jointly edit any required documents. Instructions to group projects will meet accessibility requirements. Each student will belong to a group and the presentation will be recorded and posted online within the course management system (CMS).

Method

Activity

Integration

Class activities may be used to analyze the issues surrounding cultural differences in interpersonal communication(eg., LGBTQ + and various relationships). These activities provide students the opportunity to survey, discuss, and respond to the impact of culture and communication differences within contexts of family, workplace, schools, etc. Class activities promote discussion for a deeper understanding of topics and opportunities for collaboration while centering student voices. For example, group activities such as perception-taking can develop concepts such as empathy, ethics, language, and critical thinking that pertain to interpersonal communication concepts. Or involve students in playing the game Ecotonos in which students portray the characteristics of various cultures. Instructions to activities will meet accessibility requirements.

DE Adaptations for MOI

Class activities can be adapted using built-in features of a course management system (CMS). For example, class activities can be facilitated via threaded discussions. Collaborations can be promoted by creating groups within the CMS and assigning them a topic to research jointly where the students will use their group page within the CMS to communicate, post findings, share notes, discuss their thoughts, and jointly edit any required documents. The instructor may use threaded discussions as a method of instruction. For example, the instructor may participate in the activity through examples or interaction with students. Instructions for class activities will meet accessibility requirements.

Method

Lecture

Integration

Provide lectures articulating the methods and benefits of verbal and nonverbal skills as related to oral presentations. Lectures will through the use of the Socratic Method, disseminate and simultaneously demonstrate effective methodologies for communicating interpersonally. Lectures may be oral, video (with captions), or in text format. All materials will meet accessibility requirements. Lectures will be recorded using approved captioning.

DE Adaptations for MOI

Online lectures will consist of accessible instructor-prepared materials including captioned lecture videos, text-based lectures, adapted slide presentations, and links to web pages, delivered through CMS, which deal with interpersonal communication and relationship concepts.

Method

Homework

Integration

Homework may be used by the students to practice the content and determine the extent of their understanding of communication concepts and course objectives. Homework may be used by the instructor to measure the progress toward the course learning objectives. For example, homework can be used to analyze the social construction of gender, sexual orientation, equity, and inclusion in multiple contexts. The instructor may participate with homework through examples or scenarios with students. Instructions for homework will meet accessibility requirements. All communication via email will use either MSJC email or the Course Management System (CMS) inbox messaging.

DE Adaptations for MOI

Homework can be adapted using built-in features of a course management system (CMS). Completed homework may be submitted by uploading the document to the designated assignment area in the CMS. The instructor may participate with homework through examples or scenarios with students. Instructions for homework will meet accessibility requirements. All communication via email will use either MSJC email or the Course Management System (CMS) inbox messaging.

Additional Methods of Instruction for Honors

In addition to group work, papers, student presentations, etc, (see below) the instructor will schedule a minimum of three regular meetings with the honors student (as determined by the instructor). These regular meetings will be individually with each student, or if there are multiple students in an honors section, the instructor can meet with all of the students as a group. Potential topics may include: culture, listening, nonverbal communication, communication climate, or conflict resolution, among others. During such meetings, discussions may address guidelines for possible topics, assigned readings, course progress, or guidance concerning career options and opportunities.

Group Work: Students will be assembled in groups to review various concepts while examining their communication skills and styles during various lectures and discussions in class.

Papers: Students will craft two to three short papers or one more robust paper to investigate interpersonal communication concepts.

Student Presentations: Students will be placed in groups to develop presentations to be delivered near the end of the term for summative purposes.

Methods of Evaluation

Method

Quizzes

Integration

Periodic short objective tests of course-related learning objectives will be administered and graded for accuracy. Such quizzes may address the characteristics of interpersonal communication, the influence of social norms, gender, and culture, the nature of language, the findings of nonverbal communication research, or relationship patterns e.g.: "Match the following examples below with the cultural values they represent." [Values to match with examples: nurturing, low context communication, high power distance, tolerance of uncertainty, and collectivism.] Quizzes/exams may be graded manually or via auto-grading process (w/in CMS or via scantron). The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives such as the transactional communication process, cultural adaptation, conflict management, and relational dynamics. Quizzes should be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Self-Evaluation

Integration

Short essays applying course learning objectives (including those tested in quizzes) to the student's past and present communication experiences will be assigned. Students will be evaluated on how accurate, complete, and detailed their replies are. Rubrics/clear instructions will be provided. The instructor will provide correct responses, comments, and grades within two weeks of the due date of the essay within the gradebook using the CMS.

DE Adaptations for MOE

Written feedback will be returned to the student via e-mail or CMS within two weeks of the due date of the essay. Each journal will be evaluated on completeness, detail, accuracy, and application. Rubrics, clear instructions, and feedback will be provided through the gradebook function of the CMS.

Method

Exams/Tests

Integration

Midterm and final exams will be assigned: A combination of objective questions of learning course objectives (previously quizzed, used in journals, or discussed in class) and essay questions which show analysis and application of interpersonal skills: "Imagine that a coworker asks you for help in covering up a mistake he made. Since you don't wish to take this risk and believe that he should be responsible for his mistake, you say, 'No.' He responds, "Hey, you owe it to me, and anyway, I'd do it for you.' Compose a set of responses which incorporate each of the assertive communication skills we have practiced in class." Instructors will grade responses based on propriety, accuracy, and completeness.

Exams may be graded manually by the instructor or through the CMS auto-grading system within two weeks of the due date, within the gradebook using the CMS.

DE Adaptations for MOE

Midterm and final exams offered through the CMS will include assessments on course learning objectives related to interpersonal relationships, social propriety, self-concept, nonverbal elements, etc. Exams should be timed, open book/note, and challenging, focusing on application and analysis of communication concepts and interpersonal skills. Exams may be graded manually by the instructor or through the CMS auto-grading system within two weeks of the due date, within the gradebook using the CMS.

Method

Papers

Integration

At least four application papers that apply learning objectives and skills to the student's experience outside the classroom will be assigned. Papers might focus on, for example, analyzing communication competence in specific situations, applying listening and response skills, examining nonverbal events, analyzing the development of an important relationship, or planning to confront a significant on-going conflict. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

DE Adaptations for MOE

Evaluation of student application of communication skills will be submitted via CMS. Rubrics/clear instructions will be provided. Papers will be evaluated through correctness, clarity, completeness, and precision. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Method

Group Projects

Integration

Students may engage in a group or individual research project and presentation which integrate and evaluate course objectives and skills developed throughout the course. For example, this research might take the form of a case study of a real artifact such as a recorded or live dramatic production e.g. demonstrating racism, prejudice, or maltreatment of an individual or group, a taped episode of a personal conversation, or a documented intercultural communication incident. The student will then apply and evaluate such concepts as perception, self-concept, nonverbal meanings, listening concepts and skills, and conflict management principles. These projects/presentations will be graded thorough use/application of course concepts, and evident skill development. Rubrics/clear instructions will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

DE Adaptations for MOE

Evaluation of student group projects that illustrate the transactional nature of interpersonal communication will be accomplished by observing projects posted in CMS and/or collecting written assignments via e-mail and assessing them in relation to stated course objectives. Written feedback will be returned to the student/group via e-mail or CMS within two weeks of the assignment's due date. Rubrics/clear instructions will be provided.

Method

Class Work

Integration

Class work gives the instructor an opportunity to provide oral evaluations of small group activities (discussions of concepts, application of skills, role-play simulations) throughout the course. These activities may be rewarded with points for participation, but are not necessarily graded with variable points.

DE Adaptations for MOE

In lieu of traditional "classwork", students will participate in online group activities to demonstrate active involvement and empathy as a listener. Evaluation of student participation in such group activities will be done by monitoring the participation of the student in the threaded discussions on the CMS (the level of involvement and quality of responses will be used to evaluate these discussions). Written feedback will be provided through periodic specific comments within threaded discussions and/or periodic global written evaluations made through the CMS within two weeks from the due date of the assignment. Rubrics/clear instructions will be provided.

Method

Oral Presentation

Integration

Individual or group presentations of content related to papers or group projects will be delivered in the presence of the instructor and an audience. For example, students can present the results of an application paper or the final product of a group project. These projects/presentations will be graded thorough use/application of course concepts, course objectives, and evident skill development.

Rubrics/clear instructions will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

DE Adaptations for MOE

Students will present research in oral presentations in the presence of the instructor and an audience delivering project results describing and analyzing relational stages and patterns, analyzing and disclosing components of experience, or meeting other course objectives. This can be presented through the CMS, accessible video conferencing software, or other similar technology. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

CCN Methods of Evaluation

Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, written assignments, journals, projects, research, oral presentations, etc. Methods of evaluation are at the discretion of local faculty. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Evaluation of Honors assignments

Students must successfully complete all of the assignments in the regular section of the course as well as the selected honors assignment to receive honors credit. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Research option. Honors students must show originality and creativity in the selection of research topics, depth of research in evaluating primary and secondary sources, sophistication in critically analyzing information, and eloquence in presenting critical/analytical messages to the classroom audience. Written work will be assessed according to basic writing principles (grammar, thesis etc.), incorporation of all assignment elements, depth of insight, and evidence of research. Oral work will be assessed according to basic speaking principles (delivery, vocal variety, organization, research, eye contact, eloquence etc.).

Analysis option. Honors students must show originality and creativity in the selection of the artifact(s) to be analyzed, depth of research in evaluating primary and secondary sources, sophistication in critically analyzing information and interview content, and eloquence in presenting critical/analytical messages to the classroom audience. Written work will be assessed according to basic writing principles (grammar, thesis etc.), incorporation of all assignment elements, depth of insight, and evidence of research. Oral work will be assessed according to basic speaking principles (delivery, vocal variety, organization, research, eye contact, eloquence etc.).

Assessment option. Honors students must show originality and creativity in the selection of individuals or groups they choose to discuss, depth of research in evaluating primary and secondary sources of information related to the theory/subject, sensitivity in preparing questions and obtaining interview content, and eloquence in presenting the analysis to the classroom audience.

Written work will be assessed according to basic writing principles (grammar, thesis etc.), incorporation of all assignment elements, depth of insight, and evidence of research.

Oral work will be assessed according to basic speaking principles (delivery, vocal variety, organization, research, eye contact, eloquence etc.) as well as incorporation of all assignment elements, depth of insight, and evidence of research.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Create personal journals, enabling reflection and application of course objectives to real-world situations in life. Prompts will be provided. E.g. Describe a recent situation in which you found yourself becoming defensive. Analyze the issues involved and evaluate your behavioral response. Instructions for assignments will meet accessibility requirements.

How assignment will be adapted in online format

Students will submit each journal entry as a separate small paper assignment via the CMS. Rubrics will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS. Instructions for assignments will meet accessibility requirements.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Application Paper: Select interesting photographs (1-4) of people you know (friends, family, coworkers) involved in interaction. The photos should be connected in a significant way. Analyze the nonverbal cues based on what you know about the people and situations involved. Instructions for assignments will meet accessibility requirements. The paper should include important background information, descriptions of the observable cues in the photos, and conclusions about what the cues mean in relation to the material we have studied on nonverbal communication. Your conclusions should be tentative. Determine whether your analyses are consistent with what others think. Photocopy groups of photographs so that they take up no more than one sheet of paper and attach it to the assignment. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

Application Papers will be submitted to the instructor via the CMS. Instructions for assignments will meet accessibility requirements. Rubrics will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Group research presentation: In groups of four to five select a motion picture which provides substantial interpersonal interaction. The group should be able to obtain one or more copies of the video for analysis and presentation. Instructions to group projects will meet accessibility requirements. Any combination of the topics studied in this course and supplemented with research may be used to analyze the communication in the movie. There are group and individual components to this assignment. The final product will be presented in the presence of the instructor and an audience. A written outline and APA/MLA style bibliography will be required for submission. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

Dyads or Triads will be formed. These small groups will collaborate on topic selection and delivery style outside of class. Students will then procure an appointment with instructor (or deliver via online modality using an accessible video conferencing software, in the event of a Real-Time course) to deliver presentation. If recorded, the product will be uploaded to the CMS for instructor evaluation. A written outline and APA/MLA style bibliography will be required for submission. Recordings and outlines will be graded on accuracy of topic selection, relation to course concepts, and completeness of evaluation. Instructions to group projects will meet accessibility requirements. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Identity Collage Presentation Project

Create a slide presentation with a collage of items that represent who you are. 5-6 slides. HAVE FUN with this! Then, respond to the following questions:

What qualities define YOUR identity?

Write down ideas.

What makes up your identity? Use these questions to get you thinking:

What do you look like?

Where were you born?

Who are your family members?

How do you represent yourself? What usernames do you choose? What does your Facebook profile photo represent?

What style of clothing do you wear?

What are your favorite sports or hobbies?

Collect images and text.

Look for magazine, or other media images you can use to tell about yourself. Include personal photos.

Create your collage.

Arrange all the items in a slide presentation.

Share your collage with the class, pointing out your favorite images or words that reflect your identity. Explain why you included them. Invite classmates to ask you questions about your collage. Provide feedback to your classmate's collages.

This oral presentation should align with the time limit and delivery guidelines discussed in class.

Collages will be graded on relevance of course concepts and course objectives. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

How assignment will be adapted in online format

Students will submit slide presentation via the CMS. Rubrics will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS. Instructions for assignments will meet accessibility requirements.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read How To Be An Antiracist by Ibram X. Kendi chapter three on "Power" and analyze the interplay among elements such as control, coercion, and biases and the concept of gerrymandering. The results of such analysis will then be written into a substantive response and/or presented to the class orally.

Instructions for homework will meet accessibility requirements. This assignment will be graded on the completeness of idea development and accuracy in relation to course concepts and course objectives. This will be a graded assignment.

How assignment will be adapted in online format

Read How To Be An Antiracist by Ibram X. Kendi chapter three on "Power" and analyze the interplay among elements such as control, coercion, and biases and the concept of gerrymandering. The results of such analysis will then be written into a substantive response.

Instructions for homework will meet accessibility requirements. Students will record their responses to the reading and upload to CMS for instructor evaluation. The instructor will grade based on the completeness of idea development and accuracy of relation to course concepts and course objectives. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS.

Honors Assignments

Assignment

Honor students will complete all regular course requirements for COMM-C1004 and be graded according to the requirements and criteria used for the rest of the class. In addition, Honors students will be expected to complete one of options A-D.

Honors assignments will be adapted in an online format: Students will submit assignments via the CMS. Rubrics will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS. Instructions for assignments will meet accessibility requirements.

Required or Optional

Required

Assignment

Option A-The research option consists of both a formal research paper and a presentation of the paper. The paper will be submitted as a 10-page paper in APA or MLA format with an annotated bibliography of at least 10 academic sources. Research will center on one of the following aspects of interpersonal communication: conflict management, family communication, or workplace communication. Whatever the focus the paper should include original insights thesis, or arguments (going beyond a simple literature review).

This research should include an identification of relevant authors and their theories as well as an analysis of possible gaps in the theory. Some examples include the seven-step approach to win-win problem solving by Weider-Hatfield (1980), couples typology by Fitzpatrick (1988), or types of formal communication within organizations by Adler & Elmhurst (2008).

The presentation will be 10 minutes and must include a visual aid, as well as a complete comprehensive, detailed outline and a 10-source minimum bibliography. The same bibliography can be used in the paper and does not need to be annotated if the paper's bibliography is annotated. Instructions for assignments will meet accessibility requirements.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The multi-tiered nature of this assignment (paper and presentation) requires significant research deepening the student's understanding of the concepts under examination and thus reflect the core value of Academic Rigor and Research.

Assignment

Option B-The critical analysis of a contemporary media artifact will consist of both a paper and a formal presentation of that paper. The presentation will be 10 minutes and must include a complete outline as well as a 10 source minimum annotated bibliography. The paper will be submitted as a 10-page paper in APA or MLA format with a bibliography of at least 10 sources. The student will analyze a movie, television program or series, newscast, etc. and relate the content/context to an aspect of interpersonal communication- conflict management, family communication, or workplace communication. The analysis should use the artifact to exemplify positive uses of interpersonal concepts or show the consequences of a lack of use of such interpersonal communication concepts. Examples include but are not limited to using the movie Endgame to highlight conflict management; using the series Breaking Bad to illustrate positive and negative family communication; or using the reality television series American Pickers to characterize workplace communication. Instructions for assignments will meet accessibility requirements.

Honors assignments will be adapted to the online format: Students will submit assignments via the CMS. Rubrics will be provided.

The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS. Instructions for assignments will meet accessibility requirements.

Required or Optional

Required

Honors Core Values

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Positive Transgressive Behavior as evidenced in this case by Challenging Norms and Standard Narratives. All three examples mentioned are clearly non-normative in nature and thus address this Core Concept.

Assignment

Option C-The assessment will include an interview and/or observation with members of, or an organization within the local community. The culminating assignment will include either a presentation, and a formal paper on which the presentation will be based, or participation in a panel discussion with other honors students for the balance of the class. Students will then synthesize published research and information gleaned from interactions with community members to produce the finished product demonstrating lessons learned. The presentation will be 10 minutes and must include a complete outline and a 10-source minimum annotated bibliography. The paper will be submitted as a 10-page paper in APA or MLA format with a bibliography of at least 10 sources. Sources may include a combination of interview/observation subjects, theorists/authors, etc. The length of the panel discussion should be commensurate with 10 minutes per honors participant and must include a question-and-answer section. The members or organization should represent a significant aspect or theory of interpersonal communication or have considerable influence within a group being examined. Possibilities for matching community members/organizations and concepts may include, but are not limited to: Church groups and other religious affiliations and their influence on family communication; representatives of shelters for women and children, family and social service providers and their impact on family communication or conflict resolution; mediators and mediation organizations and conflict resolution or workplace communication; and individuals/groups involved in public relations, human resources, and others involved in workplace communication. It is expected that the student(s) will meet with organizational members a minimum of two or three times during the semester for a minimum of three to four hours total. Instructions for assignments will meet accessibility requirements.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Honors Core Concept: Engagement. This assignment inherently relates to Engagement by its nature, since the assignment requires interaction between the honors student and representative(s) of the selected group/organization.

Assignment

Option D-The service learning project will be created in consultation with the instructor. Service learning can be differentiated from other volunteer experiences by its focus on the integration of academic learning and providing a service to one's community. Students will volunteer at a local community organization, counseling center, hospital, or similar location where interpersonal communication is required for a total of 10 hours over the course of the semester. Students will enhance their volunteer experience by reading three articles related to interpersonal communication, family communication, conflict management, counseling, intercultural communication, or similar related topics. Students will submit a 4-7 page reflection paper in APA or MLA format supported by two to three relevant journal articles that connect their volunteer experience to themes addressed in the course and assigned readings along with a log of their hours signed by an employee of the institution where they are volunteering. Students will then share the content of their reflection with the institution where they volunteered in the form of a lecture, presentation, or suggested action plan that the instructor and other honors students in the course are invited to attend. Instructions for assignments will meet accessibility requirements.

Honors assignments will be adapted in online format: Students will submit assignments via the CMS. Rubrics will be provided. The student will receive a grade and feedback from the instructor within two weeks of the assignment's due date within the gradebook using the CMS. Instructions for assignments will meet accessibility requirements.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

The increased levels of student-professor interaction create the core value of engagement. Beyond this honor, students who interact with the other students in the class create deeper levels of engagement and thus understanding for all involved.

Course Materials

Textbooks

Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:

- Department of Communication Studies, Austin Community College. (2021). Communication to Connect: Interpersonal Communication for Today. OER: Department of Communication Studies, Austin Community College.
 - Leonard. (2019). Interpersonal Communication Textbook. OER: College of the Canyons.
 - Adler, R., & Proctor II, R. (2022). Looking Out, Looking In. 16th ed.: Wadsworth Publishing.
 - Wood, J. (2020). Interpersonal Communication: Everyday Encounters. 9th ed.: Wadsworth Publishing.
 - Guerrero, Anderson & Afifi. (2020). Close Encounters: Communication in Relationships. 6th ed.: Sage Publications, Inc.
 - Wrench, Punyanunt-Carter, & Thweatt. (2023). Interpersonal Communication: A Mindful Approach to Relationships. OER: State University of New York.
 - Adler, R., & Proctor II, R. (2023). Interplay: The Process of Interpersonal Communication. 16th ed.: Oxford University Press.
- Textbook choice is at the discretion of faculty.

Open Educational Resources

Texts and course materials will be in accessible format. Priority will be given to OER or low-cost materials where possible. Examples of texts include, but are not limited to:

Wrench, Punyanunt-Carter, & Thweatt. (2023). Interpersonal Communication: A Mindful Approach to Relationships. OER: State University of New York.

Department of Communication Studies, Austin Community College. (2021). Communication to Connect: Interpersonal Communication for Today. OER: Department of Communication Studies, Austin Community College

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes content that has explicit language detailing more diversity and inclusion in course materials and in the lenses used to analyze texts, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Specific language in the course has been included. For example, diversity and inclusion are infused in the course learning objectives such as, "Survey, discuss and respond to the issues that are characterized by perceptions, and conflict, that develop communication strategies for constructive management of these issues" and "Investigate the influential aspects of self-concept, social norms, gender, and culture in relation to interpersonal communication through the lens of equity and diversity." Diversity and inclusion are infused in the methods of instruction through class activities that provide a platform for engaging students in developing a deeper understanding of topics and collaboration while centering student voices. Diversity and inclusion are infused in the methods of evaluation through group projects/case studies assessing students' understanding of racism, prejudice, or maltreatment in interpersonal contexts.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support diverse learners accessible ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc.), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated slide presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc.), and student-created or curated content are utilized. In addition, there is increased emphasis on the role that identity plays in how texts and ideas are created and received. This will encourage students to engage with others as individuals and value students as whole people in the learning process. Assignments show multiple approaches to a variety of texts, including written texts and film, while scaffolding approaches to help students understand the critical reading and thinking process. And through course objectives, such as, "Examine how preexisting communicative beliefs often influence and reinforce unequal treatment of individuals within marginalized and diverse populations," and "Investigate the influential aspects of self-concept, social norms, gender, and culture in relation to interpersonal communication through the lens of equity and diversity." Methods of instruction, methods of evaluation, and assignments allow students to interact with their instructor and each other to build critical thinking skills both in-class or out of class. For example, student-to-student interaction, and student-to-instructor interaction is contextualized for diverse learners promoting equity through activities, discussion boards, and group projects, either in accessible video conferencing applications or in-class practice to apply skills. Students receive feedback from the instructor both informally in the discussion and draft assessments and formally through summative assessments in the designated area in the CMS.

Interactions

Explain how the course will incorporate student-to-student interaction.

In person and online, students will read or watch a variety of media for learning through the theoretical lens. Then, the students will engage in dyad, triad and small group discussions to provide alternative points-of-view, and thus deepen their understanding of concepts such as needs, Watzlawick's axioms, or Hall's concepts of distance. The instructor will primarily focus on encouraging students to annotate and perform close readings of primary and secondary sources to develop critical thinking skills, concerning concepts such as stereotyping, language choice and use, or nonverbal communication. Students will be placed in groups and discussions of this material will be instituted to facilitate a broader understanding of relevant DEI concepts such as high context versus low context or individualism versus collectivism. Additionally, students could investigate the influential aspects of self-concept, social norms, gender, and culture in relation to interpersonal communication through the lens of equity and diversity.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply a rhetorical analysis and/or theoretical lens, clarify concepts, pose questions, and or/encourage students to make connections between course concepts and larger societal concerns, such as, analyzing the social construction of gender violence, beliefs concerning stereotypes, the challenge of acknowledging beliefs around perceptions and examining texts through an intersectional lens. Discussions, and activities, such as role-play workshops, examine how preexisting communicative beliefs often influence and reinforce unequal treatment of individuals within marginalized and diverse populations. Triggers for adverse feelings could be discussed as well as what actually constitutes "adverse" feelings. Experiential learning activities will help students examine texts through an intersectional lens. The instructor will offer lectures on course concepts, critical approaches, and variant interpretations. The instructor will provide feedback on participation assignments in the CMS, along with putting feedback in the comments section of those assignments.

Explain how the course will incorporate student-to-content interaction.

In person and online, students will examine concepts and explore theoretical lenses, the instructor will provide a variety of media for learning. Students will reference accessible and ADA-compliant materials. These may include assigned readings (textbooks, articles, primary sources, etc.), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated slide presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc.), and student created or curated content. Students could examine how conflict is experienced in interpersonal relationships

inclusive of the role of perception. Students could examine prejudice via readings or watching various media. Students could examine the interplay between perception and bias in the written word, or from multimedia resources to gain a deeper, nuanced, and more complete understanding of these and other related concepts.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multicultural perspectives of literature on relationships, and how all of these influence and are influenced by interpersonal communication. Students could engage in activities designed to encourage introspection and reflection on personal biases and prejudices to encourage a deeper understanding of these concepts and how such concepts develop in their lives.

Key: 958