



Course Prefix/Number/Title:

COMM 212: Interpersonal Communication

Credits: 3

Course Description:

Introduce fundamental concepts of communication between individuals. Explores aspects of self expression and relationship communication

Pre-/Co-requisites: None

Course Objectives:

Upon completion of this course the students should be able to:

1. Compare and contrast definitions of communication, human communication and interpersonal communication.
2. Discuss the principles and theories of interpersonal communication
3. Identify strategies that can improve communication effectiveness.
4. Define, compare, and contrast meanings of self-concept and self-esteem.
5. Discuss differences and similarities in verbal and nonverbal communication in different cultures.
6. Describe the relationship between words and meaning.
7. Describe the functions of nonverbal communication in interpersonal relationships
8. Compare and contrast the different types of interpersonal conflict
9. Explain how relationships are systems.
10. Describe how interpersonal relationships are developed.

Instructor:

Keri J. Keith

Office:

Thatcher Hall 205

Office Hours:

MWF: 2-3:00 pm

T/R: 1-2:00

Phone:

701-228-5624

Email:

keri.keith@dakotacollege.edu

Lecture/Lab Schedule:

TBD

- **Textbook(s): Interpersonal Communication, 7th Edition. Beebe, Beebe, Redmond. ISBN:**

- eText ISBN: 9780134875781, 0134875788

Course Requirements:

This course uses group discussion, exams, papers, lectures, textbooks, journal writing and group activities.

Journal Entries: Journaling is very important in this class. All Journal Entries will be due according to the schedule in Blackboard. So – watch the due dates closely. Journal Entries must be at least 2 pages (typed). Taking the time to truly examine communication exchanges will take time (and words) to fully explain. Incomplete journal submissions will lose points if they are not at least 2 full typed pages.

Available Points:

Journal Entries: 12 at 25 points each =	300 points
In Class Assignments	100 points
Exams: 4 at 100 points each	400 points
Final Paper and Presentation	150 points
Total:	950 points

Grading Scale

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Less than 60%	F

Tentative Course Outline

Wednesday Jan 15	Introduction & Course Syllabus
Friday Jan 17	Communication Style Inventory https://www.leadershipiq.com/blogs/leadershipiq/39841409-quiz-whats-your-communication-style#video
Monday Jan 20	No Class – MLK Day
Wednesday Jan 22	In Class Introductions – Getting to know each other. Share quiz results.
Friday Jan 24	Chapter 1 Lecture
Monday Jan 27	Chapter 1 Lecture
Wednesday Jan 29	Chapter 1 Lecture Journal: Page 28 Objective 1 or 2
Friday Jan 31	Chapter 2 Lecture
Monday Feb 3	Chapter 2 Journal: Page 559 Objective 1 or 5
Wednesday Feb 5	Chapter 3 Lecture
Friday Feb 7	Chapter 3 Lecture
Monday Feb 10	Review for Exam #1 Journal: Page 82-85 Objective 1 or 5
Wednesday Feb 12	Exam #1
Friday Feb 14	Chapter 4 Lecture
Monday Feb 17	No Class – President’s Day
Wednesday Feb 19	Chapter 4 Lecture Journal: Page 119-118 Objective 1 or 3
Friday Feb 21	Chapter 5 Lecture
Monday Feb 24	Chapter 5 Lecture Journal: Page 152-153 Objective 1, 2 or 3
Wednesday Feb 26	Chapter 6 Lecture
Friday Feb 28	Chapter 6 Lecture – Keri Gone Journal: Page 184-186 Objective 2,3 or 5
Monday March 3	Review for Exam 2 – Recording in BB – Keri Gone
Wednesday March 5	Exam 2 – Chapters 4-6
Friday March 7	No class – Keri Gone
Monday Mar 10	Spring Break

Wednesday Mar 12	Spring Break
Friday Mar 14	Spring Break
Monday Mar 17	Chapter 7 Lecture Journal: Page 217-219 Objective 1 or 2
Wednesday Mar 19	Chapter 8 Lecture
Friday Mar 21	Chapter 8 Lecture Journal: Page 252-253 Objective 1 or 4
Monday Mar 24	Chapter 9 Lecture
Wednesday Mar 26	Chapter 9 Lecture Journal: Page 280-281 Objective 2 or 4
Friday Mar 28	Review for Exam 3 (chapters 7,8,9)
Monday Mar 31	Exam #3
Wednesday April 2	Chapter 10
Friday April 4	Chapter 10 Journal : Page 312 Objective 1 or 3
Monday April 7	
Wednesday April 9	Chapter 10 Journal : Page 312 Objective 1 or 3
Friday April 11	Chapter 11
	Chapter 11 Journal: Page 344-345 Objective 1,2 or 3
Monday April 14	Chapter 12
Wednesday April 16	Chapter 12 Journal: Page 376-377 Objective 1 or 2
Friday April 18	No Class – Holiday Break
Monday April 21	No Class – Holiday Break Review for Exam 4 (Chapters 10, 11, 12) and final project assigned
Wednesday April 23	Review for Exam 4 (Chapters 10, 11, 12) and final project assigned
Friday April 25	Exam 4
Monday April 22	Final Project time
Wednesday April 24	Final Project time
Friday April 26	Final Project time
Monday April 29	Final Project Presentations

Wednesday May 1	Final Project Presentations
Friday May 3	Last day of class and wrap up

General Education Goals/Objectives:

Competency/Goal 6: Demonstrates Knowledge of Social Structures

Learning Outcome 1: Examines the Experience of the Individual

- Performance Indicator 1: Demonstrates knowledge of mental processes within humans
- Performance Indicator 2: Explains the developmental stages through which the human mind evolves

Learning Outcome 2: Examines the World of Human Diversity

- Performance Indicator 1: Examines a variety of cultures
- Performance Indicator 2: Identifies the varieties of human social groupings

Relationship to Campus Focus: A focus on the growing “green” movement in business marketing and management. Also addressing consumption and the new technologies that are affecting the business industry. Students will also understand how to utilize these new ideologies and tools to their benefit, as well as the benefit of the world and society as a whole as emerging leaders.

Classroom Policies:

Absences and Assignment Due Dates: Late assignments will be docked 10% per day late and is eligible for points up to one week past the due date. This is the policy for all assignments in all circumstances.

Attendance and participation is expected. Ten percent of your grade is based solely on attendance and participation. You are responsible for the activities of each class period. If you know of a conflict ahead of time, you are welcome to submit assignments early.

If you miss an exam you must contact me within 24 hours of the missed exam to arrange for a time to make up the exam. Exams must be made up within 72 hours of the original exam time. If you do not contact me within 24 hours a grade of 0 will be entered for the exam that was missed. **Students are only allowed to make up ONE exam per course.** The exam grade will be docked 10% per day for late points.

Do NOT wear headphones during tests. They are not allowed.

This class will be a place where all thoughts are welcome, no one fears sharing their opinion, and minds are open to new ideas. You have all EARNED the opportunity to be here by completing the same criteria, thus making you equals As emerging leaders, you are expected to show respect for each other’s differences. Conflicting opinions are part of life and will create dynamic discussions. The instructor reserves the right to end these discussions and the participants will agree to disagree.

It is your responsibility to keep all assignments that are graded and handed back to you. In the case of a grade dispute, it is the student's responsibility to provide past assignments to confirm grades.

The syllabus is a living document that is subject to change. All assignments will be confirmed during the class prior to their due date. The instructor reserves the right to allow the class agenda to fluctuate as the course progresses.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none"> • Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment. • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none"> • Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.