COMM 321: Interpersonal Communication

Patricia Harris-Jenkinson (harrspa@scc.losrios.edu)
(email is my preferred contact method)

NOTE: When you email me, please use standard English (rather than the shorthand “text” English); please be specific in the subject line of message.

SCC Office: PAC 135C, (916) 558-2247; For teaching schedule and office hours, please go to PJ’s Schedule - url is http://scc.losrios.edu/~harrpisa/general/pj_schedule.pdf

Personal Websites: http://www.profjp.com (Think: Professor PJ dot com); or http://scc.losrios.edu/patriciaharrisjenkinson. Both sites are set up in a similar fashion and you can get access to the course schedule (Schedule Links document), syllabus, and grades.

(At SCC, this class is COMM 321; at CSUS, it is COMS 008. With minor exceptions, this class is taught identically at both colleges, with exceptions as noted below.)

This document covers the following:
- Specific Course Information
- Grading Policies and Assignments
- Extra Credit Opportunities
- If you are viewing this document in electronic form, put your cursor over the section you want to look at, hold down your control key and click your mouse)

Please refer to the Class Policies and FAQ documents for information regarding attendance, late policies, expected classroom behavior, plagiarism, etc.

Note: This document can be found online at http://scc.losrios.edu/~harrpisa/syllabi/int/scc/c321_syllabus.pdf (Adobe Acrobat file) OR http://scc.losrios.edu/~harrpisa/syllabi/int/scc/c321_syllabus.rtf (rich text format/Word)

NOTE: I do not use spaces in my url names; if you think it is a space, it’s probably an underscore (_).

Specific Course Information

Required Materials
  - **NOTES:**
    - Older editions are okay, but you are responsible for making sure the chapters assigned are equivalent to the chapters in the edition you have.
    - You do not need to purchase the MyCommunicationLab that may be packaged with the book.
    - You do not need to bring the textbook to class every day.
- **Schedule Links** document (MSWord document with links to copies of lecture notes, assignments, and other resources), download from: http://scc.losrios.edu/~harrpisa/schedint/scc/c321_sched.pdf (Adobe Acrobat file) OR http://scc.losrios.edu/~harrpisa/schedint/scc/c321_sched.rtf (rich text format/Word)
  (note: that’s an underscore _ (not a space) before sched)
- **Scantron** Forms:
  - #886E for tests (it’s the one with the mini-essay portion)
  - #815E—for in-class quizzes
    (Note: May not use the mini-scantrons as we are trying TopHat.com this summer…. we will talk about it more on day 1) BUT: You will need...
to bring in a smartphone, tablet, laptop, or standard phone than can text to access in-class quizzes on TopHat.

• NOTE: Some lectures will be delivered via YouTube links. You will be expected to access this content (e.g., view the material) before the class period for which it is assigned (there will be an accountability measure, such as an in-class quiz).

• **Top Hat** account:
  - Go to [tophat.com](http://tophat.com).
  - Cost is $24 for a semester of access, $36 for 1 year access, or $72 for 5 years (honestly, I'm not sure if any other professors use this, but once you buy a single semester access, you can't just pay a few dollars more to upgrade if you get another semester using it within the next 5 years). We will be using this for in-class quizzes, attendance, and anything else I can think of to use it for. **The 6-digit course code for your class will be on the first page of the Schedule Links document.**
  - You will also need a fully charged smartphone, laptop, or phone with wifi or data capabilities, or phone able to text for in-class quizzes using Top Hat—make sure they are charged. I expect you to use technology appropriately in the classroom (only for class work—not for texting friends, checking emails, checking social media, etc.).
  - Top Hat has a free app you can download on your phone to make it easier for you in class.
  - If you do not have the tech available to access Top Hat, you will need to bring in the small Quizstrip Scantrons (the one with only 10 questions on it).
  - NOTE: You can sign up for Top Hat without paying for one (1) week, so if you are not sure you want to stay in the class, you can drop within one (1) week at no cost.

**Web Presence**

This class is web-enhanced using the college's course management system (CMS). All of the instruction occurs in class, in a face-to-face setting (NO instructional hours are replaced with any online instruction). Most of the course information (e.g. assignments, handouts, etc.) and announcements can be found online via the Schedule Links document.

All of the chapter quizzes are done online in Desire2Learn: go to [http://d2l.losrios.edu](http://d2l.losrios.edu)

Documents are posted in the following formats: Word processing in rtf or doc, Spreadsheets in .xls, Acrobat files in pdf. You will need to have the software (and the know how) to open and use these files.

NOTE: You will need to have access to a computer with sound (via headphones is fine) and internet to listen/watch the video lectures.

**Catalog Description**

This course focuses on the exploration of communication skills associated with establishing and maintaining satisfying interpersonal relationships. Through theory, discussion, simulations, and structured exercises, students will explore various approaches to successful communication in interpersonal contexts. This course strives to increase an individual's interpersonal personal communication effectiveness through heightened awareness and greater skill as both a sender and receiver of shared messages.

This course fulfills the III-B (Living Skills: Life Development Skills) Graduation Requirement for the SCC Associate of Arts, Area D-2 for CSU-GE Breadth and Area 4 for IGETC.

**Course Objectives:**

This course is designed to be a practical course in public speaking. The emphasis will be on the practical application of the basic principles and techniques of public speaking.

As a result of taking this class, students should be able to:
• identify and apply a variety of theories relevant to interpersonal communication.
• analyze the role of the individual as both a sender and receiver in the communication process.
• differentiate the various factors involved in communication that enhance or restrict communication effectiveness.
• assess the impact of intercultural communication and adapt communication appropriately in interpersonal relationships.
• diagnose interpersonal conflict in communication and differentiate amongst general strategies to manage conflict effectively.
• evaluate the use and effect of verbal and nonverbal symbols in interpersonal communication.
• utilize a variety of communication strategies to increase effectiveness in interpersonal relationships.
• analyze the impact of perception in effective interpersonal communication.
• apply appropriate listening styles and assess the importance of effective listening in producing satisfying interpersonal relationships.
• illustrate and interpret the application of nonverbal (physiological) principles.
• differentiate amongst self concept and self esteem.
• contrast interpersonal communication with other forms of communication (e.g., intrapersonal communication, impersonal communication, public communication).
• demonstrate understanding of the impact of ethical standards in relation to interpersonal communication.
• contrast factors that contribute to supportive and defensive communication climates (e.g., honesty, empathy, provisionalism), and employ supportive communication behaviors.
• recognize various emotional states and use appropriate verbal and nonverbal techniques to express and respond to emotions.
• diagnose self-disclosure approaches and their impact in interpersonal relationships.
• critique theoretical models of relationship dynamics.

Pre-Requisites
• Basically, you need to be eligible for at least ENGWR 100/101 or ESLW 320:
  • Completion of ENGWR 50/51 (Developmental Writing) or ESLW 310 (Intermediate-High Writing)—or higher level writing course—with a grade of "C" or better; or
  • Placement into ENGWR 100/101 or ESLW 320—or higher level writing course—through the assessment process.
• Students should be prepared to demonstrate proof of eligibility through assessment scores, transcripts, or counselor verification.

Quizzes & Tests:
• Quizzes: This class uses a combination of online and in-class quizzes:
  o Online: There is a quiz for each chapter in the textbook.
    ✎ Go to http://d2l.losrios.edu and go to Assessments.
    ✎ You may take as long as you want on each quiz. You can take each quiz as many times as you want (the highest grade stays in my gradebook).
    ✎ While the quizzes are due at the end of the semester, it is in your best interest to complete the quizzes before the test the chapters are covered on.
  o In-Class: Quizzes given in class are likely not identified in the schedule. They should give you a reason to keep up with the homework, be present, and be on time.
    ✎ Quizzes will be given the first five (5) minutes of class.
    ✎ You may use notes for the in-class quizzes, but be aware: Constantly checking them may prevent you from completing the quizzes in the time allotted.
    ✎ Most of the quizzes will be on the video lectures assigned.
    ✎ No make-ups on in-class quizzes (if you come in late or miss class, you will miss the opportunity to take the quiz).
    ✎ Unless otherwise indicated, in-class quizzes will be conducted using Top Hat, so make sure you have your fully charged smartphone, tablet, or laptop ready.
      ▪ Please have a quiz strip and pencil available as back-up.
• Exams:

P. Harris-Jenkinson - 3 - Summer 2015: Interpersonal Communication
Questions included in the exam are a combination of multiple-choice, true/false, and short answer-type questions.

Unless otherwise indicated (usually discussed in class), exams are given in class or in the appropriate testing center. **[NOTE: This semester, we are planning for online exams]**

- No notes and no textbooks are allowed for the in-class exams.
- Please have any appropriate testing materials (scantrons, pencils, etc.)

Occasionally, an exam will be given online in the course management system.

- If an exam is given online, it will be your responsibility to keep track of the exam deadline.
- Technological glitches are inevitable. Please take the exam early enough so that if you have technical difficulties (e.g., you get kicked out, the system goes down, etc.) you can email me and I can make the necessary adjustments.

**Important Notes:**

- All major assignments and tests must be completed in order for you to pass this class.
- To meet the oral communication graduation and transfer requirements, students are required to successfully complete twenty-two minutes of oral presentation time with feedback. If you do not meet these criteria (both the number of minutes and the instructor’s assessment of “successful”), regardless of grades on other assignments, you will not be able to pass this course.
- If I quiz you on this Syllabus and Class Policies (both this document and what we have discussed in class), you’ll need to know that I earned both my Bachelor’s and my Master’s Degrees from CSU Sacramento in Communication Studies.

**Course Policies/Behaviors**


Basically: I expect you to be good citizens and active participants in the learning process, which means you should use *common sense* as to what is and is not acceptable in the classroom.

Please come to class prepared for the day’s activities. Please respect the opinions of others. You may not always agree with the views of your classmates and/or instructor, but we must all agree to respect diversity in experiences, thoughts, and comments. Such respect strengthens us as a class, a college, and a people.

In brief, however, please consider the following:

- Attendance in key in this class. Plan to be here every class period—for the whole time. (See policy below)
- Tardiness is a distraction for us all, especially on presentation days. When it is *impossible* to be to class on time, NEVER walk in during a presentation. Kindly wait for the sound of applause as your cue to enter class.
- All cell phones, pagers and the like need to be on *silent, meeting, or off* during class. (Please: No texting or surfing during class!) If you must use your phone, please step out of class to do so.
- Be professional—show courtesy and listen attentively. Doing other class assignments, sleeping or talking during presentations will affect your grade.
- Academic Integrity – Policies against plagiarism & cheating will be enforced. In this class, a plagiarized assignment will result in a 0 (F) on that assignment.

**Technology in the Classroom**

Although technology and social networking (e.g., texting, Facebooking, cell phone calls, etc.) have become part of our culture, it is distracting in an academic environment. The distraction is
not limited to the individual involved in the technology; it extends to students in the surrounding area, as well as to the speaker. Additionally, it implies that the social networking is more important than the classroom learning.

Thus, I request that if you need to text, call, FB, please unobtrusively step out of the classroom to conduct your business and return (again, unobtrusively) when you are done. If I notice you texting while in the classroom, I will deduct 5 points from your grade for each offense. If I see a phone out during a test (whether or not it is being used), you will receive a 0 for the test.

**Attendance**

If you miss a class period or a portion of one (due to tardiness or stepping out to respond to a text or phone call), you will need to contact another classmate to determine what you missed, any changes in assignments, schedules, etc. Do not ask me to make exceptions for you (e.g., accept late homework, give you the opportunity to make up work/activity points). If you miss class, you must manage the consequences yourself.

According to SCC’s catalog, the attendance policy is clear:

> “Students are expected to attend all sessions in which they are enrolled. A student having excessive absences may be dropped from any course by the instructor at any time during the semester. Excessive absences are defined as 6% of the total hours of class time.”

A 3-unit class equates to 54 hours of classroom time; 6% is 3.24 hours – a little more than one week’s worth of class (3 days for a MWF class and 2 days for a TTh or MW class; for a one night/day a week or summer class, it is one class period).

While I will probably NOT drop you from the class for excessive absences (I want you to take the responsibility for withdrawing yourself), I reserve the right to do so. If you miss more than two consecutive class sessions without contacting me, I will assume that you are not planning to complete the class and will make adjustments accordingly.

Regardless, if you are not in class, you do not get the class content and may miss some activity/participation points—in other words, your grade will probably suffer from excessive absences.

NOTE: SCC allows you to drop a course (without a notation being placed on your permanent record) during a full-length semester class **prior to the beginning of the 3rd week** of the (standard) semester. You can drop between the 3rd and the 13th week of the semester, but a “W” will be noted on your permanent academic record.

**Punctuality**

Class will start promptly at the appointed hour. You are expected to be in class until the end of the scheduled class time. Arriving late or leaving early will be noted.

Please be considerate of others; walking in late disrupts concentration and unnecessarily draws attention away from productive class discussion/activities. If you are tardy, please enter quietly if the instructor is lecturing.

If you arrive after attendance is taken, do not ask me to change your attendance history from “absent” to “tardy” until after class. Three tardies/early departures = 1 absence.

**Late Assignments/Make-Up Exams/In-Class Activities**

- **Late Assignments**: Assignments are due at the **beginning** of the class session in which they are due. Thus, if the class is scheduled to start at 9:00 a.m., any papers received (in person or via email) at 9:01 a.m. or later will be considered “late” and will be penalized according to the following:
  - **Same** calendar day as due date – 50% penalty (e.g., on a 10-point assignment, you will lose 5 points). No difference if it is 5 minutes late or 4 hours late; late is late.
  - **No late papers** accepted after midnight (12:00 a.m.) on the due date.
• If you decide to email your assignments:
  o Please email early enough to determine if your message “bounced.” Make sure you have keyed in the right email address (harrispa@scc.losrios.edu). I will try to send a confirmation email when I receive it, but you shouldn’t rely on this.
  o Additionally, do not delete your sent email! As I often check email away from a computer and a printer, I may confirm that I received it and then forget to record the grade when I get to a computer.
  o PLEASE NOTE: It is your responsibility to make sure that your email was sent to the correct email address, that you attached the document, etc. If I don’t get the document by the time it is due (or by the late deadline), I won’t grant you an exemption because your tech messed up.
    (Tech works great…except when it doesn’t.)

• Make-Up Exams/In-Class Activities: I understand that things come up (friends get married, people oversleep, employers don’t understand that classes are a priority for you, etc.). If you know in advance (e.g., the work situation), I will try to accommodate you by scheduling the exam prior to the original scheduled day.

If you think you have a justifiable reason for rescheduling an exam, you must provide appropriate documentation (e.g., note from a doctor).

• Exams: If you do not attend on a scheduled exam day AND you don’t inform me in advance so that we can schedule at time that is convenient to me within one (1) week of the scheduled exam, you will be minus the points allocated for the exam.
  (Please note: If have accommodations, you must schedule and take the exam within one (1) week of the time scheduled in class.)
• In-Class Activities: Any in-class activities for which points are allotted cannot be made up.

Groupwork (note: this is standard wording and may not apply to this course)

• This course may involve group work, either as participation in group activities or as group projects (where students must work together on a task and are graded as groups). Remember that conflict is a normal aspect of group dynamics that can lead to success.

• If this course involves group projects, groups have the power to “vote” anyone out, as long as the group has documented that it has performed the following:
  1. Had an active or open discussion to identify behaviors that the group considers “valid” reasons for being voted out of a group.
  2. Had an active open discussion to determine the problem and suggest corrective behavior.
  3. Gave an oral warning if the behavior persists.
  4. Gave a written warning (to be filed in the group minutes).
  5. Had an open discussion with the instructor.
  6. Provided a written group request to the instructor with specific reasons for dropping the student from your group.

  The above must be documented (e.g. dates of when the open discussion occurred and who was there, etc.)

• If you are voted out of a group, I will make an attempt to add you into another group. However, if no group will take you (and no group is obligated to take you), you are out of luck on the assignment. Therefore, it is vitally important that you make your group happy so you won’t get kicked out. ‘Cause no group = no points for assignment = probably a poor grade overall in the class.

Accommodations/Accessibility

• This course is designed to be welcoming to, and usable by, everyone, including those who have a variety of learning styles, have disabilities, or are new to this environment.
• Please let me know if you encounter a required element or resource in the course that is not accessible to you.
• Also, I am open to suggestions about changes to make it more welcoming, accessible to, or usable by students who take this course in the future.

**Helpful Hints**
- Do not wait until the last minute to write your papers or prepare your assignments. When you procrastinate, you are gambling on a best case scenario. Sometimes, when you gamble, the odds are against you. I will not grant you an extension or excuse an assignment because your printer stopped working, something came up, etc. Start your assignments EARLY!
- Read your paper/assignment when you feel it is complete, then use spell-check and read it again.
- You are expected to perform at a college level in your written work. Misspelling simple words and ignoring obvious typographical errors will cause your grade to be lowered. Take pride in your work.

**Right to Change**
As the instructor, I reserve the right to modify or change the syllabus, class schedule, assignments, and/or point values if deemed necessary.

**Final Notes**
It is important that you thoroughly review this information, as well as the course policies, grading policies & assignments, etc. It is your “contract” with me. (You probably want to print them out for your files.) If you have any questions, bring them to my attention the first week of class. Ignorance of class policies and assignments is not an excuse for unsatisfactory work.
Grading Policies and Assignments

IMPORTANT: You must read the assignment specifics via the Schedule Links page and be in class for any clarifications. Ignorance of the assignment requirements (e.g., minimum page requirements, research requirements, speech time limits) is not an excuse for an incorrectly completed assignment.

Unless otherwise specified, all written assignments must be TYPED and be prepared in a professional manner.

Participation points are for participation in class activities/discussions. In this class, participation is defined as exhibiting behaviors that help create a favorable learning environment. This could include being involved (appropriately) in classroom discussion, performing tasks as assigned by the instructor, projecting the appearance of a positive attitude, etc. Although you are not graded on attendance, if you are not in class on days a participation activity takes place, you are unable to participate (and you are unable to earn the participation points).

Grades will be assigned based upon a student's percentage of the total possible points in the class. (Note that extra credit points I be available.)

How do I find my grade?
Grades will be posted, via an Excel document, sorted by your alias. (At the beginning of the semester, you will choose an alias. You will be able to access an Excel worksheet that will have grades listed, by aliases, so that you can determine what your status in the class is, what grades you earned on what assignments, etc.)

The link to the grades for this (and the other COMM 321 classes I am teaching this semester) is: http://scc.losrios.edu/~harrispa/grades/int/scc/grades_321.xls

NOTE: If, at some points during the semester, I may need to post grades up by a specific class. If so, the alternative grades link will likely be: http://scc.losrios.edu/~harrispa/grades/int/scc/grades_321_1.xls

Percentage Breakdowns:
A = 90% of total possible points
B = 80% of total possible points
C = 70% of total possible points
D = 60% of total possible points
F = 0-59% of total possible points

NOTE: At SCC, no plusses or minuses are given (e.g. a 91% is an A, not an A-, and an 89% is a B, not a B+).

The following page identifies the grading schematic for this semester.
# Grading Schematic (Tentative)

<table>
<thead>
<tr>
<th>Written Assignments</th>
<th>Possible</th>
<th>Subtotal</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Pre-Test (Survey &amp; 5 questions)</td>
<td>20.0</td>
<td>80.0</td>
<td>12%</td>
</tr>
<tr>
<td>Recognizing Emotions/Log</td>
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<td></td>
<td></td>
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<tr>
<td>Small Talk Paper</td>
<td>20.0</td>
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<td></td>
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<tr>
<td>Relationships Paper points under &quot;final&quot; below)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Self Assessment Post-Test (5 questions)</td>
<td>20.0</td>
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<table>
<thead>
<tr>
<th>Interpersonal Journal Checks</th>
<th>Possible</th>
<th>Subtotal</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1: Intro to Interpersonal</td>
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<td></td>
<td></td>
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<tr>
<td>Chapter 2: Self</td>
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<tr>
<td>Chapter 3: Perception</td>
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<tr>
<td>Chapter 4: Diversity</td>
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<td></td>
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<tr>
<td>Chapter 5: Listening/Responding</td>
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<tr>
<td>Chapter 6: Verbal Communication</td>
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<tr>
<td>Chapter 7: Nonverbal Communication</td>
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<tr>
<td>Chapter 8: Conflict Management</td>
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<tr>
<td>Chapter 9: Understanding Relationships</td>
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<tr>
<td>Chapter 10: Managing Relationships</td>
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<tr>
<td>Chapter 11: Friendship/Romance</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Activities/Assignments/Participation</th>
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<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule Printout (download &amp; bring to class)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PRCA -- Brought to class for activity</td>
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<td></td>
<td></td>
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<tr>
<td>Activities (may be added/deleted at discretion of instructor)</td>
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<tr>
<td>Comic Strip (Comm Process)</td>
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<td>Acquaintance Process</td>
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<td>Trust Walk</td>
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<td>Self-Disclosure</td>
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<tr>
<td>Self-Perception Artifact</td>
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<td>Gender Questions (brought to class)</td>
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<td>Gender Discussion</td>
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<td>Culture Impact</td>
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<td>Nonverbal Communication</td>
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<tr>
<td>Paraphrasing</td>
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<tr>
<td>Conflict (Pass/Fail)</td>
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<tr>
<td>Intercultural Potluck</td>
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<table>
<thead>
<tr>
<th>Quizzes/Tests</th>
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<th>Subtotal</th>
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</thead>
<tbody>
<tr>
<td>Chapter Quizzes (12 @ 5.0 each)</td>
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<td></td>
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<tr>
<td>In-Class Quizzes (6 @ 5.0 pts each)</td>
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<tr>
<td>Tests</td>
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<tr>
<td>Test 1</td>
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<tr>
<td>Test 2</td>
<td>100.0</td>
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<td></td>
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<tr>
<td>Final Exam (if chosen for &quot;your choice&quot;)</td>
<td>100.0</td>
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**NOTE:** Final Project is choice between final Exam or Relationships Paper

**TOTAL POINTS:**

- **650.0**
- **100%**

This grading schematic is tentative and may change (changes will be announced in class).
General Grading Criteria for Written Assignments

An **average** (C) paper:
- Is the specified assignment.
- Addresses questions/issues identified in assignment.
- Is turned in on the due date.
- Conforms to identified technical criteria (e.g. page length, typewritten, 1" margins, etc.)
- Demonstrates adequate English skills (spelling, punctuation, capitalization, grammar, etc.).

**PROOFREAD YOUR PAPER.** Better yet, have someone else proofread it.
- Follows identifiable structure.

A **good** (B) paper:
- Meets the above criteria and:
- Has an attention-getting introduction paragraph (exceptions: Assignments where students are expected to answer each question, in a question by question format).
- Has a concluding paragraph that goes beyond just summarization (see exception above).
- Has good use of examples to support claims.
- Uses connectives (transitions, signposts, etc.) effectively.
- Is visually appealing (spacing, not a lot of corrections, etc.).

An **excellent** (A) paper:
- Meets the above criteria for C and B and:
- Constitutes a genuine contribution to the knowledge/beliefs of the reader.
- Is extremely well written, using clear, vivid, concrete, and appropriate language.

D and F papers are deficient in the criteria of a C paper.

**Extra Credit Opportunities**

Some extra credit opportunities may come up. Should those opportunities arise, I will communicate them to you in class. There are no guarantees that there will be extra credit available.

I view extra credit as “extra,” which is over and above the assignments identified in the syllabus. You cannot, for example, apply extra credit points to a missed assignment.
Student Information Sheet/Authorization to Record
(turn into me)

Preferred alias(es) ____________ ____________ ____________ Class Day(s)/Time: ____________

All information will be kept confidential. Email Address: __________________________________

Please write LEGIBLY:

Name: ___________________________ ___________________________ ___________________________

(first name) (last name) (Student ID)

Address: ________________________________________________________________

(Street) (City) (State) (zip) (phone)

Permission to Contact and Acknowledgement of Course Policies

Please initial below as appropriate: Please initial below as appropriate:

_____ Professor Harris-Jenkinson has my permission to email me, on an individual basis, information in this class regarding my progress, including grade information.

Specifically, I understand the policies & consequences related to the following:

_____ Importance of attendance and promptness

_____ Late assignments (when accepted, method accepted, penalties)

_____ Missing or arriving late for oral presentations (if any), exams, in-class activities, etc.

_____ Use of technology in the classroom

_____ Involvement in group projects (if used for this course), particularly the requirement to work in groups and the impact on grades if kicked out of a group

_____ There is information you should know about me that could affect my ability to successfully complete this class. (If yes, please note below; you may continue on the back if you need more room.)

______________________________ ___________________________

(signature) (date)

Authorization to Record and Release of Rights to Use Name and/or Likeness

For good and valuable consideration, I authorize the DISTRICT and the Los Rios Community College District (collectively “LRCCD”) and its agents TO: (a) Record my likeness and voice on a video, audio, photographic, digital, electronic, or any other medium.

(b) Use my name in connection with these recordings.

(c) Use, reproduce, exhibit or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet/WWW) these recordings for any purpose that LRCCD, and those acting pursuant to its authority, deem appropriate, including promotional or advertising efforts.

Please initial below (A OR B) as appropriate (one or the other, but not both):

_____ A. Yes, I release the LRCCD and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use. I understand that all such recordings, in whatever medium, shall remain the property of the LRCCD.

_____ B. No – I will sit in a section of the classroom that is not being recorded and will communicate with the instructor if/when recording occurs by writing out my questions and/or comments.

_____ I have read and fully understand the terms of this release.

______________________________ ___________________________

(signature) (date)

If under 18, Parent or Guardian must sign: 

______________________________ ___________________________

(signature) (date)

P. Harris-Jenkinson - 11 - Summer 2015: Interpersonal Communication
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Student Information Sheet/Authorization to Record
(copy for your records)

Preferred alias(es)       Class Day(s)/Time: ______________
____________________________________________

All information will be kept confidential.   Email Address: __________________________________________
Please write LEGIBLY:

Name: __________________________________________ (first name)   (last name)   (Student ID)
____________________________________________

Address: __________________________________________ (Street) __________________________________________
____________________________________________

(City)   (State)   (zip)   (phone)
____________________________________________

Permission to Contact and Acknowledgement of Course Policies

Please initial below as appropriate: Please initial below as appropriate:

____ Professor Harris-Jenkinson has my permission to email me, on an individual basis, information in this class regarding my progress, including grade information.

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____ There is information you should know about me that could affect my ability to successfully complete this class. (If yes, please note below; you may continue on the back if you need more room.)

___________________________________________ (signature)   ___________________________ (date)

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B. No – I will sit in a section of the classroom that is not being recorded and will communicate with the instructor if/when recording occurs by writing out my questions and/or comments.

____ I have read and fully understand the terms of this release.

___________________________________________ (signature)   ___________________________ (date)

If under 18, Parent or Guardian must sign:

___________________________________________ (signature)   ___________________________ (date)

P. Harris-Jenkinson - 13 - Summer 2015: Interpersonal Communication