

Syllabus for Communication Studies 135: Interpersonal Communication
Miramar College, Spring 2026
CN 23710: Online (2nd 8 Week Session)

Professor: Paul "Pablo" Martin, M.A.

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- You can also communicate with me via the [Pronto app](#) or Canvas [Inbox](#).

Student Support Hours (aka Student Visiting Hours and Office Hours):

- Tuesday and Thursday: 8:30-9:30 and 1:30-2:30 (in person, H-110L—if you wish to meet via Zoom during this time, please notify me beforehand)
- Wednesday: 12:00-1:00 (Zoom: <https://cccconfer.zoom.us/j/93742123704>)
- By appointment (in person or via Zoom: <https://cccconfer.zoom.us/j/93742123704>—please email me or talk with me before or after class to schedule a time)

Other Important Contacts: School of Liberal Arts Administrative Assistant, [Jeanette Moore](#)
– 619-388-7873

[Canvas](#) (this is where you can access all of your courses' online content)

[MySDCCD](#) (this is where you can access everything else related to your student account at Miramar and SDCCD)

Note: if I need to make any changes to this syllabus, I will notify you both via Canvas and Pronto.

Required Reading:

This course uses OERs (Open Educational Resources) and are licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License](#).

All assigned readings are available via linked assignments within Canvas (our course LMS) and Perusal (a third-party app)—make sure that you access each reading/assignment directly through our Canvas shell. The link below is for information only.

- [Interpersonal Communication: Context and Connection](#) (OERI, 2022)
- This class relies on a variety of other free tools and materials in addition to this Open Educational Resource (OER) textbook. These can be found through our [Canvas](#) shell.

Other Required Materials

1. Have a working email account that is current in both [MySDCCD](#) and [Canvas](#) (these systems *should* share information with each other). The SDCCD provides all students with a [free MS Outlook email account](#).
2. A way to access [Canvas](#), our course management system (any private or public computer, such as can be found at the Miramar or any public library with an Internet connection, will suffice).
3. A paper or digital copy of the syllabus.

Important Dates for the Spring Semester

Classes begin (16-week session): February 2

Last Day to Add or Drop with no "W" recorded: February 9

Lincoln Day Holiday: February 13

Washington Day Holiday: February 16

Last day of classes (8-week #1 session): March 28

Spring Break: March 30 through April 3

Cesar Chavez Day Holiday: April 3

Last day to withdraw from a course (with a "W" rather than an evaluative grade): April 17

Last day to file a petition for the [Pass/No Pass grade option](#): April 17

Last day to file an Application for Graduation (and ensure your name is in the commencement program): March 15

Last day to file an Application for Graduation and be a Spring graduate: April 30

Memorial Day Holiday: May 25

Last day of classes (16-week, 8-week #2 session): June 1

(You can [see an exhaustive list of dates here](#), or [click here for other helpful news and information](#))

A Description of the Course

This course is a study of effective interpersonal skill development and practice in oral and written communication. Emphasis is placed on the personal, situational, and cultural influences of interaction. Topics include human perception, interpersonal dynamics, listening, conflict management, and verbal and nonverbal symbol systems. The course is intended for students who communicate in one-on-one situations, including communication, fashion, allied health, public service, and business majors as well as those interested in further development of effective interpersonal skills in work, volunteer, and personal environments.

Student Learning Outcomes (based on the state's approved Course Outline of Record):

1. Analyze and adapt communication strategies based on audience, cultural background, and situational factors to enhance interpersonal effectiveness.
2. Evaluate the influence of perception, identity, self-concept, culture, and emotions on interpersonal interactions and relationships.
3. Apply conflict management strategies, including empathy, assertiveness, and negotiation, to resolve interpersonal disputes effectively.
4. Critically assess personal communication skills through self-reflection and peer feedback, leading to continuous improvement in relational interactions.

Course Specifics

- All of the assignments and materials you will need to complete this course are free and available on [Canvas](#).
- All of the readings and slideshow lectures will be completed through the Perusall platform (which you will access from within our Canvas shell).
- This course requires you to regularly interact with your colleagues and me, your professor, as you complete the various assignments each week. (This means that if you are taking this course online, you won't be able to work too far ahead.)

- This course is not only designed to satisfy the Course Outline of Record but also to give you as much choice as possible in completing the assignments to make them more meaningful and valuable for you.
- If you are especially passionate about this topic or are otherwise interested in taking this course for honors credit, please let me know within the first few weeks of class. (See [SDCCD Honors Program](#) to learn more.)

Assignment Overview:

Over the course of the semester, you will be asked to complete the following*:

- A. Reading assignments, generally 2 per week
- B. Slideshow lectures, generally 2 per week
- C. Activities and exercises to apply concepts from the reading, generally 2 per week
- D. One Concept Presentation & Media Example per semester
- E. One Presenting Self Presentation (due early in the semester)
- F. One essay observing and reflecting on your communication behaviors (due toward the end of the semester)

* Please see our course's Canvas Shell for specifics

Schedule:

1. I use Canvas to manage and organize our class. All of the work that I expect you to complete is laid out in the Weekly Modules. (You can find these under the "Home" or "Modules" buttons in Canvas. I also post a variety of helpful resources and links in each Module, too.)
2. The weekly schedule is generally as follows:
 - Due Tuesday at 11:59 PM**
 - Two chapter readings due
 - One activity due
 - Due Thursday at 11:59 PM**
 - Two chapter slide lectures due
 - Replies to two activities
3. A calendar as well as links to all of the assignments, readings, and other course materials can be found in [Canvas](#). I recommend you allow notifications from Canvas and Perusall, and/or use a calendar to track all of your classes (such as the ones I have available on the "Important Course Information & Resources" page in Canvas).
4. Work that is submitted after the deadline will be penalized 7% per day, with a maximum penalty of 50%. If anything is preventing you from completing an assignment on time, please contact me before it's due, or as soon as you can. I know that life can provide us with unexpected challenges, and I want to be accommodating to your needs. So please be in communication with me via email (pmartin@sdccd.edu), Canvas "[Inbox](#)," or the [Pronto App](#).

The following pages include our Course Guidelines. Any course policies that we develop as a class will supersede any similar policy found there.

Complete Course Guidelines and Expectations

Professor Pablo Martin

I am passionate about my role as a Community College Professor, and I'm here to help you succeed in achieving your goals at Miramar College. If you ever have a question about these policies or anything else, please don't hesitate to ask me in person or by posting a question to the "Have a Question? Ask it here!" discussion forum on Canvas (your question will be answered within 24 hours/1 business day). I can come across as intimidating to some people, but trust me, in my role as your professor, I care about you and your future above all else.

To help everyone succeed, my courses run on a simple agreement: that we demonstrate respect in and around our classroom environment—this includes respecting ourselves! We could also phrase this agreement as a question: "Am I helping to create a positive and productive learning environment?" **If we can create a supportive and respectful environment, most of the information outlined in these "Course Guidelines" is unnecessary.** Still, this document exists because I strive to be as clear, thorough, and helpful to my students as possible. The "Course Guidelines" and "Syllabus" also constitute a contract over how our course operates. While I ask that you read all of my communications with you closely, I don't expect that here—this document is extremely detailed and thorough. I encourage you to skim through it and to read those areas that are most important to you or at least peruse the list of highlights below to help you find policies that are of particular interest to you.

I am also here, in a broader sense, because I find teaching to be a deeply rewarding, beneficial, meaningful, and fun career. I've kept at it for so long in part because I love helping people on their journey, wherever it takes them. I also enjoy helping students discover and hone their strengths and passions. I also believe it is our civic duty as human beings to be open-minded, conscious, and contributing members to our communities. I hope to pass this attitude along through my role here. I also want to help you develop (or continue to develop) a passion for learning about our world and our place in it. I hope that together, we can all make this world a better place for everyone. I look forward to sharing a wonderful semester with you.

Honors Contract Option

This class is available for an honors contract. If you would like to take this course as an honors class, see me before the end of the second week of classes—students can add later, but they may have make-up work to do. You can learn more about the [honors contract](#) here.

The honors contract enriches a regular, non-honors course throughout the span of a semester by establishing a clear distinction in rigor, depth, intensity, cross or inter-disciplinary character, and/or innovative teaching/learning modalities. As a general guideline, students may anticipate an investment of one-quarter to one-third more effort to earn honors credit, something which is noted on the Official Transcript. Each course I teach has its own honors criteria based on the generic contract provided by the Honors Program. Why make a class "honors?" By signing up for an honors contract, you qualify for Honors Program scholarships and, if you take six honors courses, you can receive the "honors" designation on your transcript. There are also special transfer agreements for honors students—contact the honors office for the most current status on these agreements. Honors students can also earn a Certificate of Completion in Global Competencies.

Academic Expectations

My goals as your instructor are that you take ownership of your learning and that you have great success here. I do my part in that I do not assign busy work. I want you to focus your energies on mastering the concepts and ideas that will benefit your long-term goals while also helping you to develop (or maintain) solid work habits. While students might find my courses challenging, nearly all of them discover that their hard work pays off in much more than just a good grade. I want each of you to succeed in this class—to me that means getting an “A,” having fun, learning something new and exciting—all of it. I like to think that I am not only helping my students learn the course content, I am helping you learn how to succeed in the work force as well as your daily lives. I also strive to support you in any way I can—my door is always open as they say.

Also, this course employs “web-enhanced instruction,” meaning that many assignments must be submitted electronically, and most resources I provide will be made available via Canvas and a course resources page on the Internet.

Here are some general tips to help you succeed:

Attend class meetings

Ask questions and be an active learner (take notes, make the content meaningful to you, etc.)

Come prepared

Stay organized

Complete reading and related assignments on time

Collaborate with your colleagues

Come to student support hours

Social Expectations

Being this is college, I’ll assume that all of you are here by choice. You’re probably here because you have an appreciation for knowledge, the benefits that an education affords, or both. The good news is that I’m here by choice, too. I teach because I love it and I will do my very best to make our time here valuable, rewarding, and meaningful. It is crucial that we maintain a respectful climate in our classroom and online space. I will treat you with the respect you deserve as an individual and as a fellow human being. I would ask that you treat yourself, your fellow classmates, and me with that same respect. Among other things, that means being here, on time, ready to learn. But life has a way of getting in the way of our plans, doesn’t it?! To wit, please be mindful of the following:

- If you are late, you need to enter the classroom as unobtrusively as possible—if you’re late on a presentation day, enter only after you hear applause.
- Please use the restroom before or after class, but if you *must* leave to use the restroom, please do so quietly and at an opportune time.
- If you’re hungry, you are free to eat clean, quiet snacks and drink water or a caffeinated beverage in a closed container—please no meals/soups/noodles, etc. Please respect our space and don’t make a mess. If you do, clean it up.
- If you have trash, please “pack it out.” It’s crazy, but our classrooms don’t have trash cans! If you like to chew gum, this could be challenging on speech days. If you need to dispose of it before a speech, please do so responsibly (remember, a lot of people use these desks and none of them are Buddy the Elf!).

In my experience, a positive, open, and encouraging classroom environment, whether it’s online or face-to-face, is key to having a great learning experience. Toward that end, I also want to encourage you to enjoy the freedom and individuality the college experience affords you. I would also ask that you be tolerant of these liberties as they are expressed by others. Because this course has an online component, it’s important that we are all sensitive to one another and observe basic online etiquette, or netiquette, as well. In sum, netiquette is very similar to how we would behave if we were

interacting with someone face-to-face—we treat them with respect, we strive to be patient, and we remember that they are human beings much like ourselves. Just remember that online, we can't see or hear each other's nonverbal cues, hence the need to be extra sensitive in our communication. You can visit <http://www.albion.com/netiquette/corerules.html> to learn more.

Assessment

I employ two types of grading or assessment in my classes: formative and summative. Formative grading prioritizes and rewards effort, while summative grading prioritizes and assesses accuracy. My goal is that by using the former, you will engage more authentically with the material and leave this class having incorporated it into your understanding of and way of interacting with the world. The goal of the latter, or summative grading, is to reward your efforts with points for accurate and complete work. (I note how I will assess each assignment in this class in its description in the Course & Assignment Packet.) According to the Eberly Center for Teaching Excellence & Educational Innovation (<https://www.cmu.edu>):

Formative Assessment: monitors student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. They help students identify their strengths and weaknesses and target areas that need work while also helping faculty recognize where students are struggling and address problems immediately.

Summative Assessment: evaluates student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Technology in the Classroom

While smart phones, tablets, and laptops are valuable tools in our lives, they can also be disruptive and distracting to our classroom environment. If you have a pressing matter to attend to, please step outside the classroom to take care of it. Otherwise, please exercise self-discipline and avoid using them during class unless our current activity merits doing so. If students use their devices for anything not *directly* related to the task at hand, I will ask them to put them away. If the distraction persists, those students will lose participation points for the day and will eventually be asked to leave the classroom.

Using Artificial Intelligence (AI)

I encourage students to use AI tools ethically and responsibly to enhance their learning experience. These tools can be used for brainstorming, research, and deepening understanding of complex concepts. Students must document the role AI played in their work and follow academic integrity guidelines, including proper attribution of AI-generated content. This approach aims to foster critical engagement with technology and innovation. The following language is based on the work of Pam Harland at Plymouth State University:

Within this course, you are welcome to use generative artificial intelligence (AI) models with acknowledgment. By AI models, I am referring to tools like ChatGPT, DALL-E, GitHub Copilot, and others. While these tools can be excellent helpers in our work, please note that these models have a tendency to:

- make up incorrect facts (aka "hallucinations")
- create false or fake citations from sources that don't exist (more "hallucinations")

- perpetuate biases
- generate offensive products, especially image generation models

You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI model, so be sure to carefully review any materials you choose to include in your work. If you do use an AI model, its contribution must be noted in your work in some way and any direct quotations must be clearly identified. As an endnote to your paper/work or in some other way, you must also share the following:

1. What was the prompt you used within the model?
2. In what ways did you use or revise the AI model's output for your submission?
3. What did you learn, both about the content (i.e. information) and through this process (i.e. the pros and cons of using AI tools)?

Having said all of this, the use of AI models is encouraged as it may make it possible for you to submit assignments and your work in the field with higher quality and in less time. If people around the world are using it in their fields, why shouldn't we embrace it in the classroom? Please just remember to use this technology responsibly.

Plagiarism

In terms of academic integrity, if we all adhere to the principles on which this course is based, plagiarism and academic dishonesty won't be an issue (plagiarism is presenting the writings or materials of someone else as one's own without acknowledgement or permission). Basically, students are expected to be honest and ethical at all times in the pursuit of their academic goals. Still, students sometimes commit plagiarism innocently or without knowing or meaning to. If I believe some of your work is plagiarized, I will reach out to you to discuss it. However, in the rare case that a student intentionally or egregiously plagiarizes, they will face the following penalties (please see Administrative Procedure 3100.3 Honest Academic Conduct if you wish.):

- a penalty on the assignment, quiz, or exam in question based on the severity of the infraction (i.e. a deduction of between 25-100% points)
- a referral for disciplinary action in accordance with Administrative Procedure 3100.2, Student Disciplinary Procedures (their name will be forwarded to the Dean of Student Services)
- any related speech or presentation will be penalized between 25-100% based on the severity of the infraction

We will discuss plagiarism at least briefly in class, and for further clarification and information on these issues, I invite you to consult with me, contact the office of Student Services, or research on your own.

Attendance and Class Participation

Your attendance is critical to all of us sharing a successful academic experience. Attendance entails more than simply being present—it is the first step in earning participation points for your active, engaged presence in class. (I hope you'll understand that the following policies are not meant to be a burden. They are in place because some past students have taken advantage of my flexibility. If these policies *are* burdensome, please reach out to me so we can find alternative solutions.) Here are my policies around attendance and class participation:

- Roll will be taken at the beginning and end of each class meeting.
- Engaged students, those who are attentive whether they participate verbally or not, will earn 4 participation points per class in a 16-week course (or 8 points for classes meeting once per week in a 16-week course, 8 points per class for 8-week courses, 10 points for 12-week courses, and 5 points per day for Inter or Summer Session courses)
- Students who don't attend a class meeting cannot earn participation points for that meeting. However, because no one wants ill students coming to class, you may miss two classes without penalty over the course of the semester. If you need to miss class more than twice, you can complete an alternative assignment to make up for your missed participation points. You can find this assignment on Canvas or you can post to the "Have a Question? Ask it here!" discussion forum if you can't find it.
- Because presentations require an audience, students who miss class on a major presentation or speech day (such as final projects, the Process, Informative, or Persuasive Speeches) will automatically lose 10 participation points. Students will not be penalized if this is their first or second absence.
- (As a professional courtesy, please email me prior to your absence—I do not need to know the reason. Mind you, "ill" MCs are always welcome, but I ask that they share the microphone with me, yo!)
- Students lose 1/4 of the day's participation points (or a similar fraction) if they enter class five minutes after the start time or if they need to step out of class for more than five minutes to take care of personal business.
 - If you must enter class late on a student speech or presentation day, please wait to hear applause before entering.
- If you miss class, it's your responsibility to obtain all notes and information by reaching out to one of your colleagues or posting a question on "Have a Question? Ask it here!." You're also welcome to stop by my office or ask me in person, but please avoid emailing me until you've exhausted these other options. You can download any necessary handouts from our Course Resources Page, aka the CRP, or request them specifically from me via email or in person if you can't find them there.
- There are no "excused" absences, although special circumstances *may* excuse you from late penalties if applicable (see more on that under "Late Policy").
- **Being dropped from the class roster:**
 - To make room for others at the beginning of the semester/session, I will drop all students who don't communicate with me about their absence and:
 - Are not present on the first day of class (and don't communicate with me about their absence)
 - Miss the second class session in a class that meets once a week
 - Miss the second and third class session in a class that meets twice a week
 - For online classes, this means not completing the Introduction Activities
 - After the add/drop deadline has passed, I recommend that students who miss more than 3 weeks of class (i.e. 6 class meetings for a standard 16 week course), withdraw from the course.
 - If you decide to drop a class on your own, it is your responsibility to drop officially through MySDCCD. Students who remain enrolled in a class beyond the "Withdrawal Deadline" will receive an evaluative letter grade (A-F) in this class.

Communicating with Me

My door is always open to you, and I encourage you to speak with me after class, during office hours/student support hours, call my office, or send me an email. Your success is based in part on understanding your responsibilities in this course—so please ask questions! However, please understand that I receive A LOT of emails and other messages, so I ask that you be considerate of my time. **Unless you have a personal, private, or urgent matter, here's what I ask you to do before emailing me** (if it is personal, private, or urgent, please call or email me right away):

1. Review the syllabus, course guidelines, course & assignment packet, and any other relevant documents
2. Look for an answer in "Have a Question? Ask it here!" our online discussion forum—if it's not there, post your question there and wait 24 hours for a response. (Colleagues who answer these questions can earn extra credit.)
3. Ask a colleague (colleagues can be emailed directly via Canvas)
4. Email, Canvas Message, or contact me via Pronto after you've exhausted these other options

(Remember, you can visit me during office hours/student support hours for any reason, any time. You should always email me your work if there's a question of it being on time.)

I use this process because it allows me to focus my energies on answering those questions that really need my time and attention. Of course I want each of you to succeed in this class, so I am available via email Monday through Friday (I'll reply within 24 hours for online classes and 48 hours for face-to-face classes, usually less), during scheduled office hours/student support hours, and whenever I'm on campus. I don't return emails over the weekend. If you send me an email, include the course name and meeting time (i.e. COMS 103 MW 11:00) in the subject line and sign with your first and last name as well, otherwise I may not read it or respond to it.

Assignment Guidelines

Whether I have asked you to submit your work in class or online, all assignments are due at the beginning of class unless otherwise indicated. If you are absent on a day that you need to submit work in class and cannot have a friend or colleague deliver it on time for you, I will accept an email attachment of your work until you can provide me with a paper copy. If neither of these requirements is met, your work will be counted as late (see more on Make-up and Late Policy below). Unless I've specified otherwise, assignments must be typed. Please use standard font and size (10-12 point; Times, Courier, Tahoma, etc.), be one and a half or double-spaced, and have .5-1" margins.

There are different styles of writing expected in different situations, however for all of the written work you submit in this class, I expect you to use an academic, or more formal tone. This means that you should communicate clearly, use specific details, and avoid slang and an overly conversational tone. If you need more clarification about writing in an academic register, please ask me or visit the ASC (Academic Success Center). Also, major writing assignments must follow either the Modern Language Association (MLA), American Psychological Association (APA) format, Chicago Style format, or whatever style that is used in your major. You can learn more about those from me or at the ASC, too.

If I am asking you to upload a paper or other work electronically (to Canvas, for example), please use a standard format that anyone can open (such as PDF and DOC/X for documents, JPG, GIF, or PNG for images). If you use Google Docs, please export your document as a PDF or DOC/X first—**I don't accept links to Google Docs as they are live documents and can be continually updated.**

If you are asked to submit an assignment online, remember that technology can be frustrating—don't wait until the last minute to do so. Give yourself time to work around the frustrations that inevitably pop up. Faulty technology does not

excuse late work. If you have difficulty uploading or printing a paper, you can always email your paper to me until you can submit it properly.

Please be sure to include your full name, class, and time (COMS 103, MW 8:00) in the upper left or right hand corner of the first page of your assignments.

Make-Up and Late Policy:

Because life can be hectic and full of surprises, I would rather not have to penalize late work. However, because many assignments tend to be time-sensitive, they will lose points if they are not submitted by the beginning of class (or other specified deadline) on the date indicated on the syllabus or in Canvas. Speeches and presentations are unique—they can only be delivered late if there is space in our schedule (see details below). Work that is submitted after the deadline will be penalized 7% per day, with a maximum penalty of 50%. If anything is preventing you from completing an assignment on time, please contact me before it's due, or as soon as you can. I know that life can provide us with unexpected challenges, and I want to be accommodating to your needs. So please be in communication with me via the [Pronto app](#), [Links to an external site.](#), [Canvas messages](#), or [email](#).

- Assignments are considered late starting 20 minutes after class begins on the due date listed on the syllabus.
- For each day that an assignment is late, it will be penalized 7% (a 50% point penalty for work that's 1 week late).
- If you neglect to complete an assignment on time, I encourage you to do so and submit it as soon as possible. I will accept late work until the last day of the semester, however most assignments lose their value more than a few days after the due date.
- **Speeches and presentations are time-sensitive and cannot be delivered late** (unless there is space in our schedule).
 - If you need to change your presentation date or know beforehand that you will be absent, let me know in advance (as well as your group, if necessary) and I will allow you to trade dates with another student/group if possible.
 - If you have an emergency or other significant event arise that prevents you from delivering your speech on time, communicate with me ASAP, and we may be able to work out alternative arrangements.
 - If there is space in our schedule, you will be allowed to present, minus a 25% penalty. (Regular late penalties apply for written and other materials, so submit those if they are complete.)
- In-class tests and quizzes must be taken on the day they are given. There are no make-up exams. If I assign a take-home exam, I will accept these late but with the point penalties outlined above.
- *Always* feel free to email me your work if you're concerned about meeting a deadline. Sometimes, you may need to get creative in order to show that your work was done on time—doing so is up to you. (Past students have taken pictures of their entire papers and emailed them to me, for example.)
- If you have an emergency or other significant event arise that prevents you from getting your work in on time, communicate with me before it's due or ASAP, and we may be able to work out alternative arrangements.
- If you are absent on a day that you need to submit work in class, you can:
 - Have a friend or colleague deliver it to class for you
 - Send me an email attachment of your work **and then provide me with a paper copy ASAP**—I won't grade it otherwise.

- All late work, including any extra credit, must be submitted at or before our final class meeting, unless otherwise indicated in class. No late work will be accepted after that.
- * If an emergency arises that prevents you from coming to class or getting your work in on time, I will accept your work if:
 1. You find yourself in a dire or urgent situation that requires your immediate attention **and**
 2. You contact me before class begins or as soon as possible in person, via email or phone, or by phoning the Administrative Assistant for the School of Liberal Arts: 619-388-7873.

Assessment and Grading Logistics

Each assignment is assigned a point value regardless of how it is graded (formatively and summatively). Most, if not all major assignments (those worth a lot of points) are graded summatively using a rubric that I will provide in the course & assignment packet and/or in class. For minor assignments, I generally employ formative grading based on effort and completion of basic requirement. I use $\sqrt{-}$, $\sqrt{-}$, $\sqrt{-}$, $\sqrt{-}$, and $\sqrt{+}$; equaling 50%, 70%, 85%, and 100% of possible points, respectively. If you have questions about my comments or a score you earned on any assignment, please ask me about it! I also make mistakes, so if something seems "off" in a score, please let me know ASAP. When it comes to disagreeing on the quality of a student's work, I find that we can almost always sort this out through mutually respectful discussion. *Discussion* being the key word here: like most people, professors are more likely to respond positively to a calm and reasonable request than to a tirade or personal attack. I also encourage you to keep copies of the course syllabus and guidelines as well as all of the material you produce for this class until you've received your final grade.

You may have the option to choose Pass/No Pass grading for this class. If you choose this option, you must submit a Petition for Pass/No Pass to Admissions & Records by the deadline stated in Syllabus, Part A. This option for grading is nonreversible once selected. The petition form is available from Admissions & Records. Students planning to transfer should consult with a counselor before opting for Pass/No Pass to ensure this option is accepted by their intended transfer institution. Students seeking an "Incomplete" grade must file a petition with me citing an "unforeseeable, emergency, and justifiable" reason for doing so on or before the last day of class.

Final Grades

Your final grade in class will be determined based on how many points you have earned on all of the assignments combined, including extra credit. Please verify and keep track of your grade throughout the semester (using the grade sheet attached to your Syllabus and compare that to the records in Canvas). Your grade is computed using a percentage. This percentage is calculated by dividing the number of points you've earned (at a given point in the semester) by the total number of points possible (by a given point in the semester). Canvas does this for you automatically—again, be sure that you verify the scores there are correct. The grade breakdown is as follows:

A=above 89.4%
 B=above 79.4%
 C=above 69.4%

D=above 59.4%
 F=below 59.4%

Guidelines and Expectations for Online Discussion Forums

If you are new to online classes, it's important that you understand what online discussion forums, or Discussions, are and the role that play in our class. I hope that you will find, and help make our online discussions as interesting,

meaningful, and rigorous as any face-to-face classroom discussion. These Discussions form the core of my online courses because I believe that dialogue is one of the most powerful means of learning. I hope that by actively engaging with the material and sharing your thoughts with your colleagues, you will gain a deeper understanding and appreciation of the central concepts of the course.

Discussion forums are similar to a voice mail or an email conversation with a few important differences. A discussion can involve a number of participants, such as a team of students or an entire class. They can last for a week or longer and all of the posts and replies* within it are saved for participants to read at any time. And discussion forums are public “spaces” where everything you post can be read by everyone else. (So if you want to send a private message to someone, please use another medium such as email, Canvas Messages, Pronto, etc.).

* While I use the terms “post” and “reply,” the terms Canvas Discussion Forums use for a student’s first or original post to a topic is “Reply to Topic.” A reply to that is simply called a “Reply.”

General Tips

The quality of your posts represents the quality of your work in my online classes; it is also akin to your “attendance” or participation in the course. Posts like, “Yeah, I agree,” is like saying “Hi, how are you?” as you pass a friend on campus—it doesn’t move the conversation forward nor is it specific (and you were probably just saying “Hi,” not wanting to get into a discussion about their day so far). Instead, a post that does might say, “You make some very good points in your post, Shawwna. I agree with your point of view—the unknown self in the Johari Window really allows people to believe in their own infinite possibilities. If you would have told me that I could be a successful college student five years ago, I would have laughed at you (I was looking at a career in fast-food then).” I also encourage you to engage with one another on a personal level. My hope is that the discussion forums allow us to do both.

To foster successful discussion forums, please:

- Focus on the concepts/content from the course material.
- Consider writing your posts in a different application (in addition to other benefits, this will help you keep a record of your work outside of Canvas).
- Proofread your posts, for both clarity and kindness, before submitting them to the discussion forum.
- Use respectful and appropriate language in your responses (i.e. use [netiquette](#)).
- Be respectful of your classmates and their opinions when you respond to posts. Every student has different views and we all have the right to voice them diplomatically. This is one of the values of higher-education—encouraging us to open our minds to new and sometimes challenging ideas.
- Be mindful to respond to one another’s posts using the Golden Rule—treat others as you wish you to be treated (or better, as they wish to be treated!).
- Try to use a person’s name when you reply to their message—this helps to keep all of us oriented and helps us maintain a clearer sense of who is speaking and who is being spoken to.
- Please be sure to read all of the messages that are posted in the discussion forum.

Assessment (for Graded Discussion Forums)

Each Discussion Forum assignment has a point value assigned for both posts (original replies to the topic) and the ensuing discussion (replies to the original posts and other students' replies). Unless there is a different list of criteria or point value provided for an assignment, student work in discussion forums will be assessed as follows:

- Posts/replies fulfill the requirements outlined for the specific assignment.

- Posts/replies contribute something new to the discussion.
- Posts/replies engage with the concepts at hand.
- Posts/replies meet the minimum word count.
- Posts/replies are free of writing errors (in punctuation, grammar, and organization).

I use the following grading scale to assign points.

Exceeds Proficiency (10 pts): The post/reply goes above and beyond most, if not all, of the requirements for this post/reply.

Proficiency (8.5 pts): The post/reply meets most, if not all, of the requirements for this post/reply.

Near Proficiency (7 pts): The post/reply meets at least some of the requirements for this post/reply but is incomplete in one or more important criteria.

Below Proficiency (5.5 pts): The post/reply was submitted but does not satisfy several criteria.

Extra Credit

John Lennon once said, "Life is what happens to you while you're busy making other plans." I know that sometimes unexpected challenges can come our way—and sometimes it can feel like a never-ending flood (please reach out to me or other campus support services if you're feeling this way!). This being the case, and me being a fairly strict professor, I offer my students several extra credit (XC) opportunities. **A maximum of 25 points of XC are possible.**

1. Answering your colleagues' questions in the "Have a Question? Ask it here!" Forum (1 to 2 points per post depending on the helpfulness of your answer).
2. Identifying an error or inconsistency in any of the course documents or CRP (1 to 2 points.)
3. Attending, helping at, or participating in any extra-curricular campus event (3 points per event/hour). These can be found here (<http://www.sdmiramar.edu/calendar>) or via the Miramar Touch App. You are also invited to inform me of events you find that you feel are worth XC—see me beforehand so I can approve the event and advertise it to the class.
4. Attending, helping at, or participating in any communication or course-related activity that takes place off-campus or is related to your work. See me for details.
5. Visiting a writing tutor for one of the major assignments for this class (5 points per visit).
6. Visiting any of the offices offering student support on campus (such as those listed at the end of this document; 3 points per visit).
7. Taking the 60-question Career Coach assessment at the Career & Job Placement Office (3 points).
8. Serving as time keeper or tech support person during in-class presentations. (3 points)
9. Provide me with an email or letter stating that I can use the recording from your speech/presentation in my future classes and provide me with a copy of your video either in person (via USB/flash drive) or email me a link to the file (on Google Drive or similar site). I must be able to download it for you to earn XC. (5 points)
10. Providing me with a copy of the notes you take in class (on carbon paper or via an email attachment) (2 points/day)
11. If you have a smart phone, showing me that you've downloaded the Miramar Touch App. (2 points)
12. Completing any online surveys that the college asks you to complete. (2 points)
13. Unless you're in my online class, completing the optional anonymous course survey in Canvas. (5 points)

14. Writing an extra credit paper (a description can be found online on the CRP; up to 10 points).
15. Sharing your work from this class in some other forum, such as delivering one of your speeches, getting an essay published in a local magazine (i.e. The Reader, OB Monthly, etc.). (up to 15 points)
16. Providing me with content that I can use in my teaching along with a summary of the content and how it applies to the course concepts. For example, you might email me a link to a Ted Talk with a description of the video. (2 points per complete example).
17. Doing course related work outside of class as a volunteer or that's not paid (i.e. above and beyond your regular work duties), such as giving a presentation or working on a media production of some kind (i.e. a film or website). (5 points)
18. You can also produce a video (and post it to YouTube or some other video sharing Web site) explaining a relevant communication concept. Contact me beforehand if you wish to do this. (XC points vary)
19. Show me that you've registered to vote (or show me that you are already registered), or if an election is taking place this semester, show me your voting receipt. To register: <http://registertovote.ca.gov/>; to check your status: <http://www.sos.ca.gov/elections/registration-status/>. (2 points)

To receive your XC points, you have a couple of options:

- provide me with a receipt, ticket, or brochure from the event or workshop
- email or print a photo showing your attendance at an event or rally, with a 1-2 sentence description of your experience there
 - Both face-to-face and online students can scan and email these to me or you can mail them to my office via standard mail.
- If these are not possible, email me a brief description of your XC activity and I will accept your word as evidence (after all, what do we have in this world if not our word?!)

Sustainability on Campus

Miramar College is committed to sustainability on campus and in our classrooms. To minimize the use of paper resources, please consider whether a document may be shared digitally rather than printed. When a document must be printed, decrease the default setting on your margins to 0.8" and print on both sides of the paper. Please utilize the recycle bins in your classroom by depositing all plastics (#1-7), paper, cans, and cardboard inside. You are encouraged to bring reusable drink containers to school rather than disposable plastic bottles. Thank you for considering your role in keeping the campus environment clean and conserving resources in your academic life.

Lactation

In accordance with state law, students currently lactating are permitted, without academic penalty, to access campus lactation rooms when needed to express milk or breastfeed a child. An authorized accommodation to do so may be obtained by contacting the DSPS office. If a student expects that they may need such an accommodation, they should speak with relevant faculty members as soon as is possible to minimize disruption to their course.

Accessible Educational Materials

The district has a standard for access to electronic materials used in the classroom to comply with federal law. This includes accessible websites and any other electronic materials that students need to use to access services or a course.

- Audio or Video formatted information, such as DVD's, must have captioning.
- Online software associated with a classroom book must meet the federal standards that allow information to be used with a screen reader for persons needing that accommodation. This might include persons that may be visually impaired or have learning disabilities.
- Additional information is available in AP 3108.1

Accommodating Students with Disabilities

- Students with disabilities who may need academic accommodations should notify the professor within the first two weeks of instruction. All information will be kept confidential.
- Students that need evacuation assistance during campus emergencies should also meet with the instructor as soon as possible to assure the health and safety of all students. For more information, you may contact the DSPS Office on your campus or the website at <http://dsps.sdccd.edu/>

Other Student Support

Research is a critical part of what you do in college. To help you manage your research, as well as citing these sources in your papers, I highly recommend that you use or start using Zotero, "a free, easy-to-use tool to help you collect, organize, cite, and share research" (<https://www.zotero.org/>). It's a huge time saver, and if you don't have your own computer, Zotero Storage "synchronizes PDFs, images, web snapshots, and any other Zotero files among all your computers, allows you to share your Zotero attachments in group libraries, and makes them available through the zotero.org website." (To store 300 MB is free, 2 GB is \$20/year, and 6 GB is \$60/year.)

Here at Miramar College, we offer a wonderful variety of services to help our students succeed, and not just academically. Here is a list of many, but not all, of them:

- Canvas: Canvas is the online/web course management system designed to make teaching and learning easier for faculty and students. If you are having trouble, please call (844) 612-7421, or go to the help page located at <https://www.sdccdonline.net/help>
- Career & Job Placement Office: Looking for a new job or career? If you are undecided about a career direction or looking for a job contact Job Placement, the Job Placement Office offers the following. Career assessments available to determine major and choose career. Job postings for hundreds of jobs in B-203 and on bulletin board outside. Information on Internet job searching, resume and cover letter writing, interview skills. Resume critiques on walk-in basis, just bring a draft of current resume. Free posting service for local employers. Job Fairs (check with Job Placement Center for details). Contact Info: K-308, jhankins@sdccd.edu, 619.388.7335
- Computer Lab (aka The Independent Learning Center): The ILC is an open student computer lab for students enrolled in a credit course at any of the three campuses (City, Mesa or Miramar). The ILC is located in the LLRC on the first floor, room L-104. The ILC provides the following services: State-of-the-art computers and software, pay for Print copying and printing, adapted computers for students with disabilities, scanners, Internet and E-mail access, friendly, helpful faculty and staff. Contact Info: L-104, fmccorke@sdccd.edu, 619.388.7365, 858.536.7365
- Counseling at San Diego Miramar College:

- [Academic Counseling](#): They have day/evening walk-in appointments (15–20 minutes) and scheduled appointments (one hour). They also offer classes and workshops throughout the semester to meet the diverse interests and needs of students. The Counseling Office is open Monday–Thursday, 8am–6pm. and Friday, 8am–12pm. (During the summer session, Counseling is closed on Fridays). Contact Info: K-203, 619.388.7840, 858.536.7840
- [Career Services](#): Their mission is to assist students in developing career goals by exploring their values, skills, personality traits and interests in an inclusive and supportive environment. They prepare students to make informed decisions about their futures by providing career-related counseling, comprehensive resources and specialized programs. The Career Center is dedicated to serve diverse populations by offering an array of career-development activities that inspire and support each student’s lifelong career journey. Contact Info: K1-308, 619-388-7335
- [Mental Health Clinical Services](#): They offer short-term supportive telemental health services via videoconferencing to currently enrolled students attending online classes. If you are interested in these services, please call Student Health Services at 619-388-7881 to set up an appointment. They'll reply to your request during business hours (listed on their website). In an emergency call 911. After hours or if they are unavailable and this is a Mental Health Emergency contact the ACCESS & CRISIS 24 Hour Hotline (SD County) at 1-888-724-7240 or text "COURAGE" to 741741. Contact Info: 619-388-7881 (offices are currently closed due to Covid-19)
- [My SDCCD \(aka The Portal, <https://www.sdccd.edu/mysdccd/>\)](#): MySDCCD is designed to be the central hub for all of your needs as a student. It includes student information on admissions, financial aid, registration, enrollment, course management, schedule development, advising, cashiering functions, records and more. If you have trouble with the system, call (619) 388-6800, email myhelp@sdccd.edu, or visit <https://mysdccd.atlassian.net/servicedesk/customer/portal/4/group/11>
- [Tutoring](#):
 - The ASC ([Academic Success Center](#)): “ASC for help!” The Academic Success Center is dedicated to helping students succeed in their classes by providing quality academic support services **at no cost to you**. The ASC is in L-101, at the southwest corner of the Library/LRC building. They provide: one-on-one tutoring in a variety of subjects, online tutoring, open Writing Labs (you may make an appointment with a tutor for a 50 minute session), open Math Labs, on-going study groups and workshops, computers with internet access and Wi-Fi, and independent study. *Please call during hours of operation to schedule an appointment for tutoring. They may not be able to schedule appointments through e-mail.* Our services are available free of charge to students who are currently enrolled in classes offered at San Diego Miramar College. You will need to show proof of student status in order to use our services, resources, and facility. Contact Info: L-101, 619.388.7852, 858.536.7852
 - Online Tutoring: in the past, online tutoring services were available for SDCCD students through Net Tutor. I am not sure if these services are still available. I will let you know when I learn more, or feel free to ask me if you are interested.
- [Veterans Affairs](#): Welcome returning veterans! We are honored to have you on campus and hope you have success here. For some returning veterans, going back to school can present unique challenges. If that is true for you, remember that you do not have to face these challenges on your own. The Miramar community is here to help. The VA department at Miramar College offers a lot of great services to veterans as well as active duty military personnel,

from a Veterans Lounge with free printing to reimbursement for private tutoring. Contact Info: K-207, 619.388.7862, cbarlolo@sdccd.edu. Please feel free to discuss any questions or concerns you may have about the curriculum, the assignments, or your academic program with me in person.

Student Code of Conduct

Students are expected to adhere to the SDCCD Student Code of Conduct at all times. Students who violate the Student Code of Conduct may be removed from class by the faculty for the class meeting in which the behavior occurred as well as the next class meeting. Unless it is related to improper use of technology in the classroom, incidents involving removal of a student from class will be reported to the college disciplinary officer for follow up. The Student Code of Conduct can be found in Board of Trustees Policy, BP 3100, Student Rights, Responsibilities and Administrative Due Process posted on the District website at: <http://www.sdccd.edu/public/district/policies/index.shtml>