



Course Information

- Semester and Year: Spring 2026
- Course Title: Interpersonal Communication
- Course Prefix and Number: COM110
- Section Number: 18817
- Credit Hours: 3
- Start Date: 08/24/26
- End Date: 10/16/26
- Class Format: Online
- Instructor: Voula Popovich M.A.
- Email: stavroula.popovich@scottsdalecc.edu
- Phone: 480 423-6180
- Office Location: LC334 Language/Comm Building

- Office Hours:
Monday by appt
Tue & Thu 3:15 PM – 5:15 PM
Wed Virtual 2:00 PM - 3:00PM
Friday by appt.

Please call to make an appointment to meet with your Instructor in person or by phone.

Course Description

Theory and practice of communication skills, which affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal conflict, developing and maintaining personal and professional relationships.

Prerequisites

None

Course Objectives

1. Describe the process of interpersonal communication in terms of models and principles.
2. Explain how perception affects communication and interaction.
3. Trace the development of self-concept and its influences on communication.
4. Demonstrate the ability to observe and express emotions effectively and responsibly in a variety of communication situations.
5. Identify and describe the influences of attitudes, beliefs, and values on communication.
6. Identify and describe the purposes, elements, risks, and impact of self-disclosure.
7. Describe the relationship between language and communication.
8. Utilize effective listening and response skills in interpersonal communication settings.
9. Identify and explain the elements and characteristics of nonverbal communication.
10. Contrast effective and ineffective types of conflict management and problem-solving strategies.
11. Demonstrate effective conflict management and problem-solving strategies.
12. Describe elements involved in relationship development, maintenance, and repair.
13. Compare and contrast passive, assertive, and aggressive response styles.
14. Use assertive verbal and nonverbal behaviors in a variety of interpersonal communication

situations.

15. Explain the impact of cultural and gender variables on interpersonal interactions.
16. Examine the impact of interpersonal communication in the workplace and in the family unit.
17. Describe the role of ethics and civility in interpersonal communication.
18. Explain the impact of technology on interpersonal communication.

Texts, Course Materials and Technologies

- An Open Educational Resource (OER) textbook is provided in the course. This textbook is in PDF format and is free to download and use.

Course Technologies

View the Accessibility Statements & Privacy Policies of technologies used in this course.

Streaming Media/Audio/Video Tools

This course uses webcasting, screen-pal, lecture capture systems, YouTube, and/or other streaming media services.

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the Student Regulations page of the Maricopa Community College District website.

Grading Standards & Practices

In Canvas, you can check your grades by clicking on the Grades tab in the course navigation on the left of the screen. Final grades are determined through a standard scale of 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, 0-59% = F.

Grading Standards & Practices

Grade Scale

Letter Grade Points Range

A 90 – 100%

B 80 – 89%

C 70 – 79%

D 60 – 69%

F 0 – 59%

Response Time

Students can expect a response time of 48 hrs for the instructor to respond to messages sent via the Canvas Learning Management System and email. Students can expect assignments to be graded within 1 week of the assignment's due date.

Attendance Policy

At Maricopa Community College, students must be engaging in some type of academic activity each week of their online course to remain active participants and not be dropped from the course. The first day of class, by midnight, the students must submit the Syllabus quiz to stay active in the course and not be dropped.

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Attendance Policy

If you don't show activity online and don't submit your syllabus quiz the first day of your online class, you will be withdrawn from the course. Your very first activity in Week One is to complete the syllabus quiz. If you do get dropped your first week, email your instructor to see if you can be readmitted.

For extenuating circumstances, or business travel, please reach out to your Instructor prior to your engagement or appointment. Please submit any necessary documentation so your instructor can review and decide whether you can remain in the course.

Late Work

We expect students to meet all deadlines as they are posted in Canvas. We also understand that sometimes extenuating circumstances prevent students from meeting an occasional deadline. In this course, late work will be accepted according to the following guidelines:

- 1) Late discussion board posts will not be accepted after the weekly deadline unless there are extenuating circumstances.
- 2) Late assignments and tests are accepted, subject to the following late penalties: 10% off per day penalty for assignments submitted up to three days after assignment deadline. No assignments accepted after three days unless there are extenuating circumstances to which prior agreement with instructor were established. Students may be required to provide documentation based on the circumstance.

Required Course Practices

Students are expected to attend class modules and participate in class discussions in a timely and frequent manner to ensure maximum class engagement and success. This means being prepared prior to the class deadlines by completing required readings, assignments, and discussion posts and responses. All assignments must be posted by the due date and time listed in the course modules.

Etiquette Expectations

Online/Hybrid courses require an understanding of a certain etiquette principles for online communications, as described below:

- It is expected that students will use polite and dignified language in all communications (either electronic or verbal) with fellow students and the instructor.
- When communicating by electronic means students should avoid abbreviations as much as possible and use Standard English.
- Special attention should be given to communicating with correct spelling and grammar, as it avoids misunderstanding or errors.

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours: the weekly time students spend directly learning with their instructor or course activities. These activities include, but are not limited to, lectures, discussions, group work, and viewing recordings. Instructional contact hours vary by course; refer to the [MCCCD course bank](#) for your course's details.

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly. Accelerated courses will require additional time per week.

Accelerated courses will require additional time per week. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

Course Technologies

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System

- Student Maricopa Gmail Account

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course.

Streaming Media/Audio/Video Tools

This course uses YouTube, and/or other streaming media services.

- YouTube

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- ScreenPal

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism check tool that matches text to a vast database of sources, including the internet, published works, commercial databases, and student work submitted to Turnitin in institutions internationally. Students must submit designated papers to Turnitin when instructed. Information and instructions for Turnitin are provided in the course. For your reference, read the [Turnitin Terms of Service](#).

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Generative Artificial Intelligence (AI) Allowed in All Contexts

In this class, you are permitted to use generative AI tools to complete your assignments. When submitting work that incorporates generative AI content, please clearly indicate what content was generated by AI tools. In such cases, no more than 20% of your work should be generated by a generative AI tool. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Grading Standards and Practices

Please check your weekly course modules and gradebook for due dates and assignment/discussion guidelines.

Grade Scale

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regularly scheduled student support hours as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, and examples.
- Engaging in weekly discussions about course content within discussion boards in Canvas.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email, or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

Students can expect a response time of **24-48 hours** for the instructor to respond to messages sent via the Canvas Learning Management System or @maricopa.edu email. Students can expect assignments to be graded within **one week** of the assignment's due date.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning centers' hours and procedures.

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements explain your rights, available support, and where to go for help or more information. Please review the following policies:

[Classroom Accommodations for Students with Disabilities](#)

[Addressing Incidents of Title IX Sexual Harassment](#)

Disability Resources & Services (DRS)

The Scottsdale Community College (SCC) Disability Resources and Services (DRS) Office provides accommodations and services to students with disabilities to ensure equal access to all SCC programs, services, and activities. Our office strives to empower students, foster independence and self-advocacy, in order to promote achievement of career and educational goals. DRS works with students, faculty, and campus staff to determine and implement reasonable accommodations representative of equal access. To learn more about the DRS services click on this link: [Disability Resources & Services](#)

Code of Conduct

Disruptive Behavior in Class (Temporary Removal of Student)

Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to a faculty member's appropriate classroom rules or instructions, or interferes with the normal operations of the college. Students who engage in disruptive behavior or threatening behavior may be directed by the faculty member to leave the classroom or by the college official responsible for administration of the Student Conduct Code to leave the college premises. (Academic Misconduct AR 2.3.11). If the student refuses to leave after being

requested to do so, college police may be summoned to provide assistance. For involuntary removal from more than one (1) class period, the faculty member should invoke the procedures outlined below:

<https://district.maricopa.edu/regulations/admin-regs/section-2/2-5>.

Code of Civility

Please remember that this class may discuss controversial social, cultural, and political issues. You must conduct yourself civilly and respectfully despite disagreements on opinions.

I will support each student's right to express their opinions and beliefs; however, I will not tolerate abusive language or behavior directed toward another student or the Instructor, specifically if it is focused on race/ethnicity, sex, sexuality, religion, gender expression/identity, disability, language, country of origin, or political affiliations. My professional duty and obligation are to provide a safe learning environment for ALL students.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.