

**COMMUNICATION 327
INTERPERSONAL COMMUNICATION
SYLLABUS**

**STUDENTS, I VALUE DIVERSITY OF VOICES, THOUGHTS, & CREATIVITY
THEORY + APPLICATION= LEARNING!**

Instructor: Dr. Tara B. Perry

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“Ability is what you are capable of doing. Motivation determines what you do. Attitude determines how well you do it” (Holtz, L).

“What I hear, I forget. What I see, I remember. What I do, I understand” (Confucius).

***Communication Channel:** The most efficient way to communicate with Dr. Perry is face-to-face (i.e. during office hours and class time). There will be no drop-ins outside of office hours without a scheduled appointment. Please do not rely on email for all communication (please see CANVAS and the course policy for email professional etiquette).

Note: The instructor reserves the right to make changes to the course curriculum such as the syllabus, class dates/timeline, course related content, Canvas (CANVAS), etc., throughout the quarter. Therefore, it is important to attend class and review CANVAS regularly. All students are required by WWU to be present throughout the quarter and finals week. The professor will not give students assignments or exams in advance to satisfy a personal departure. For questions, please contact the Office of Student Life.

COURSE DESCRIPTION

Introduction to Interpersonal Communication will examine behavior from a theoretical and applied perspective. It will include observations, analysis, and skill building in relationship development. Interpersonal communication is one on one interaction between individuals. It is the process of creating social relationships. Topics in this course include language use, perceptions, listening, verbal-nonverbal behavior, conflict management, diverse relationships, etc. The class will consist of discussions, team observations, reflections, analysis, skills-rehearsals, lectures, and much more.

COURSE GOALS

Upon completion of this course students will be able to apply their gained knowledge of interpersonal communication to diverse relational situations by appropriately selecting course concepts and theories.

5 CREDIT HOURS EXPECTATIONS

Students are expected to study a minimum of two hours outside of class time per credit hour. This means, each student is required to study for Interpersonal Communication at least 10 hours per week outside of class time (readings, writing, team meetings, developing assignments, communicating with the professor, studying, etc.). Five credit formula: 10 hours a week x 10 weeks in the quarter= 100 hours outside of class time per quarter. “Western Washington University has established the following credit load for undergraduate students: (a) the standard load per quarter for undergraduates is 15 credits...; (b) an employed student is expected to reduce his or her academic program and credit load accordingly” (WWU Catalog, University Academic Policies, pp. 34-35). If you believe you will be unable to meet these study hour requirements, consider taking this class during a more suitable quarter.

REQUIRED TEXTS:

Note: Effective academic writing, research, spelling, and grammar will be a part of every assignment therefore the style texts are crucial for this class.

- Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F.. (2015). *Interplay: The process of interpersonal communication* (13th ed.). New York: Oxford University Press.
- Patel, M.L. (2015). *Start where you are*. New York: Penguin Random House.
- Additional class readings will be provided via Canvas and WWU library course reserves.
- Note: All class assignments must be completed in APA 6th edition. Points will be subtracted for incorrect formatting.

REQUIRED FOR CLASS

- 1 Mason Jar (Dr. Perry will bring a sample size to class)
- 4x6 note cards are required. 3x5 note cards will not be accepted.
- Vision board requirement: 1 sheet of construction paper, 12 in x 18 in long, images from magazines, newspapers, etc.
- Notebook (in-class reflections and note taking).
- WWU email account required for emailing via CANVAS and other class projects.
- Positive Attitude.
- *Publication manual of the American psychological association* (6th Ed). (2010). Washington, DC: American Psychological Association. (This text is located in the library. All papers must be in APA 6th edition format).
- CANVAS: This course requires students to use CANVAS. Students are expected to review CANVAS at least twice a day. Daily use of Canvas is part of class participation. Course content will be available via CANVAS. Please stay current with CANVAS. There will be no make-up for missed assignments. Pay close attention to how each assignment is submitted.
- Social media accounts. As part of the service-learning project, students will be required to post via Instagram, Facebook, and Twitter. More information will be discussed in class.

COURSE LEARNING OBJECTIVES (rationale of how students may demonstrate their learning)

After completing the course, students should be able to... by:

1. Critical reflection/thinking: To achieve understanding, evaluate alternative view points, solve problems, provide justification for arguments. The ability to give/receive constructive feedback. “Evaluate, choose, and integrate ideas from others into one’s own perspective. Articulate clear lines of reasoning to explain and illustrate one’s own perspective and multiple sources” (WAAWG at WWU, 2006).

2. Rhetorical Knowledge: To develop in-depth discussion supported by communication theory and research. “Recognize and address the needs of different audiences” (WAAWG at WWU, 2006).

3. Value diversity, social justice, & cross cultural communication beyond tolerance: Awareness of diversity & social justice beyond tolerance: To develop an inclusive environment. To improve communication skills and become “multicultural community builders, able to sensitively interact with diverse populations” (CSU Monterey Bay, Service Learning Institute, <http://service.csumb.edu>). Understand the role of privilege and power in organization as it pertains to different social groups such as the homeless population. Understand the role of privilege and power in organization as it pertains to different social groups such as the homeless population. Understand the different ways underrepresented groups are socially constructed (e.g. race, ethnicity, gender, dis/Ability, religion, homeless).

4. Application: To illustrate understanding by applying course theories to real life settings.

5. Professionalism: To demonstrate appropriate behavior suitable for a classroom/professional environment (e.g. positive attitude, professional word choice, email etiquette, inclusive language, teamwork, conduct oneself with respect, etc.).

6. **Analysis:** Through reading, writing, observing, and discussing, students will be able to investigate and explain readings/research.

DEPARTMENT CORE LEARNING OUTCOMES

This course directly supports a number of departmental core learning outcomes such as:

1. Critical Thinking: Students are able to employ critical thinking skills in analyzing complex organizational situations.
2. Teamwork: Students are able to work cooperatively in small groups in class and in virtual teams.
3. Ethics: Students are able to reflect on the ethical dimensions of actions when reviewing case studies.
4. Awareness/Concepts: Students will gain an awareness of theories and concepts rooted in the historical tradition of organizational communication.
5. Speech: Students are able to write proficiently at college level.
6. Writing: Students are able to write proficiently at college level.

A full description of the learning outcomes will be made available via CANVAS under the syllabus & course information link.

GENERAL COURSE POLICIES: The instructor reserves the right to make reasonable changes to the syllabus and course content as necessary to strengthen the quality of the course during the academic quarter. Students will be notified of changes. Therefore, it is important to review CANVAS announcements and content regularly. All students are required by WWU to be present throughout the quarter and finals week. The professor will not give students assignments or exams in advance to satisfy a personal departure. For questions, please contact the Office of Student Life.

Further discussion regarding course policies will be available on CANVAS. All students are responsible for reading each policy noted.

TECHNOLOGY: Students completing homework and conducting research on the web during class has been a distraction to student learning therefore in this course, laptop, cell phone use, and other technology is not permitted unless noted by the instructor. Please bring organized notes to class so that you may refer to them during discussions. Students who receive documentation from the Disability Resource Services will be accommodated.

ACADEMIC DISHONESTY POLICY AND PROCEDURE (Appendix D):

Academic dishonesty at Western Washington University is a serious infraction dealt with severely. Students shall not claim as their own the achievements, work or arguments of others, nor shall they be a party to such claims. It is the instructor's responsibility to confront a student and to take appropriate action if academic dishonesty, in the instructor's judgment, has occurred (Read Appendix D, Western Washington University). WWU academic dishonesty policy and procedures will be enforced. Consult the instructor for questions. If academic dishonesty occurs, the student will fail the assignment and the course. Plagiarism and cheating will not be accepted in this course. Also read appendix F regarding grievances. Please be aware of WWU's integrity policy <http://www.wwu.edu/integrity/>. Please review the department's honor code in detail: <https://chss.wwu.edu/communication-studies/academic-honor-code>. All students are required to have access each source mentioned.

PLAGIARISM (Appendix D):

Plagiarism is presenting someone else's own work in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. Examples include but are not limited to: "(1) Using another person's written or spoken words. (2) Using information from a World Wide Web site, CD-ROM or other electronic sources. (3) Using statistics, graphs, charts and facts without acknowledging the source of the ideas. (4) Paraphrasing, which is using someone else's argument without acknowledging the source by imitating the argument using other words (Appendix D, WWU, Library, <http://www.library.wwu.edu/ref/plagiarism.html>).” Students are required to use the APA 6th edition manual to make certain that she/he has not violated plagiarism rules for any written or oral assignment. If academic plagiarism occurs, the student will fail the assignment and the course.

RECORDINGS: Students are not permitted to audio record or visual record content discussed by the professor without written permission. Class content may be reviewed online but cannot be altered in any way. Please review WWU copyright, intellectual property, and plagiarism.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor and Office of Student Life during the first week of class of any accommodation(s) needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved by the Director of Disability Resources. The office is located in Student Support Services, 650-3083. E-mail and Website: drs@wwu.edu, <http://www.wwu.edu/depts/drs/>.

ATTENDANCE: This is a participation activity-centered class. Class activities, discussions, and group exercises constitute a major portion of the learning experience in this course. Students are responsible for all material discussed in class and all assigned readings in the text. In-class activities and participation cannot be made up. Students are permitted to take one day off. This may not be a day when you are scheduled to present, a guest speaker is coming to class, or on another mandatory day. After the first unexcused absence, three points will be subtracted. **LATE:** one point will be subtracted after the first late entrance to class. Arriving to class late is a distraction for presenters and learners. If someone is presenting, please wait outside until the presenter has finished.

MANDATORY DAY(S): Certain days will be noted in class as required class attendance (e.g. guest speakers, in-class lab days). The professor will announce these days in class or via CANVAS. Points are subtracted for missing such days.

ASSIGNMENTS & EMAIL: Assignments must be completed at satisfactory level to receive a passing grade. All assignments must be typed in APA 6TH edition format, 12-font, Times New Roman, 1-inch margins, etc. It is the students' responsibility to keep copies and record all graded assignments. Most assignments are accompanied by an evaluation form that students can retrieve from the professor's CANVAS Website. Students will not be able to complete assignments without forms or descriptions of assignments posted. Students who are granted university accommodations (see students with disability accommodation note in this syllabus) or an emergency leave of absence from the Office of Student will be accommodated. *Please do not email assignments. Emailed assignments will not be evaluated. Review assignments prior to sending an email.

DEADLINES: DEADLINES: Students are asked to submit all work on time. Life does happen therefore with the professor's permission; each student may submit one individual assignment one day after it is due. There will be a point deduction (between 3 and 5 points) for the late assignment. This does not include team work related assignments, quiz, or exams. The student must inform the professor during office hours not via email of the late assignment. The student will receive a zero for the assignment if all follow-up instructions are not followed. If you are unclear, please ask the professor during the first week of class.

CLASSROOM BEHAVIOR & CELEBRATION OF DIFFERENCE: The professor, guests, and students are expected to practice respectful nonverbal and verbal communication during discussions in and out of class. The goal is to have a supportive classroom climate that is open to all people and to uphold WWU's mission of cultural diversity, equity, social justice, and inclusion <http://wp.wwu.edu/equityforum/>; <http://www.wwu.edu/president/diversity.shtml>. Students whose behavior is unprofessional, discriminatory, and disrespectful to other students, guests, or myself, will be contacted and reported to university officials. If the behavior continues after the first contact, the student will be asked to leave the course. "Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual identity/behavior, dis/ability, gender variance, nationalities, etc." (James Fortney, 2015, Syllabus). Students who violate these ethical communication behavioral standards by being disrespectful, distracting, and/or unprofessional to other students and myself will be reported to the Office of Student Life and the Department Chair.

SEXUAL HARASSMENT & DISCRIMINATION: This class has a zero tolerance of sexual harassment and discrimination. Sexual harassment is defined as unwelcome sexual advances that occur through verbal or nonverbal communication. Such harassment can occur on or off campus between student peers, coworkers, employers, teachers, etc. Discrimination occurs when someone experience prejudice based on protective categories such as religion, disability, race, sexual orientation, ethnicity, etc. If you experience sexual harassment or discrimination, please contact the professor and WWU Equal Opportunity Office for further questions 650-3307, Old Main 345.

COMM. MAJORS ONLY: “If you have not yet taken or are currently taking *Comm 498*, then you should know that Communication 498 has implemented a video element into your final capstone project as “evidence” that you know how to eloquently present a speech by the end of your WWU experience. I suggest that you record your class presentations. You may ask a peer in the audience to record you. If you are presenting as a team, have the videographer zoom the camera while you present. On the day of your final presentation in this class, be sure to bring a camera and tripod (digital cameras and smartphones that take videos work too) and make sure that it will be good enough quality to put on a DVD,” Dr. Karen Stout.

EVALUATION CRITERIA & ASSESSMENT

GRADE APPEAL POLICY

Please check the Grade Appeal Policy Form at the end of the course policies regarding instructions for disputing grades.

FORMAT FOR WRITTEN WORK

All assignments given to the professor must be stapled or paper-clipped, and follow APA 6th edition. The professor will not be responsible for unattached papers. It is the student’s responsibility to keep extra copies of all turned-in and graded assignments. All papers must be typed in APA format, 12-font Times New Roman, 1-inch margins, stapled or paper clipped, and use clear, quality print without ink smudging.

GRADING

All assignments given to the professor must be stapled or paper-clipped. The professor will not be responsible for unstapled papers. It is the students’ responsibility to keep extra copies of all turned-in and graded assignments. Most assignments are accompanied by an evaluation form that students need to retrieve from the professor’s CANVAS Website. Students will not be able to complete assignments without forms or descriptions of assignments posted. Points will be subtracted for spelling, grammatical errors, uncorrected rough drafts, failure to use APA, etc.

EVALUATION CRITERIA

All students will be held to the outlined academic performance standard provided. To be evaluated is an important way to improve one’s performance. For students’ future success, my aim is to assign the grade that was earned. For example, a below average performance does not result in an average grade, an average performance will not result in above average grade, etc. If students aim to meet the minimum criteria, the grade would result in a C. If students aim to exceed the basic/minimum requirements, a B may be earned, and so forth. The scale is to assist students in clearly understanding my evaluation process. Overall, the grading standard for performance evaluation:

A: is for outstanding performance - significantly exceeded the minimum requirements in MANY significant ways. A’s are reserved for excellent, outstanding, and superior performance.

B: is for above average performance – exceeds the minimum requirement for successful completion of the outlined assignment. The assignment is goes beyond the based requirement.

C: is for average performance - met the minimum requirements at a satisfactory level. A C is not a punishment however it demonstrates that the student has performed at an acceptable level.

D: is for below average performance - failed to meet some basic criteria and the performance is substandard.

F: is given for unsatisfactory performance - failed to meet the majority of the assignment requirements. Did not follow or meet the assignment guidelines or requirements.

GRADE DISTRIBUTION (TOTAL POSSIBLE POINTS)

| | | |
|--------------------------|----------------------|----------------------|
| A= 350-333 (100%-95%) | A-=332-315 (94%-90%) | |
| B+=314-305 (89%-87%) | B=304-294 (86%-84%) | B-=293-280 (83%-80%) |
| C+=279-270 (79%-77%) | C=269-259 (76%-74%) | C-=258-245 (73%-70%) |
| D+=244-235 (69%-67%) | D=234-224 (64%-66%) | D-=223-210 (63%-60%) |
| F= 209-0 (59% and below) | | |

EVALUATED ASSIGNMENTS

| | |
|---|--------------|
| Quiz | 20 |
| Weekly Reading Responses (cumulative) | 20 |
| Assigned Specialty Homework | 27 |
| Photo upload(2), ethical behavior(2), grief(15) | |
| Tell me(2), dark side(6), and other assigned work, etc. | |
| Note cards 4x6 (cumulative) | 15 |
| Peer Discussion Leaders | 20 |
| Interpersonal Friendship/Friendship Day Pres. | 15 |
| Participation | 20 |
| Service-learning endhomelessness team project | <u>50</u> |
| o Team presentations-8 | |
| o Direct service project-20 | |
| o Events: Red Square-5 | |
| o Individual/Team Social media posts-10 | |
| o SL final end eval/peer eval-7 | |
| o Final presentation and wrap-up | |
| Blog (15), Journal (8) | 23 |
| Vision board & Joy Jar | 10 |
| Exams (midterm and comprehensive) | <u>60/70</u> |
| | 350 |

ASSIGNMENTS/DESCRIPTIONS

Please see description of class assignments and individual forms developed by the professor for more descriptive guidelines. There are no make-up assignments. All assignments are available via CANVAS once the module is unlocked. Student may lose points for not following assignment direction and content. In addition to CANVAS, some important class updates will be emailed to students therefore please be sure to check your WWU email account.

GROUP MEMBER ISSUES***Peer Dismissal/Fire**

Teams are responsible to adjust to group issues just as you would in any class/job environment, but if a particular member(s) continues to be a problem and/or social loafer please notify the professor immediately. If the problem continues after the issue has been discussed with the member, conduct a meeting with the professor, team, and member. Teams may fire a member if he/she has violated the team contract as well as course guidelines. A team member may not be fired in the last two weeks of the quarter. The goal is to contact the Dr. Perry in as soon as possible. Read the team member fire policy process before contacting Dr. Perry. (See CANVAS).

Guest Speakers: Guest speakers bring a wealth of knowledge to our university. Students are required to be present during guest speaker presentations. I will announce in class when guests will be coming to class. Since guests take the time from work to be present, three points will be subtracted from the overall course for missing each presentation.

Specialty Assignments/Online Discussions: As part of the course, students will be required to engage in conversations about the readings. The quality of each student's contribution will be evaluated. Discussions will may be held via CANVAS and during class. All students are required to take part in various discussions, be professional, and open to diverse ideas. Students will respond to questions posed as well as respond to posts from classmates. (See CANVAS)

Service-Learning Events & Written Reflection: As a class effort, students will be giving back to the community experiencing homelessness and poverty. Students will be apply course concepts and theories to the overall experience. Our efforts will focus on those who are in need. More specifics will be discussed in class. We will not pity people or expect them to share their stories. Students will engage in readings. On Saturday, February 10th from 8:30 a.m. to 2:00 p.m. students will serve with the CHORE program. In order to pass this course, students will need to participate in all service-learning activities. There will be no make ups. In addition, students will present progress reports in class, fly signs in Red Square educating, may create an invisible project, and write about their overall experience. Students will examine how communication takes place within the organization and examine how homelessness occurs. This service-learning project is designed to give students the opportunity to explore a culturally diverse issue, apply theories, and become social justice advocates. Each student will work with an organization and provide direct hands on service. This project requires students to conduct research, deliver in-class presentations, inform WWU campus about the homeless community via social media and other channels, etc. Students will be evaluated as a team and individually. As a significant part of the service-learning project, all students are required to participate. (See CANVAS)

Exam: Students will be required to take exams. The exams will consist of course readings, video clips, class discussions, and other course content (e.g. handouts, syllabus, chapter readings, guest speakers' presentations, etc.). The exam format may consist of multiple choice, fill-in the blanks, short answer, identification, etc. All exams are taken online unless noted otherwise.

Peer Discussion Leaders (PDLs): Students will be responsible for delivering an interactive presentation of a chapter assigned on the given day. This presentation is assigned with several purposes: 1) It will enable both you and the rest of the class to learn the assigned material through the process of teaching others, 2) you will learn to work in teams which will prepare you for new relationships, and 3) finally, you will enhance your critical thinking skills. These presentations are designed to create a collaborative learning environment for our class. Students will be responsible for delivering an interactive presentation of a reading assigned on the given day. Depending on class size students may present in peers as well as individually. (See CANVAS)

Interpersonal Blog: Students will write a blog about their personal growth throughout the quarter. Students will form intimate teams and develop closer peer friendship relationships. Students will select an interpersonal behavior to work on and have class partners to dialogue with online. (See Canvas)

Interpersonal Friendship: Students will be asked to provide a detailed reflection of themselves and a close friend that he/she will bring to class on friendship day. (See Canvas)

Friendship Day/Night: Students will present about a class peer. We will take this day to honor our friends. A written assignment will be developed during the quarter that relates to friendship day. On the day of the event students will be evaluated on preparation of their presentation, maintaining a positive attitude, assisting on the day of the event, effective use of course theories/concepts, etc. They will be asked to share their interpersonal experience. All students are required to bring a friend. Note: According to WWU policy (<http://www.wvu.edu/depts/vpsa/AODpolicy.htm>), at no time may students bring alcohol or related paraphernalia. Although we may meet off campus, you are still in class. Students who bring any of the above will be immediately reported to The Office of Student Life (See WWU Alcohol and any other Drug Policy. (See Canvas)

“Celebration of Life” Life & Grief: Students will learn about the stages of grief and how to communicate with a person who is experiencing loss. Guest speakers will be present. (See Canvas)

Dark Side Panel: Students will be asked to integrate course concepts and theories to develop an informative panel discussion regarding dark side topics within interpersonal communication. Panels must be innovative, creative, and based on current interpersonal communication research. Students will integrate theories, concepts, and outside research. (See Canvas)

Integration of Theories: Students will be required to research and integrate theories during class presentations and written assignments.

Assigned Readings: Article readings, videos, online work, and assignments will be placed via CANVAS by the professor for student review. Students are responsible for reading and/or reviewing as stated via CANVAS announcements. These assignments may be posted Via CANVAS and/or Announced in Class. There will be no make-up for missed assignments. Each assignment will be given a score. (See Canvas)

Participation: The class relies on collaborative learning therefore students are asked to take part in daily discussions, verbal/written constructive feedback (give love), discuss past & personal experiences relating to the content (theories and concepts), activities, etc. Part of your grade will be awarded for regular in-class participation. Keep in mind that “participation” is NOT synonymous with “talking”—participation is earned for active, engaged involvement in class exercises and activities. Participation means more than just contributing to class discussion. In fact, some people who talk too much in class may lose involvement points. It is more important for you to make quality contributions and critiques by listening to and with others, offering honest and constructive criticism to your classmates, investing effort in graded and non-graded assignments, participating in class activities, asking appropriate and helpful questions, integrating readings into class discussions, etc.
(See CANVAS)

Daily Critical Reading Comments & 4x6 Note cards: Critical chapter reflections are due daily via CANVAS and in class. Students will also be required to bring specific reading responses on a 4X6 note card and use them during discussion/lecture. These responses will be evaluated at the end of the quarter. A cumulative score will be given. Each student is required to critically reflect on assigned chapter reading and complete daily typed responses to questions noted by the professor. Students are also required to read assigned articles posted via CANVAS. Two points from your overall grade will be subtracted for each missing chapter reflection. Students are expected to share what they read by explaining the authors’ viewpoint and argument first, before providing personal opinions. Students will participate in various formats: class discussions, lectures, exercises, video reflections, etc. Dr. Perry will also require students to demonstrate their understanding of theory by applying the course content to real life situations. Each student will also be required to share their experiences, make daily visits to CANVAS, be engaged, etc.
(See CANVAS)

COURSE OUTLINE: ****The course syllabus, policies , and class schedule will be located via CANVAS***

It is the students’ responsibility to review and bring all assignments to class, review the syllabus, and check updated notes on Canvas. Keep in mind that chapters are not read in order. Pay close attention to detail and read everything. Please turn off your cell phones before entering the classroom. Students are not permitted to use cell phones during the class period. Hence, students may use their cell phones before or after class)

“This syllabus and schedule are subject to change as necessary to adapt to class size, student performance, and unexpected circumstances” (Stout, 2007, p. 3 syllabus). In addition Canvas content may be subject to change.

Class Readings: Read assigned chapters/articles before class. Additional readings, video viewings, and course content will be assigned and posted via CANVAS. Students are required to have read all course materials by dates indicated in the syllabus and via CANVAS.

Class Assignments and Presentations: All assignments are due at the beginning of the class period. This includes the correct evaluation forms, chapter reflections, etc. Any assignment that is printed and turned in after the class begins, will receive a zero. The professor will not bring extra forms to class, therefore please be sure to download the appropriate assignments. Therefore, give yourself enough time to turn in your work.

Lecture Notes: Students are required to read the textbook and other assigned readings. Please be sure to take written notes. Lecture notes may only be available before the exam. Keep in mind that information not discussed in lecture is still important for the students to know.

Class Strategy: The goal to completing your tasks is to work “SMART, not HARD”. Pay close attention to detail, read everything, come to class prepared, and stay ahead.

Syllabus & Course Policies: See CANVAS.

WINTER 2018
INTERPERSONAL COMMUNICATION 327
COURSE SCHEDULE

| | Due | Looking Ahead Assign/Homework | Discussion Topics |
|---------------------------------------|--|--|--|
| WEEK 1 Module 1/10 (W) | <input type="checkbox"/> No items due <input type="checkbox"/> *Note: <u>personal chapter notes are due daily and throughout the quarter.</u> <input type="checkbox"/> Come to class, complete all readings by the date of the class. | <input type="checkbox"/> Syllabus and policies <input type="checkbox"/> CANVAS | <input type="checkbox"/> Class introduction & Getting started <input type="checkbox"/> Community building & teamwork <input type="checkbox"/> Class orientation, note card, student develop common ground <input type="checkbox"/> 4X6 note cards <input type="checkbox"/> Homework <input type="checkbox"/> Joy Jar |
| 1/12 (F) | <input type="checkbox"/> Have begun to review CANVAS <input type="checkbox"/> Have begun to review the syllabus and policies <input type="checkbox"/> Bring a printed copy of the schedule <input type="checkbox"/> Have read Ch 1 Adler <input type="checkbox"/> Bring 3x5 expectation note card | <input type="checkbox"/> Begin to develop typed critical chapter reflections due daily. <input type="checkbox"/> Course review <input type="checkbox"/> Begin Start Where You Are Journal <input type="checkbox"/> Write tell me letter | <input type="checkbox"/> CANVAS use/Class Intro Cont. <input type="checkbox"/> Service-learning (SL), Saturday, February 10, 8:30am-2:00 p.m. <input type="checkbox"/> Reading Reflection <input type="checkbox"/> Discuss 4x6 card <input type="checkbox"/> Joy Jar & link (3 per week) <input type="checkbox"/> Profile photo <input type="checkbox"/> Tell me letter (print & upload) <input type="checkbox"/> Class norming, note cards <input type="checkbox"/> Team formation/schedule <input type="checkbox"/> Ch 1 Adler <input type="checkbox"/> CANVAS is closed on the day of the exam. |
| WEEK 2 Module 1/15 (M) | <input type="checkbox"/> No School, MLK Jr. Day | | |
| 1/17 (W) | <input type="checkbox"/> Profile photo uploaded to CANVAS <input type="checkbox"/> Intro to Service-learning (SL) readings via CANVAS module <input type="checkbox"/> Review CH 1 Adler <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> SL Readings/viewing regarding homelessness | <input type="checkbox"/> Continue classwork <input type="checkbox"/> Review syllabus & policies <input type="checkbox"/> Select a theme song <input type="checkbox"/> Select an interpersonal behavior to work on this quarter. <input type="checkbox"/> Blog #1 | <input type="checkbox"/> CH 1 Adler Interpersonal Process & Hopes/Concerns exercise <input type="checkbox"/> SL homelessness project & outline <input type="checkbox"/> Select one interpersonal behavior <input type="checkbox"/> Blog #1 <input type="checkbox"/> Locate an article that reviews the impact of negativity on college student health. Record the citation and the results. <input type="checkbox"/> Review quiz #1 content <input type="checkbox"/> SL readings <input type="checkbox"/> DL discuss & sign-up |

| WEEK | Due | Looking Ahead Assign/Homework | Discussion Topics |
|---|---|--|--|
| WEEK 2 Module Continued 1/19 (F) | <input type="checkbox"/> Ch 3 Adler <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal 6-11 <input type="checkbox"/> Tell me letter <input type="checkbox"/> SL Readings/viewing regarding homelessness <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. | <input type="checkbox"/> Continue classwork <input type="checkbox"/> Prep Me Bag | <input type="checkbox"/> Ch 3 Adler The Self <input type="checkbox"/> Select a theme song, Me Bag <input type="checkbox"/> SL homelessness project <input type="checkbox"/> Quarter sign ups <input type="checkbox"/> Ethical behavior & time management <input type="checkbox"/> Me Bag for chapter 2 |
| WEEK 3 Module 1/22 (M) | <input type="checkbox"/> Ch 4 Adler <input type="checkbox"/> Post theme song & begin to present, 12:30 p.m. <input type="checkbox"/> Writer Blog #1 due by 12:30 p.m. via Canvas <input type="checkbox"/> Procrastination Ch 1 (on reserve at the library in paper form) <input type="checkbox"/> Impact of negativity on college student health (summary, results & citation) <input type="checkbox"/> Complete 4x6 note card for readings | <input type="checkbox"/> Continue class work <input type="checkbox"/> Introduction to the dark side & secret readings | <input type="checkbox"/> Ch 4 Adler Perceiving Others <input type="checkbox"/> Theme Song <input type="checkbox"/> Ethical behaviour <input type="checkbox"/> Impact of negativity <input type="checkbox"/> SL project & social media <input type="checkbox"/> Introduction to the dark side & secret readings, survey <input type="checkbox"/> Procrastination Ch 1 |
| 1/1/24 (W) | <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> Accountability partner respond to peer blog #1 by 12:30 p.m. | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Continue discussion |
| 1/26 (F) | <input type="checkbox"/> Quiz #1 due by 11:59 p.m. (Module 0 Module 1, and service-learning) <input type="checkbox"/> Ch 2 Alder <input type="checkbox"/> Difference Matters by B. Allen <input type="checkbox"/> Me Bag <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal 12-17 <input type="checkbox"/> Complete 4x6 note card | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Ch 2 Adler Culture <input type="checkbox"/> Difference Matters by B. Allen <input type="checkbox"/> Me Bag <input type="checkbox"/> Joy Jar & Journal |
| WEEK 4 Module 1/29 (M) | <input type="checkbox"/> Introduction to the dark side & secret due by 12:30 p.m. <input type="checkbox"/> Privilege reading <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> Quiz #1 due 11:59 p.m. | <input type="checkbox"/> Teams meet to prepare <input type="checkbox"/> Continue classwork | <input type="checkbox"/> SL Team progress report presentation <input type="checkbox"/> Intro to the dark side |

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| 1/31 (W) | <input type="checkbox"/> Service-learning in the service of social justice by Brit <input type="checkbox"/> Unheard Voices: Community organizations and service learning by Stoecker & Tyron <input type="checkbox"/> Complete 4x6 note card | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Continue intro to the dark side <input type="checkbox"/> SL readings by Britt <input type="checkbox"/> SL reading by Stoecker & Tryon |
| 2/2 (F) | <input type="checkbox"/> Vision board presentations <input type="checkbox"/> Readings/viewing regarding homelessness <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal 18-23 | <input type="checkbox"/> Continue classwork <input type="checkbox"/> Prep team presentation | <input type="checkbox"/> Vision board presentation |
| WEEK 5 Module 2/5 (M) | <input type="checkbox"/> Ch 5 Adler <input type="checkbox"/> Ch 6 Adler <input type="checkbox"/> Complete 4x6 note card | <input type="checkbox"/> Continue classwork <input type="checkbox"/> Prep Redsquare Signs | <input type="checkbox"/> Ch 5 Language <input type="checkbox"/> Ch 6 Nonverbal Communication & activity <input type="checkbox"/> Team post signs via CANVAS <input type="checkbox"/> Social media individuals begin to post 3x a (week 6-week 8) <input type="checkbox"/> Discuss Red Square |
| 2/7/(W) | <input type="checkbox"/> Ch 7 Adler complete 4x6 note card <input type="checkbox"/> Complete 4x6 note card | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Ch 7 Adler Listening <input type="checkbox"/> SL card board signs |
| 2/9 (F) | <input type="checkbox"/> Exam 1 (1,2,3,4,5,6, CANVAS content, readings) <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal 24-29 | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Exam 1 |
| WEEK 6 Module 2/12 (M) | <input type="checkbox"/> SL team presentation <input type="checkbox"/> Writer Blog #2 due by 12:30 p.m. <input type="checkbox"/> Dark Side pres #1 <input type="checkbox"/> Experience by Joan W. Scott <input type="checkbox"/> SL Social media week begins <input type="checkbox"/> SL Social media signs <input type="checkbox"/> Complete 4x6 note card | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Experience by Joan W. Scott <input type="checkbox"/> Discuss RedSquare <input type="checkbox"/> Dark side pres #1 |

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| 2/14 (W) | <input type="checkbox"/> Dark side pres #2 <input type="checkbox"/> Accountability partner respond to peer blog #1 by 12:30 p.m. <input type="checkbox"/> Recognizing and Overcoming Privilege <input type="checkbox"/> Complete 4x6 note card | <input type="checkbox"/> Continue classwork <input type="checkbox"/> Plan for film festival | <input type="checkbox"/> Blog #2 <input type="checkbox"/> Dark side pres #1 <input type="checkbox"/> Recognizing and Overcoming Privilege |
| 2/16 (F) | <input type="checkbox"/> Dark side pres #3 <input type="checkbox"/> Public Advocacy reading <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal 30-36 | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Dark side pres #3 <input type="checkbox"/> Public Advocacy <input type="checkbox"/> Grief & Celebration of Life |
| WEEK 7 Module 2/19 (M) | <input type="checkbox"/> No School, Presidents Day | | |
| 2/21 (W) | <input type="checkbox"/> Social media week continues <input type="checkbox"/> Homeless awareness signs in Red Square (TBA) | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Public Advocacy <input type="checkbox"/> Homeless awareness signs in Red Square (TBA) <input type="checkbox"/> Friendship Day & Sign up |
| 2/23 (F) | <input type="checkbox"/> Dark side pres #4 <input type="checkbox"/> Ch 8 Adler Emotions <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal 37-42 | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Class Red Square discussion <input type="checkbox"/> Dark side pres #4 <input type="checkbox"/> Ch 8 Adler Emotions <input type="checkbox"/> Grief & Celebration of Life <input type="checkbox"/> Friendship day assignment |
| WEEK 8 Module 2/26 (M) | <input type="checkbox"/> Social media week continues <input type="checkbox"/> Dark side pres #5 <input type="checkbox"/> Ch 12 Adler <input type="checkbox"/> Complete note card | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Friendship day sign-up <input type="checkbox"/> Dark side pres #5 <input type="checkbox"/> Ch 12 Adler Managing Conflict <input type="checkbox"/> Grief & Celebration of Life |
| 2/28 (W) | <input type="checkbox"/> No School, President's Day | | |
| 3/2 (F) | <input type="checkbox"/> Ch 9 Adler & Ch 10 Adler <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Complete 4x6 note card <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal (complete all) | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Ch 9 Adler Dynamics of Relationships <input type="checkbox"/> Ch 10 Adler Close Relationships |
| WEEK 9 Module 3/5 (M) | <input type="checkbox"/> Grief assignment <input type="checkbox"/> Social media week ends <input type="checkbox"/> Complete 4x6 note card for readings | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Grief assignment <input type="checkbox"/> Peer Evaluation |

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| 3/7 (W) | <input type="checkbox"/> Class guest TBA <input type="checkbox"/> Complete 4x6 note card for readings <input type="checkbox"/> Final writer blog #3 due by 12:30 p.m. | <input type="checkbox"/> Continue classwork | <input type="checkbox"/> Guest TBA |
| 3/9 (F) | <input type="checkbox"/> Comprehensive Exam <input type="checkbox"/> Post all reading individual reflections by 5:00 p.m.. <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Start where you are journal 1-5 | Continue classwork | |
| WEEK 10 Module 3/12 (M) | <input type="checkbox"/> Ch 11 Adler <input type="checkbox"/> Friendship Reading <input type="checkbox"/> Friendship Assignment <input type="checkbox"/> Begin final vision board presentations <input type="checkbox"/> Week 10 is mandatory week (5 points for missing class) | | <input type="checkbox"/> Ch 11 Adler Climate <input type="checkbox"/> Friendship Reading <input type="checkbox"/> Friendship Assignment |
| 3/14 (W) | <input type="checkbox"/> Friendship Day <input type="checkbox"/> Peer evaluation <input type="checkbox"/> Accountability partner respond to blog #3 by 12:30 p.m. | | <input type="checkbox"/> Friendship Day <input type="checkbox"/> Peer evaluation |
| 3/16 (F) | <input type="checkbox"/> Final vision board presentation <input type="checkbox"/> Joy Jar & reading (3 ideas per week) <input type="checkbox"/> Course evaluation & wrap-up | | |
| WEEK 11 Module | <input type="checkbox"/> Finals Week: See registrars schedule. All students are required to be present during finals week. | | |