

Interpersonal Skills: Communication 115 Syllabus

Instructor: Beverly S. Edwards

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115-02: T/TH 9:30-10:45 ED 102

115-03: T/TH 11:00-12:15 ED 102

Text:

Bundle: Interpersonal Communication: Everyday Encounters, 8th + LMS Integrated for MindTap® Communication, 1 term (6 months) Printed Access Card

ISBN: 9781305626164

IMPORTANT: Do NOT register the Access Code until you are CERTAIN that you are going to remain in the class. Once the access code is registered, it can not be used by anyone else. The last day to Drop/Add is 1/12/16.

Student Learning Outcomes:

In this course, you will be introduced to concepts historically central to interpersonal communication research. In addition to demonstrating mastery of these concepts (via objective assessment), students will also be expected to engage in application to praxis. This is a course that examines interpersonal communication processes in a variety of contexts and relationships. We will pay particular attention to principles, issues, and problems occurring within interpersonal communication settings. Furthermore, students are expected to gain insight into themselves as interpersonal communicators. Oral communication (public speaking) will be utilized to demonstrate the student's knowledge of these interpersonal concepts.

Interpersonal Skills examines basic verbal and nonverbal elements affecting communication between individuals in family, peer groups, work, and social contexts. This course requires participation in activities designed to develop interpersonal communication skills. Accordingly, this course is one of several offered by the Department of Communication “to develop oral, written, and computer mediated communication competency” ([Department of Communication Mission Statement](#), adopted 4/18/95). It adheres to the **University's General Education Course**

Requirements for the following content area: **Oral Communication** is the ability to convey ideas, emotions, and information through speech. Students who satisfy this requirement will demonstrate that they are able to do all of the following: (1) Speak publicly, in both formal and informal contexts, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion; (2) Participate effectively in discussion; and (3) Analyze and critique the oral communication of oneself and others.

Course Description:

1. To enhance understanding of the communication process in general, and of the interpersonal and personal communication processes in particular:
 - You will speak publicly, in both formal and informal contexts
 - Students are required to give four oral presentations and participate in topic discussions throughout the semester.

2. To be able to listen, think, and write critically about issues pertinent to the study of interpersonal and personal relationships:
 - You will demonstrate skills such as appropriate selection of topics and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion.

- The four presentations and topic discussions demonstrate that the students can appropriately choose a class-related topic and choose fitting materials to best illustrate their main ideas.

The four presentations are: Two based on assignments related to course material, one with two or more classmates presenting a chapter from the textbook, and a group presentation based on participation in a group activity (Act of Kindness).

- The students are assessed on the clarity of their presentations which includes the topic selection, organization, effectiveness, understanding of material, and the ability to adapt to audience, setting, and occasion.

Each student prepares a paper and/or speaking outline, depending on the assignment, with a bibliography, when appropriate, for each presentation. Within the outline, the student will have an introduction and conclusion, use an appropriate organizational pattern, use transitions, signposts, internal summaries, and use research to support their presentation.

Always use a brief outline (speaking outline) to present from which you will talk to your audience, not read to them.

3. Participate effectively in discussion:

- Students are placed in small discussion groups throughout the semester. The tasks and discussions in these groups range from in-class writing/presentation workshops to discussions based on class material to exercises performed outside of the classroom. They informally talk and present their educated opinion in order to help the small group and class discussion. Their performance in these groups is assessed through activity points. Activity point assignments will usually be accompanied by a written portion that is to be handed in to the instructor.
- Students are also required to read their textbook and outside articles when assigned. They discuss these items in small groups. They are responsible for this material on the three (3) examinations given during the semester. They are assessed through objective questions, short answer items, and/or essay questions. This will enable you to familiarize yourself with the primary research sources in interpersonal communication.

4. Analyze and critique the oral communication of oneself and others:

- Students are required to write a self-critique following the 1st presentation and one peer critique following presentation #2.
- The students also engage in two group presentations. They are required to work effectively with one another in order to produce the presentation. They assess each other on a basis of work contribution and presentation skills.
- This will enable you to analyze more effectively your own and others' interpersonal communication behaviors and
- To increase the array of available choices about interpersonal and personal communication behaviors.

Attendance: (READ this section CAREFULLY!)

The assignments in this class are designed to achieve the student learning outcomes. Textbook reading, class lectures, in-class activities, and presentations will not only provide you with information about major concepts, but will also allow you the opportunity to experience the concepts. Therefore, your attendance and participation in class are of utmost importance.

We will be involved in a number of in-class exercises and discussions. Therefore, your presence is necessary for class. I expect you to contribute to this class! That means being prepared by **reading the chapter to be discussed that day ahead of time**. In addition, your contributions to the class will increase the understanding and retention of the class material for you and your classmates. As such, for classes that meet 2 times per week **more than two (2) absences (excused or unexcused) will result in your grade being lowered by one grade for each subsequent absence up to 5 absences. (3 absences = - 100 pts., 4 absences = -200 pts., 5 absences = Failure of Course.)**

Keep in mind that **presentations cannot be made up**. If an **emergency** should occur on a presentation day, **you must call me and talk to me personally within 24 hours of the absence and show documentation** (i.e. doctor's note, death certificate) upon your return. **Do NOT e-mail me!** If these criteria are met, it will then be decided by me if there is time within the class to make up the presentation. Otherwise, **you will receive a grade of zero for that assignment**.

In addition to the attendance policy, there will be a possible **20 points** earned at the end of the semester as **participation points**. The quality and quantity (or lack thereof) will determine the number of points that I award you. Also, if you are absent, you are responsible for obtaining the material that you miss. Class notes can be obtained from other students. It is not the responsibility of your instructor to see that you are caught up. Your instructor will not loan out class materials.

Tardiness:

You are expected to **show up for class on time and stay the entire period**. If you have a scheduling conflict that does not allow you to meet this requirement, I suggest you make a commitment to either this class or the conflicting activity. You simply cannot be in two places at once and frequent tardiness or leaving early is not conducive to your learning or the learning of other students in the class. Attendance is taken at various times during the class period. Consequently, if you arrive late to class and attendance has already been taken, you will be marked absent. Similarly, if you leave early and attendance is taken at the end of class, you will also be marked absent. In addition, **frequent tardiness or leaving early (3 times) will equal 1 (one) absence**. If you must be late for class, please **do not interrupt another student's presentation**. **Wait until the speaker is finished before entering the room.**

Announcements and Class Information:

You are responsible for any announcements given in class concerning changes in the dates, schedule, and/or supplemental readings. If you miss a class, you are responsible for obtaining the notes from a classmate in order to be familiar with information covered that day.

Quizzes/Tests & Assignment Due Dates:

All papers must be completed and turned in on the date assigned. If you fail to turn in a paper on time, you will lose a letter grade for each calendar day it is late. Papers more than five calendar days late will not be accepted and the student will receive a grade of zero for that assignment. **Tests/quizzes and any other on-line assignments on Blackboard or via e-mail must be completed by the due date on the syllabus.** See attendance section for policy on presentations.

Plagiarism:

Plagiarism on any assignment will result in a minimum of a ZERO for the assignment and the incident being reported to the Dean of Arts & Sciences to be placed in your permanent record. **Plagiarism of any kind (global, patchwork, or incremental) is a serious offense that can result in failing the class or being dismissed from the University.** I suggest you familiarize yourself with the University's policy regarding Plagiarism.

Plagiarism includes the following:

1. Copying someone else's work and claiming it as your own
2. Paraphrasing someone else's work and claiming it as your own
3. Collaborating excessively with another person and claiming the work as your own.

Cell Phones and Laptops: Cell-phones must be **turned off and put away** during class. There is to be **NO TEXTING** during class. **It is rude to the speaker** (me or your classmates). Unless you are taking notes on a laptop, it must be put away. **Using a computer or cell-phone for activities not pertinent to class will result in a marked absence for the day.** The instructor reserves the right to ban electronic devices from being used in the class. If your cell phone rings or vibrates during another student's presentation, YOU will lose points from your grade.

Other classroom rules & policies:

- **No eating or drinking** (other than water) in the classroom.
- **No hats are to be worn during presentations.**

Disabilities: Students with disabilities who need accommodation (seating placement, arrangements for examination, etc.) **should inform the instructor at the beginning of the course.** You may also contact the Disability Resource Center on campus for additional accommodation. Their phone number is **502-852-6938** (119 Stevenson Hall). You will then bring me documentation from the DRC.

Dean of Students: Please get acquainted with the Dean of Students' office. They "promote a positive learning experience and make available opportunities for students to achieve their full academic and personal potential". If you are having issues or need help and guidance academically, please contact them: **502-852-5787** (W 301 Swain Student Activities Center; <http://louisville.edu/dos>)

Course Requirements and Grading:

Examinations: There will be **3 (three) tests that you will take on Blackboard** during the semester. Each test will cover 4 chapters of the text. The to-be-completed-by dates for these tests are on the syllabus.

Presentations: You will give 2 individual presentations and 2 group presentations. The due dates for these assignments are given on the day-to-day schedule included in this syllabus. All presentations will be assessed by:

- a. selecting an appropriate topic
- b. audience analysis and adaptation
- c. preparing a paper and /or sentence outline when required
- d. providing appropriate transitions and summaries
- e. developing effective intros and conclusions
- f. using an appropriate organizational pattern
- g. using supporting material and research properly and effectively
- h. using visual aids effectively, and
- i. displaying appropriate verbal and nonverbal behaviors when presenting the material.

Individual Presentations: (Additional info. for these can be found under “Assignments” on Blackboard)

Presentation #1: This 3-4 minute presentation will be based on information that you have answered about yourself and that you have gathered from others regarding their perceptions of you. In addition to the questions on the instruction sheet you will receive, theorize how your perception of yourself differed from those to whom you gave the questionnaires. For example, did this bother, please, or offend you? Do you plan to do anything to change others’ perception of you? How do these differences in perception affect your interpersonal relationships? How will the knowledge you have gained affect your relationships in the future? You will use an **outline** to present this material **extemporaneously** to the class, but you will turn in a **three page (minimum)** typed, double-spaced (no more than **12 font; Times New Roman**) paper, written in paragraph form. Your **bibliography** will consist of the “others” to whom you gave the forms, so list their name, title, and relationship to you. The assignment is worth **100 points (65 for the oral presentation, 35 for the written portion)**. Criteria are outlined on the grade sheet.

Presentation #2: This 4-5 minute extemporaneous presentation will be based on a reflective paper you will write after analyzing a film from a list that I will give you. How do the characters and situations in the film reflect the types of communication skills, behaviors, and concepts that we have studied up to this point in the semester (effective listening, ethnocentrism, self concept, dual perspective, etc.)? Are the characters in the film a model for us to follow? Why or why not? Your goal here is **not to give us a synopsis** of the entire film, but to **focus on one or two characters and how they use their interpersonal skills and how it affects their relationships to other characters** in the film. The format for the paper and presentation is the same as above. **Your Bibliography will consist of the film title, director, distribution company/producer, and year of release.** Grading is the same as Presentation #1 (**100 points**).

Group Presentations:

Presentation #3: You will be divided into groups of 4 or less, depending on the number in the class and sign up for a chapter. Each group will subdivide the chapter and then each person will teach and explain the key concepts from their portion of the chapter to the rest of the class. Each group will also come up with **at least 2 (two) activities** to demonstrate/clarify these concepts. As each concept is explained, it then will be applied to professional/personal experiences through **class discussion led by the group. Your goal here is to clarify the text material for the class while creatively involving them in the learning process.** (The online resources give you lots of options for activities.) You will be graded individually based on the quality (**thoroughness and creativity**) of the teaching of your portion of the chapter as well as the cohesiveness of your group effort. This assignment is worth **100** points.

Presentation #4: The final presentation is a group presentation at the end of the semester based on an “Act of Kindness” that you have planned and instituted as a group. Your group will plan an act of kindness in the community, will implement it, and then plan a presentation that will be given at the end of the semester (along with individual papers) reporting your actions and how they affected the receivers of the act as well as how you were affected. One place you might want to look for ideas is www.actsofkindness.org. Your group will consist of the same people as your chapter presentation, so you have every opportunity to start early with this project. Use this time to your advantage! This assignment is worth **150** points, **60** as a group and **90** individually.

READ!: Guidelines for Papers: All papers that are handed in are to be standard college paper format: **typed, double spaced (including between paragraphs), 12 font, Times New Roman.** When a minimum length is required, you will have **no more than a 1 inch margin on top, bottom, and sides of paper, including the first page.** All that is required is your name and the assignment description, i.e. Growth Paper, Personal Reflection #1, etc.

Individual Chapter Assignments: On the schedule you will see that there is an assignment due for each chapter from the exercises at the end of each chapter. The particular assignment and due date is designated on the course schedule as well as in the Assignments section of Blackboard. You will e-mail me (bsedwa01@louisville.edu) your responses through Blackboard.

- Answer the assigned question **thoroughly (your responses should equal 1 page typewritten, double spaced).**

The total point value for each chapter assignment is **20 points**. The awarding of points will be based on the thoroughness of your response to the prompt; be sure to answer **all aspects** of that particular prompt. The **due dates** on the syllabus mean these can be sent **“no later than”** 11:59 p.m. on these dates. To ensure credit, mark your planners well!

Evaluation Reports:

Students are required to write a self-critique after Presentation #1 as well as a peer evaluation after Presentation #2. The assignment is on Blackboard and explains the details required in these evaluations. You will also write a 3 page “Growth” paper at the end of the semester.

Growth Paper: Before the last day of class, you will turn in a **3 page (minimum), double-spaced (12 font, Times New Roman)** paper assessing your interpersonal skills growth throughout the semester. You may also mention your public speaking skills if you feel so inclined, but I would like you to **mainly focus on the many interpersonal skills that we will**

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have talked about (and you will have been implementing!) throughout the semester. You will write 3 goals you'd like to achieve regarding communication the first day of class. Your assessment of your achievement of these goals may certainly be part of the focus of your growth paper. This paper is worth **40 points**.

Assignment values and grading scale:

Presentation #1	100 pts.
Presentation #2	100 pts.
Presentation #3	100 pts.
Presentation #4	150 pts.
Self-Evaluation	25 pts
Peer-Evaluation	25 pts.
Growth Paper	40 pts.
Chapter Assignments (12 @ 20 pts. ea.)	240 pts.
3 Blackboard Tests	200 pts.
Participation	20 pts.
TOTAL	1000 pts.

1000-930 = A	799-770 = C+	629-600 = D-
929-900 = A-	769-730 = C	599-000 = F
899-870 = B+	729-700 = C-	
869-830 = B	699-670 = D+	
829-800 = B-	669-630 = D	

When making choices regarding your Comm. 115 presentations, assignments, attendance, etc., please keep in mind: **Poor planning on your part does not constitute an emergency on my part.**

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

TENTATIVE SCHEDULE, COMM. 115-02 & 03, SPRING 2016

Instructor: Beverly Edwards

Note on Chapter Assignment due dates: You will e-mail these to me via Blackboard attaching a word document. Blackboard Test due dates are below as well. Be aware that Blackboard usually shuts down at 10:00 Friday nights for about 4 hours. Plan wisely!

- TH 1/7** Complete personal Data Form & turn in; Intro. To Course (review syllabus); Name Game; Self-introductions. **Write 3 specific interpersonal communication goals that you would like to achieve this semester.**
For Tues.: Read text intro. and Ch. 1.
- T 1/12** **Hand in 3 Goals Sheet.**
Ch. 1: A First Look at Interpersonal Communication
Ch. 1 assignment Thinking Critically (T.C.) #2 due 1/12.
LAST DAY TO DROP/ADD IS Jan. 12
- TH 1/14** **Presentation Expectations Lecture; Discuss “Self & Others” assignment.**
Bring copies of the above with you from Assignments on BB.
- T 1/19** **Ch. 2: Communication & Personal Identity;** Complete handouts that I provide (How Well Do You Like Yourself; Johari Window)
Ch. 2 assignment Everyday Skills (E.S.) #2 due by 1/19.
- TH 1/21** **Finish discussion of Johari Window if necessary.**
Begin Ch. 3: Perception & Communication
Perception exercises handouts.
- T 1/26** **Continue Ch. 3, Perception**
Ch. 3 E.S. #3 due by 1/26
“Self & Others” presentation due Tues. 1/28
- TH 1/28** **3-4 minute presentation on Perception (Self & Others)**
Bring Presentation Grade Sheet and a recording device.
- T 2/2** Finish presentations, if necessary.
Begin **Ch. 4: The World of Words**
- TH 2/4** **Self Critique Due on Perception Presentation** (see Critique assignment for Details); Finish Ch. 4
Ch. 4 assignment T.C. #1 & 3 due by 2/4.
- T 2/9** **Ch. 5: The World Beyond Words;** Body Language Poll – discuss
Review **Film Assignment;** choose film.
Take TEST #1 (EDWARDS TESTS on BB) by Wed. Feb. 10 (11:59 p.m.)

- TH 2/11 Finish Ch. 5, Begin Ch. 6: Mindful Listening**
Ch. 5 assignment E.S. #2 (all 3 questions) due by 2/11.
- T 2/16 Finish Ch. 6**
Ch. 6 T.C. #1 due by 2/16.
Draw names for peer Critiques
Sign up for Chapter Presentation/Act of Kindness groups
- TH 2/18 4-5 minute presentation: Film Reflection (12)** **Bring Presentation Grade**
Sheet & SD Card or
- T 2/23 4-5 minute presentation: Film Reflection (12)** **Camera**
- TH 2/25 Peer Critiques Due (have copy for speaker)**
Meet in Groups to **strategize teaching of chapters & Act of Kindness project.**
Inform instructor about planned AofK ASAP.
(Bring all grade sheets for both projects)
- T 3/1 Group A: Ch. 7: Emotions & Communication**
- TH 3/3 Group A concludes Ch. 7**
Group B begins Ch. 8: Comm. Climate: The Foundation of Personal
Relationships
Ch. 7 assignment Engaging with Ideas (Personal, Workplace & Ethical
Applications) due by 3/3.

(Mar. 7 - LAST DAY TO WITHDRAW)
- T 3/8 Group B concludes Ch. 8**
Ch. 8 assignment E.S. #1 due by 3/8 (Choose one of the relationships to
write about (friend, romantic, OR work) incorporating questions a-h.)
Take TEST #2 (EDWARDS' TESTS on BB) by Mon. 3/21 (11:59 p.m.)
- TH 3/10 Group C: Ch. 9: Managing Conflict in Relationships**

MARCH 14-20: SPRING BREAK
- T 3/22 Group C concludes Ch. 9**
Group D begins Ch. 10: Friendships in Our Lives
Ch. 9 assignment E.S. #1 or 2 due by 3/22.
- TH 3/24 Group D concludes Ch. 10**
Ch. 10 assignment Engaging w/Ideas: Personal Application due by 3/24.
- T 3/29 Group E: Ch. 11: Committed Romantic Relationships**
- TH 3/31 Group E concludes Ch. 11**
Group F begins Ch. 12: Communication in Families
Ch. 11 assignment T.C. #1 or 2 or 3 due by 3/31.

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- T 4/5 Group F concludes Ch. 12; Ch. 12 assignment E.S. #1 or 2 or 3 due by 4/5**
- TH 4/7 Take TEST #3 (EDWARDS' TESTS on BB) by Mon. 4/18 (11:59 p.m.)
Prepare for Act of Kindness presentations**
- T 4/12 Acts of Kindness presentations: Groups A, B, C**
- TH 4/14 Acts of Kindness presentations: Groups D, E, F**
- T 4/19 Growth Paper Due (3 page synopsis assessing how your Interpersonal Skills have grown during the course of the semester.)**

Barring any unforeseen “glitches” in the schedule (weather-related, etc.), 4/19 will be the last day of class.

There are **several assignments** (one for each chapter) that you will need to **complete on-line** and **send me via e-mail** and **3 tests** that will be taken on **Blackboard**. Each of these have **specific due dates** to be sent/taken by. These dates will be strictly adhered to, so be sure to **highlight these on your syllabus/schedule** so you don't forget them. The tests can be taken any time before the due date, but will no longer be available once the due date and time have passed.

After you have thoroughly read all of the above syllabus, schedule, and course requirements, be sure to **print, sign and date the Contract on the page that follows. Turn this in to your instructor by the end of the first week of class.**

Keep up with the reading and assignments and I think that you will find this to be one of the most rewarding and practical courses you will take in your college career. I look forward to getting to know each and every one of you interpersonally!

BE SURE TO READ AND SIGN THIS PAGE AND BRING IT TO CLASS WITH YOU THE FIRST WEEK.

115 CONTRACT

By signing this contract, I hereby state that I have thoroughly read the requirements and conditions stated in this Interpersonal Communication 115 Syllabus. I have also read the Tentative Course Schedule. I am aware of what is expected of me in this course and agree to abide by the standards set forth by the instructor.

Name:
(Print) _____

SIGNATURE: _____

DATE: _____

(Turn in by the 2nd class period.)

