

Course Syllabus

Course Title: INTERPERSONAL COMMUNICATIONS

Course Number: COMM 5290 W1

Course Description: This course is designed for educators who possess an intense desire to enhance their profession by improving their interpersonal communication skill sets. Course content will include an understanding and a working knowledge of the proper application of interpersonal communication skills by both the teacher and the students. Course will highlight the entire gamut of interpersonal skills with special emphasis on culture, perception, listening, verbal/non-verbal skills, conflict resolution, social style analysis, and communication to improve relationships.

Course Prerequisites: All students must be MAT qualified and possess a Webster University ID with Library access.

Course Objectives/Expected Learning Outcomes:

- Identification and development of interpersonal communication skill sets for direct application in the classroom.
- Ability to make proper selection of communication channels when dealing with students, peers, parents, and administrators.
- Knowledge of how to improve your communication to others based on their social style.
- Better understanding of yourself and your communication strengths and weaknesses.
- Improvement of your overall learning environment through proper execution of interpersonal communication skills

Required Textbooks/Readings: "THE INTERPERSONAL COMMUNICATION BOOK by Joseph A. DeVito, Tenth Edition, Allyn and Bacon; ISBN 0-205-36765-8

Optional/Supplementary Textbooks/Readings: NONE

Course Requirements:

WEEKLY APPLICATION BRIEFS = 280 POINTS

DISCUSSION QUESTIONS = 160

TEAM ACTIVITIES = 200

FINAL TERM PAPER = 200

PARTICIPATION = 160

TOTAL 1000

Online Participation Expectation:

- You must be a self-directed learner. You should expect to receive from this class only the effort you put into it. Learning opportunities will be plentiful, but you must embrace the opportunity to learn from your peers. Each week's classwork will be "opened" by the instructor and available to you each Sunday night by midnight, USA Eastern Standard Time.
- Reading assignments listed on the syllabus should be completed upon entering the

virtual classroom each week. It will be assumed that you comprehend the reading material and are prepared to discuss key topics and theories related to assigned material.

- Following is an explanation of the column navigator headings you will see under the "Weekly Schedule": This classwork format is uniform throughout the course and each week of the class will have the same general set of requirements.

Class Biographies:

Please post your **250 minimum word** autobiography in the _____ **no later than Tuesday of Week 1**. Use the subject: **BIO – (your full name)**. Include information about yourself such as your educational and professional background, as well as personal hobbies and interests.

Note: This is not graded, but influential on your overall Class Participation grade for the week.

WEEKLY APPLICATION BRIEFS: Each week, students will read from the textbook relating to the week's topics and produce a **150 minimum word** paper stating how the concepts discussed will be used in the student's professional environment. These briefs are due by SUNDAY Midnight CST.

DISCUSSION QUESTIONS: Each week a discussion question will be posted and each student must respond with a **100 minimum word** reply. Responses to questions are due by FRIDAY Midnight CST

TEAM ACTIVITIES: Each student will be assigned to a team. Each team will be responsible to complete two projects during the course.

FINAL TERM PAPER: A term paper is required during the final week of class. This paper will be in two parts. Part one identifies your own interpersonal communications strengths and weaknesses and your plan of action to improve on them. The second part of the final exam requires the identification of one new lesson plan/activity/action that you will institute in your classroom as a result of the readings, assignments, and interaction in this course. Specific details will be listed in the Exam section of the classroom.

PARTICIPATION: Students will be expected to contribute to the class discussion in a substantive way at least four out of seven days each week. But to be realistic, it is more effective to log on every day to avoid creating a backlog of material that can very quickly become overwhelming.

Participation means posting notes in the discussion forum that everyone has access to. Posting elsewhere does not count toward overall participation in the course. While logging on does constitute "attendance", it does not constitute participation. Students are "participating" only if their notes can be seen in the discussion forum.

As a general rule of thumb, students need to post at least **4- 5 substantive notes** (Not just "I agree" notes) each week above and beyond the posting of assignments in order to earn full participation points. Quantity is important, but the quality of the notes is even more important.

Controversial Issues:

When reading your colleagues' views and opinions during this course, focus on their methods of presenting their arguments. You may disagree with their views, but keep in mind that you are analyzing the argument, not the person. By creating and promoting a "safe" environment for your colleagues to express their arguments, and one in which disagreement is done in a respectful manner, you are ensuring that your arguments will be received with equal respect. One of my favorite comebacks in an argument that will not reach consensus is. "I believe we can agree, that we disagree."

Policies on Late Assignments: All assignments must be posted during the week in which they are due or they will not be accepted. Assignments that are late but still within the week due, will have 10% deducted from the total possible points for the assignment, for each day the assignment is late. Assignments posted after the close of the week, without negotiated or mutually agreed upon alternative submission dates, will not be accepted. It is best to stay focused and meet all assignment dates.

Feedback Schedule:

All grading will be provided within 3 days of submission. Feedback/comments will be made with the grade. Participation grade will be posted quarterly. If you have any questions on the feedback for the week, please contact me within 48 hours to resolve any issues.

Course Grading:

Grading Criteria

The following criteria in your papers are subject to evaluation:

Content (Paper addresses all parts of assignment in sufficient depth; main points are thoroughly supported with examples, illustrations, and explanations)

Structure (Paper has minimum assigned length. Other elements include: Appropriateness, incorporation of theory, organization, understanding critical thinking, and writing skills)

Spelling, punctuation, and grammar (Paper contains no major errors in these areas)

Readability, style (Paper contains clear words/phrases in logical sequence; avoids redundancies; sentence structure is varied; uses transitions; paper is reader-friendly and can be easily understood at first reading)

Format (Paper is formatted and all sources cited in the text and on the reference page according to APA Style)

Performance Characteristics:

- A** Clearly stands out as an excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in the progression of ideas. Work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.
- B** Grasps subject matter at a level considered being good to very good. Is an active listener and participant in the workshop discussions. Speaks and writes well. Accomplishes more than the minimum requirements. Work in and out of the workshop

is of high quality. Work indicates a high quality performance and is given in recognition for solid work. A “B” student should be considered a high grade.

- C** Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and displays little or no initiative. Communicates orally and in writing in an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts. Work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.
- F** Quality and quantity of work in and out of the workshop is unacceptable. Work does not qualify the student to progress to more advanced levels of course work.

93 – 100 = A
90 – 92.9 = A-
87 – 89.9 = B+
83 – 86.9 = B
81 – 82.9 = B-
70 – 79.9 = C
0 – 69.9 = F

Policies on Plagiarism or Cheating: Academic honesty is highly valued at Webster University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Webster University’s policy on plagiarism may be found in the catalog.

The syllabus is subject to change at the discretion of the nice facilitator.