



Course Syllabus

COURSE NUMBER: EDUC 5290	COURSE TITLE Interpersonal Communications	TERM: Fall 2008
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Dr. Frances Powell powellfr@webster.edu (904) 645-8355	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

The purpose of this course is to help each student understand their own and others' communications styles and introduce him or her to the theory and research behind the skill sets needed to improve the entire interpersonal communications process. Students will complete a self analysis and plan of action to improve their interpersonal communication skills with special attention to application in the classroom. Interpersonal Communications has been recognized as so important to education that some are now calling it the "Fourth R." (Reading, wRiting, aRithmetic, and Relationships)

Students will gain a better understanding of how their own perceptions and style affect the way people react to them, and will learn interpersonal communication strategies to improve relationships with colleagues, friends, family and significant others. The course will cover a wide range of topics, from the self and culture to power and trust, and from the natural progression of various types of relationships to the nature of conflict and strategies for managing conflict. Finally throughout the course we will weave electronic communication and the impact of evolving technology on all aspects of interpersonal communications and relationships and what these developments augur for the way we will communicate in the classroom of tomorrow.

Prerequisites: Internet Access (from home, office or on-campus) and ability to use Internet tools and other software.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Identification and development of interpersonal communication skill sets for direct application in the classroom.	SOE Communication Arts Goal 1: Understand the importance of language, media, and the arts in the communication process	SoE Goals 1.4, 2.3, 3.2 SoE Dispositions 1 - 3 MoSTEP Standards: 7.1, 7.2, 7.3, 7.4
Ability to make proper selection of communication channels when dealing with students, peers, parents, and administrators.	SOE Communication Arts Goal 2: Communication Arts students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	SoE Goals 2.1, 2.3, 3.2, 4.1, 4.2 SoE Dispositions 1 - 3 MoSTEP Standards 7.1, 7.2, 7.3, 7.4
Knowledge of how to improve your communication to others based on their	SOE Communication Arts Goal 2: Communication Arts students will refine written, oral, and visual communication skills and develop	SoE Goals 1.4, .2.2, 2.3, 3.2, 4.1, 4.2 SoE Dispositions 1 - 3 MoSTEP Standards 7.1, 7.2, 7.3, 7.4

social style.	sound instructional and assessment strategies for teaching these skills.	
Better understanding of yourself and your communication strengths and weaknesses.	SOE Communication Arts Goal 2: Communication Arts students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	SoE Goals 2.3, 3.1, 3.2, 4.1 SoE Dispositions 1 - 3 MoSTEP Standards 7.1, 7.2, 7.3, 7.4
Improvement of your overall learning environment through proper execution of interpersonal communication skills	SOE Communication Arts Goal 2: Communication Arts students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	SoE Goal 1.4, 2.1, 2.3, 4.1, 4.2 SoE Dispositions 1 - 3 MoSTEP Standards 7.1, 7.2, 7.3, 7.4

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

This is a three hour class. Like a three hour face-to-face class on campus, you should expect to spend a minimum of three hours (class time) plus three hours (homework and study time), or six hours a week minimum. Your work will show clearly whether or not you are giving the material this much thoughtful consideration.

Discussions are such an important part of an online course that I can't emphasize enough the attention you should give them. Discussions are conversations in which all members of the class should be actively participating throughout the week. Your comments in the discussion will clearly indicate whether or not you have read and understood the assignment well enough to ask questions and answer the questions of others. Your comments should also build on what you've read, take the ideas one step farther, or apply the information to a real life situation. You should treat the discussions like an email chat throughout the week. Do not wait until the last minute to post. Check in early in the week, and then check back every day or two. It just takes a few minutes.

Some week's sessions will make use of short videos embedded in the course itself. On other weeks, including your term project, you will be required to watch full length films which may be rented from Blockbuster or Netflix. Directions for these films and related assignments will be posted with the week's lesson.

. Topical Overview (subject to change) and readings to be completed in preparation for the week's discussion:

1. Introduction to and overview of the course. Individual introductions should be posted.
 - a. How Communication Fails – a discussion of Wio's laws
 - b. Universals of Interpersonal Communication (DeVito, Ch. 1)
2. Seven Axioms of Interpersonal Communication (DeVito, Ch.1) Video and research referenced class analysis. Several self-tests let you examine the strengths and weaknesses in your own communications style.
3. Impact of Culture (DeVito, Ch. 2) Video/research referenced class analysis, and a look at your own cultural beliefs and values.
4. The self in Interpersonal Communication (DeVito, Ch. 3) Video/research based self analysis focuses on appropriate self-disclosure. Activities and self-analysis help you identify those interpersonal situations that create the greatest apprehension for you and what can you do to reduce the impact of those factors? Reading links for Shyness.
5. The role of perception (DeVito, Ch.4) Video/research based class analysis examines perceptions of handicapped students and how our perceptions affect the way we communicate with them. Self-tests focus you on what you can do to improve your perception of others.
6. Listening (DeVito, Ch. 5) Video/research based class analysis examines classroom process in which a teacher must overcome a number of barriers to listening. Self-examination probes your own listening skill.
7. Verbal and Nonverbal messages (Chapters 6 - 8) Swearing – Why words have different meaning for different people. Self-test – how assertive are you?
8. Verbal and Nonverbal messages (DeVito, Chapters 6 – 8)) Group assignment, nonverbal messages, touch and time.
9. Messages and Conversation (DeVito, Ch. 9) How satisfying is your conversation?
10. Universals of Interpersonal Relationships (DeVito, Ch. 10)
11. Interpersonal Relationships Growth and Deterioration (DeVito, Ch. 11)
12. Interpersonal Relationships: Friendship, Love, Family, and Workplace (DeVito, Ch. 12)
13. Conflict and Verbal Aggression (DeVito, Ch. 13) Strategies for dealing with conflict both within the classroom and without. Situation Analysis (Term Project) due.
14. Power in Interpersonal Relationships. Video and research referenced class analysis. (DeVito, Ch. 14)
15. Trust (Article provided online). Discussion and application to the classroom and to personal lives. Self Analysis and Plan of Action due.
16. Course summary and evaluation; discussion of term projects

Please check the online class calendar for submission dates for group projects, the term project, and other activities and presentations. Process journals will be required regularly to provide feedback for the instructor.

4. RESOURCES:

Required Textbooks/Readings: THE INTERPERSONAL COMMUNICATION BOOK by Joseph A. DeVito, Eleventh Edition, Allyn and Bacon; ISBN 0-205-47288-5
Supplementary Readings: Additional readings will be assigned from library materials, periodicals (newspapers, professional journals, monographs, etc.) and scholarly websites.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Class participants are responsible for completing all online class discussion, activities and assignments by posted due dates.

Assessments	Links to Course Outcomes	Percentage of Grade
satisfactory completion of weekly assignments	Identification and development of interpersonal communication skill sets for direct application in the classroom; Knowledge of how to improve your communication to others based on their social style.	35 %
self analysis and personal plan of action	Better understanding of yourself and your communication strengths and weaknesses; Knowledge of how to improve your communication with others based on their social style.	15 %
class presentation (PowerPoint) on application of specific communication strategies to the learning environment.	Improvement of your overall learning environment through proper execution of interpersonal communication skills; Identification and development of interpersonal communication skill sets for direct application in the classroom.	25 %
Participation in class discussions and group projects	Knowledge of how to improve your communication to others based on their social style; Ability to make proper selection of communication channels when dealing with students, peers, parents, and administrators.	25 %

6. GRADING SCALE:

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)
SoE Syllabus: Approved 1/05

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.

4.0 = (93 – 100) = A

3.8 = (90 – 92.9) = A-

3.4 = (87 – 89.9) = B+

3.0 = (83 – 86.9) = B

2.6 = (81 – 82.9) = B-

2.0 = (70 – 79.9) = C

NC = (0 – 69.9) = F

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person’s work is his/her own or implying that another person’s work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.

- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty: A failing grade for the assignment with no opportunity for make up. For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

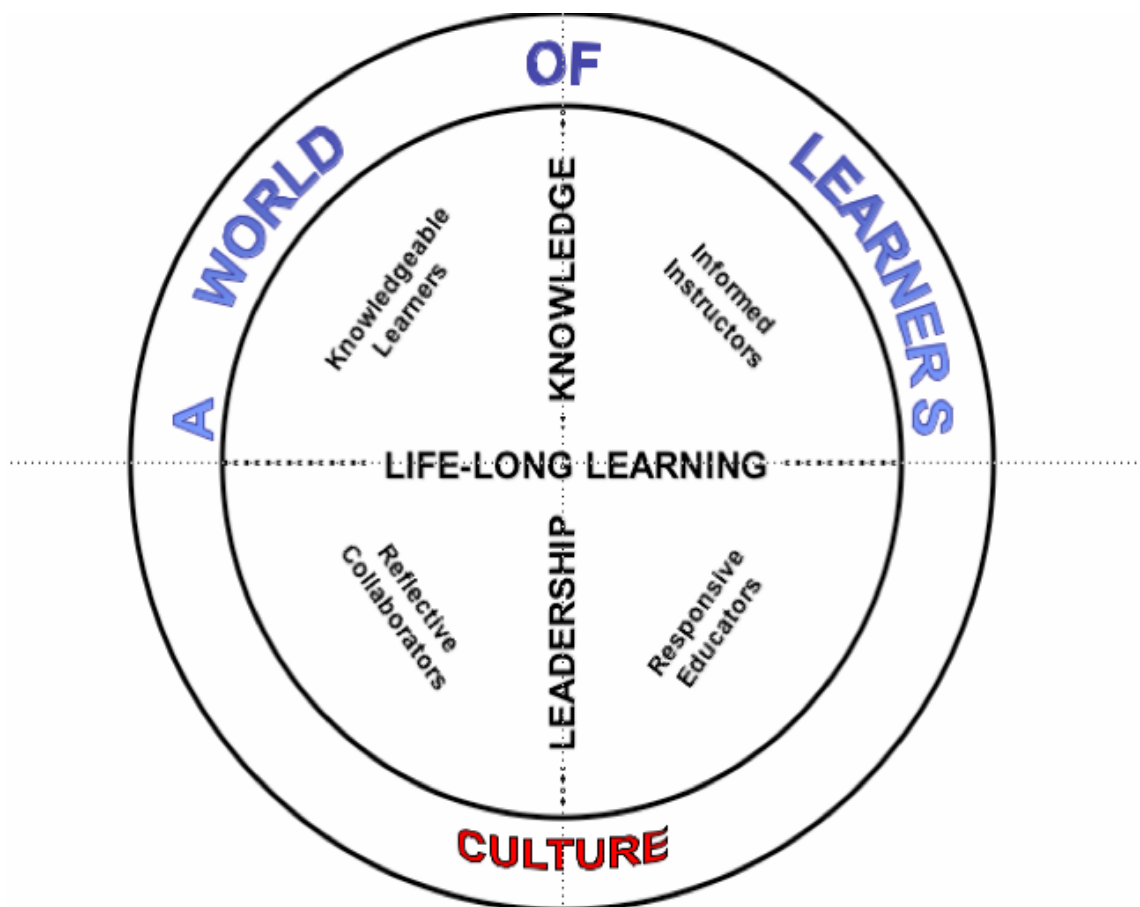
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**Webster University
School of Education**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Updated January 10, 1007
Subject to Change