



## Course Syllabus

<b>COURSE NUMBER:</b> EDUC 5290 W1	<b>COURSE TITLE</b> Interpersonal Communications	<b>TERM:</b> Fall 2009
<b>SITE:</b>  Online	<b>INSTRUCTOR CONTACT INFORMATION:</b> Dr. Frances Powell <a href="mailto:powellfr@webster.edu">powellfr@webster.edu</a> (904) 645-8355	<b>CREDIT HOURS:</b>  3 credit hours

### 1. COURSE DESCRIPTION:

This course entails both the self-analysis and class application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

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

NOTE: Short film clips via the internet will be used for analysis of interpersonal communication behaviors. You should have DSL or cable internet connection to handle video downloads without frustration. We will also use full length feature movies in this course, but you will be able to order those from any source such as Blockbuster or Netflix to play on your video equipment at home.

### 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 social style.	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 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
Better understanding of yourself and	SOE Communication Arts Goal 2:	SoE Goals 2.3, 3.1, 3.2, 4.1

your communication strengths and weaknesses.	Communication Arts students will refine written, oral, and visual communication skills and develop sound instructional and assessment strategies for teaching these skills.	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.

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

- Week 1      Overview (Routines, Resources, Requirements and Evaluation)  
  
Personal Introductions  
  
How Communication Fails – a discussion of Wiio's laws  
  
Foundations of Interpersonal Communication (DeVito, Chapter 1)
- Week 2      Getting Beyond the "Me" in Communication (DeVito, Chapter 1)
- Week 3      Impact of Culture (DeVito, Chapter 2)
- Week 4      Perception (DeVito, Chapter 3)
- Week 5      Listening (DeVito, Chapter 4)
- Week 6      Verbal Messages (DeVito, Chapter 5)
- Week 7      Nonverbal Messages (DeVito, Chapter 6)
- Week 8      Emotional Messages (DeVito, Chapter 7)
- Week 9      Conversational Messages (DeVito, Chapter 8)
- Week 10     Interpersonal Relationships: Stages and Theories (DeVito, Chapters 9-10)
- Week 11     Interpersonal Relationships: Development and Deterioration (DeVito, Chapters 9-10)
- Week 12     Types of Interpersonal Relationships (DeVito, Chapter 12)  
  
Family, Workplace, Classroom, (including dealing with violence)
- Week 13     Interpersonal Conflict and Conflict Management (DeVito, Chapter 12)

- Week 14 Power and Influence (DeVito, Chapter 13)
- Week 15 Importance of Trust (Article by Powell)
- Week 16 Follow up review of your self-analysis and plan-of-action based on the semester-long series of self-tests. Remaining logistics and announcements. Course Evaluation. You must log in and participate during the final week to receive full credit.

Please check the online class calendar for submission dates for group projects, the term project, and 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, Twelfth 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 to 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)

**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

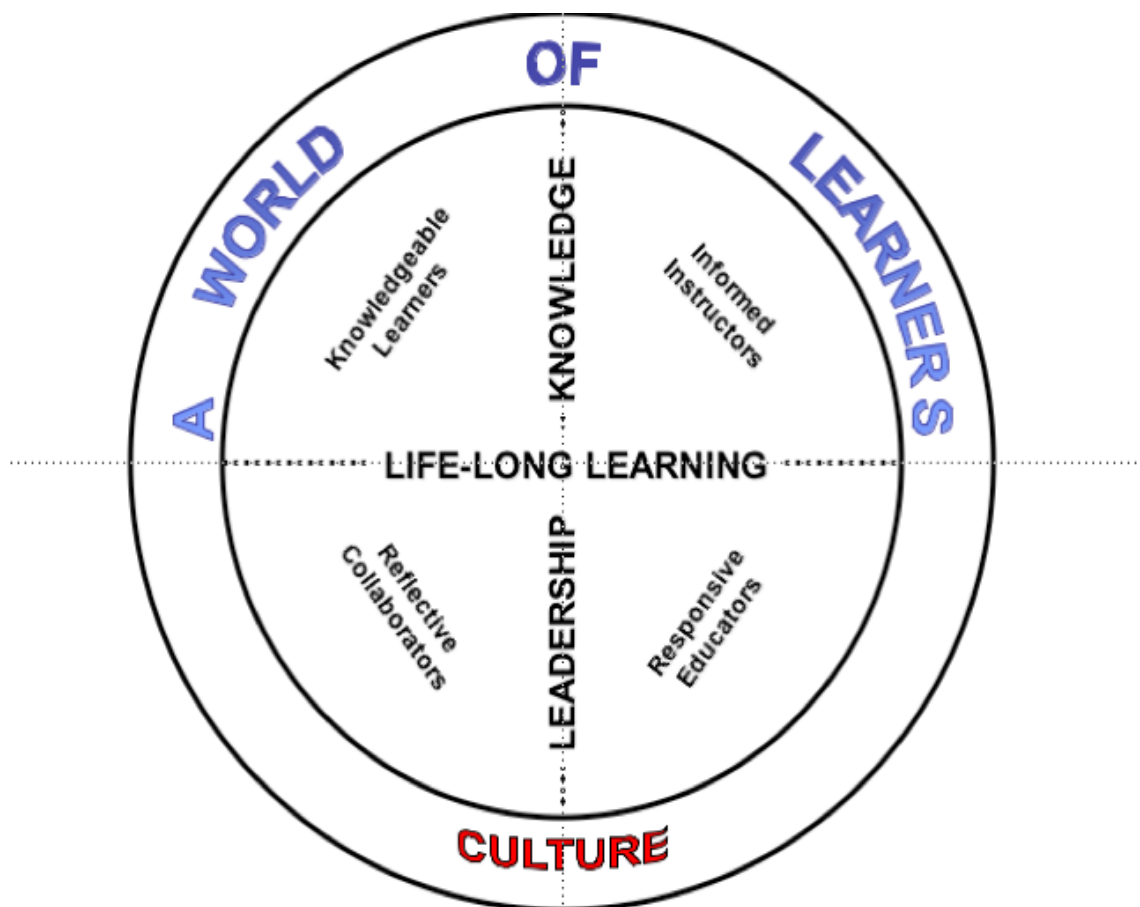
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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