

# Course Syllabus

<b>COMM 5290 W1</b>	<b>Interpersonal Communications</b>	<b>Sp  2006</b>
<b>Online</b>	<b>INSTRUCTOR: Dr. Frances Powell</b>  (904) 645-8355  To send Email to the Instructor, go to Mail > Compose Mail Message > Browse > Select the first ID on the list	<b>3 credit hours</b>

**1. COURSE DESCRIPTION: COMM 5290 Interpersonal Communication W1 (3 hours)**

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.

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

**3. 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

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

**5. Supplementary Readings:** Additional readings will be assigned from library materials, periodicals (newspapers, professional journals, monographs, etc.) and scholarly websites.

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

- Week 1    Overview and introductions  
  
                  How Communication Fails – a discussion of Wio's laws  
  
                  Universals of Interpersonal Communication (DeVito, Chapter 1, pages 1 – 20)
- Week 2    Seven Axioms of Interpersonal Communication (DeVito, Chapter 1, pages 20 -34)
- Week 3    Impact of Culture (DeVito, Chapter 2)
- Week 4    The self in Interpersonal Communication (DeVito, Chapter 3)
- Week 5    The role of perception (DeVito, Chapter 4)
- Week 6    Listening (DeVito, Chapter 5)
- Week 7    Verbal and Nonverbal messages (DeVito, Chapter 6)
- Week 8    Verbal and Nonverbal messages (DeVito, Chapter 7)
- Week 9    Verbal and Nonverbal messages (DeVito, Chapter 8)
- Week 10   Messages and Conversation (DeVito, Chapter 9)
- Week 11   Universals of Interpersonal Relationships (DeVito, Chapters 10)
- Week 12   Interpersonal Relationships Growth and Deterioration (DeVito, Chapter 11)
- Week 13   Interpersonal Relationships: Friendship, Love, Family, and Workplace (DeVito, Chapter 12)
- Week 14   Conflict and Verbal Aggression (DeVito, Chapter 13)
- Week 15   Power in Interpersonal Relationships (DeVito, Chapter 14)

## Group Video Analysis and Presentation

- Week 16 Trust (Article provided online)

## Group Video Analysis and Presentation

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.

### 7. Grading Procedures:

. Class participants will be evaluated on:

- (a) satisfactory completion of term project (25%)
- (b) self analysis and personal plan of action (15%)
- (c) class presentation (Powerpoint) on application of specific communication strategies to the learning environment. (25%)
- (d) Participation in class discussions and group projects. (35%)

#### 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.

**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/ACCOMODATIONS 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**

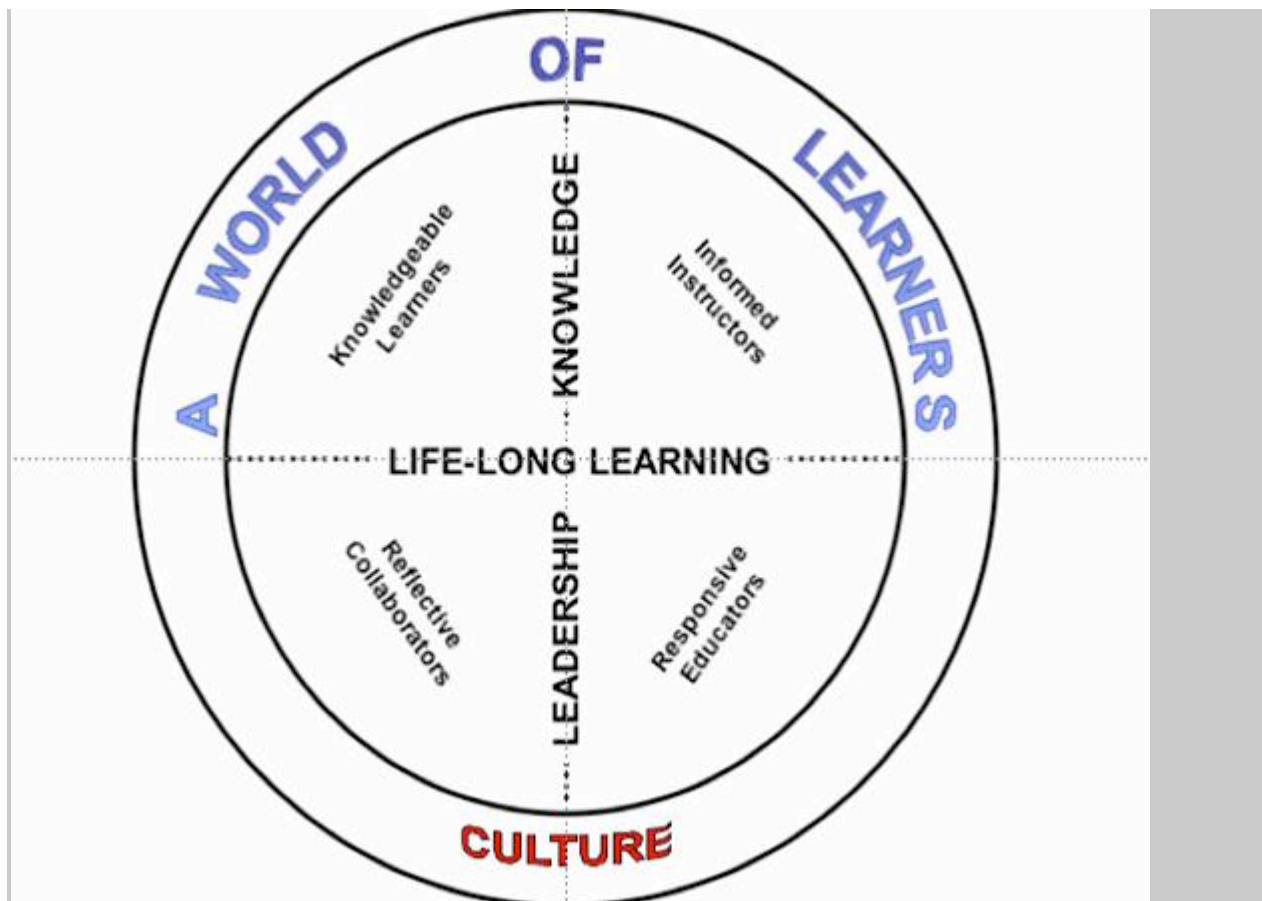
### **SCHOOL OF EDUCATION**

**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.

## 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.

**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

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Updated 11-20-2005

Subject to Change