



# LAMAR UNIVERSITY

## SYLLABUS

Lamar University, a Member of The Texas State University System, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, and Doctorate degrees (for more information go to <http://www.lamar.edu>).

<b>Course Title:</b>	<b>Interpersonal Communication</b>
<b>Course Number:</b>	<b>COMM 1318</b>
<b>Course Section:</b>	<b>8B Fall 2017</b>
<b>Department:</b>	<b>Communication</b>
<b>Professor:</b>	<b>Ruth Stanley</b>
<b>Office Hours:</b>	<b>By appointment - but text anytime</b>
<b>Contact Information:</b>	<b>LU email: Ruth.Stanley@Lamar.edu Office: Communication 100Q</b>

## PERSONAL INTRODUCTION

Welcome to Lamar University. My name is Ruth Stanley, and I will be your instructor of record for COMM 1318, Interpersonal Communication. I earned my baccalaureate and master's degrees in Speech Pathology, and a master's degree in Communication and Leadership. My area of expertise is interpersonal communication, public speaking, and communication apprehension, and I also enjoy the challenges of exploring the research on forgiveness. I joined the faculty at Lamar as an adjunct in 1998, as a full-time Instructor in 2008, and I am currently an Instructor for the Department of Communication in the College of Fine Arts and Communication.

## COURSE DESCRIPTION

Principles and practices of interpersonal communication in various settings.  
Majors should complete this course during their freshman year.

## COURSE-LEVEL OBJECTIVES

Students who successfully complete this course will be able to:

1. Develop plans for continuing interpersonal communication skills development [Observe & Analyze, paper].
2. Observe how the theories presented in the textbook relate to actual communication outside the classroom [Observe & Analyze, paper, Reflection paper] .
3. Explain theories related to interpersonal communication and apply them in practical situations. [Observe & Analyze, paper, and exams]

## ACADEMIC PREREQUISITES

- None.

## COURSE SPECIFIC TECHNOLOGY SKILLS REQUIREMENTS

None

## TECHNOLOGY PREREQUISITES

Students are required to have **basic computer skills [create and edit Word documents; upload to Blackboard, etc]** in order to be successful in the class. Additionally, they should feel confident about their ability to navigate through typical online websites and their ability to use common word processing software in order to submit written assignments.

The minimum technical skills and the system requirements for this course:

## LU LEARN / BLACKBOARD Learning Management System (LMS)

Students will utilize the Lamar University's Learning Management System (LMS), Blackboard, for online courses. For Blackboard support go to (<https://blackboardsupport.lamar.edu>) for more information.

## SOFTWARE USED IN THIS CLASS

**MS Office 365 available via your LUConnect portal.**

## RESPONSE TIMES

I encourage you to utilize the Coffee Shop on the Discussion Board, but also to **email, text, or call me** with any questions about class. I will do my best to respond to you within 24 hours. If you do not get a response from me within 24 hours, please double check the email address/phone number and try again.

Arrangements can be made for additional conferences as need upon request.

**I will grade your work within 36 hours of the due date with the exception of the papers – those take more time. Grades will be posted in the gradebook on Blackboard, accessible via My Grades.**

## COURSE MATERIALS

**Required Text:** Verderber, K.S. and MacGeorge, E.L. (2016). *Inter-Act, 14<sup>th</sup> edition*. New York: Oxford University Press. ISBN-13: 978-0-19-939801-0 NOTE: This 14<sup>th</sup> edition of *Inter-Act* is a substantial revision from previous editions of the text. Assignments, Chapter order, and Chapter content will be different if you have an earlier version of the text. This will impact your ability to complete your assignments.

**The Publisher's support site** for our text is

<http://global.oup.com/us/companion.websites/9780199398010/student/>

**Required Electronic Course Materials:** Required Electronic Course Materials are found on Blackboard in the Course Resources section. You are responsible for downloading all of the documents for your use.

**Required Media:** *Dead Poets Society*, 1989, Peter Weir, 128 min. PG

**Recommended Course Materials:** none

**Optional Course Materials:** none

## GRADING POLICY AND EVALUATION

A = 90% - 100%   B = 80% - 89%   C = 70% - 79%   D = 60 - 69%   F = <60%

A = 800-720 pts.   B = 719-640 pts.   C = 639-560 pts.   D = 559-480 pts.   F = <420

**Adjustments may be made to assignments (alteration of instructions, due dates, etc.).**

**These will be announced via course announcements, and you are responsible for being aware of them.**

## GRADING OF ASSIGNMENTS AND ASSESSMENTS

Assignments:	Points possible	Points Earned
<b>Observe &amp; Analyze [O&amp;A] (up to 150 points) <i>Submit on Blackboard</i></b> ✓ O&A assignments are indicated on the weekly course schedule in this syllabus. ✓ Each student will submit O&A on Blackboard. ✓ O&A entries are due on the date listed in the learning modules. <i>Late entries will be penalized 25% of the possible grade and are only graded for 4 days after the due date.</i> ✓ <u>Type a separate paragraph to answer each question. O&amp;A entries that are all in one paragraph will receive no credit.</u>	<b>19</b> [1 <sup>st</sup> assignment = 17 points] <b>points each x 8 = 150</b> <b>[19%]</b>	
You must complete and turn in a minimum of 6 O&A assignments in order to be eligible to write the Reflection paper.		
<b>Reflection Paper (up to 50 points) <i>Submit on Blackboard</i></b> ➤ You will write a paper of 500 - 750 words on the topic <b>“What I Learned about Interpersonal Communication from writing the Observe &amp; Analyze Assignments”</b> ➤ APA style setup [title page, 12 point Times New Roman font] ➤ Write about at least 4 of the O&A assignments. Do not describe the assignments, rather write about what you learned about yourself and about life. ➤ Submit the completed paper on Blackboard. ➤ <b>MINIMUM of 6 O&amp;A completed &amp; graded to be eligible to write this paper.</b>	<b>50</b> <b>[6%]</b>	
<b>Discussion Board – (up to 100 points) <i>on Blackboard</i></b> Primary entries for each prompt are graded for quality [see rubric], up to 8 points each [total 64 points]. Responses to classmates [minimum of 2 per prompt] are graded as a completion grade, 2.5 points each [total 35 points]. Posting for Module 8 = 9 points. $(7 \times 8) + (7 \times 5) + 9 = 100$	<b>100</b> <b>[12.5%]</b>	
<b>Paper – Dead Poets Society – (up to 100 points) <i>Submit on Blackboard</i></b> <b>See Module 3 Week 5 for assignment.</b>	<b>100</b> <b>[12.5%]</b>	
<b>*Test 1 [Ch. 1, 2, 3] – 100 points</b> <b>essays: Interpersonal Communication model &amp; application; culture</b>	<b>100</b> <b>[12.5%]</b>	
<b>*Test 2 [Ch. 4, 5, 8, Gibb] – 100 points</b> <b>essays: Gibb’s Comm Climates list&amp; define; application</b>	<b>100</b> <b>[12.5%]</b>	
<b>*Test 3 [Ch. 6, 7, 9, 10, 11, 12; 13 criticism] – 200 points</b> <b>essays: constructive criticism; assertive statement; Paraphrase content &amp; feeling</b>	<b>200</b> <b>[25%]</b>	
<b>TOTAL:</b>	<b>800</b> <b>[100%]</b>	
<b>*You must take all 3 tests to pass this class.</b>		
<b>NO WORK WILL BE ACCEPTED AFTER THE LAST DAY OF CLASS UNLESS YOU HAVE A DOCTOR’S EXCUSE.</b>		

*Adjustments may be made to assignments (alteration of instructions, due dates, etc.). These will be announced via course announcements, and you are responsible for being aware of them.*

**\*\*All due dates mean that work should be posted on that date by 11:59 pm Central Time Zone. Late entries will be accepted [at a 25% penalty] for 4 days after the due date. Any work posted after 4 days will not be graded, and will be assigned a grade of zero [unless the student has made other arrangements with the instructor].**

## **THREADED DISCUSSION AND COMMUNICATION**

To enhance student-to-student and instructor-to-student interaction, students are expected to participate in threaded Discussion Board topics, and to respond to a minimum of two of their classmates' postings within each week's prompt.

In addition, a "Coffee Shop" thread has been set up for you to use for all of those questions and conversations that you might have if you ran into your classmates at the campus coffee shop. You can post on just about any topic there. I will monitor the Coffee Shop regularly, but if you see a question or comment and you know the answer, please feel free to post your response.

I encourage you to utilize the Coffee Shop, but also to email, text, or call me with any questions about class. I will do my best to respond to you within 24 hours. If you do not get a response from me within 24 hours, please double check the email address/phone number and try again.

Arrangements can be made for additional conferences as needed upon request.

## **PARTICIPATION REQUIREMENTS**

Students should log into the course each day and check Lamar email and announcements. Postings and assignments are due on Sundays and Wednesdays. Tests will be open for certain days/hours as posted in the Learning Modules.

You should expect to spend 8 – 12 hours per week actively engaged within this course.

## **ONLINE WEB CONFERENCES**

Online web conferences will not be held. Instead, I encourage you to email, call, or text with any questions and concerns you have. I will post regular announcements and will answer your emails within 8-24 hours, and return calls or texts as quickly as possible during the day and evening – overnight texts will be answered in the morning.

## **MAKE-UP WORK**

I take late work for 4 days after the due date at a 25% penalty. If you have extenuating circumstances [e.g. illness, etc.] please contact me to make arrangements to get your assignments in.

## **DROP DATES**

This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the <http://www.lamar.edu> and search "Academic Calendar."

## **COURSE EVALUATION**

Instruction as well as student performance is subject to evaluation. Procedures for evaluation will be provided near the end of this course via email from the University and also within the Resources area of the course. Please respond to the evaluation link provided in each course or each email.

## INSTRUCTIONS FOR ASSIGNMENTS

**Observe & Analyze [O&A]:** find the page number indicated in the Learning Module for each O&A assignment. Look on that page for red text in the margin labeled “OBSERVE AND ANALYZE”. Read the assignment there, and make the observations and then write what the assignment asks for. Each assignment is a little bit different, but you will need to write at least two paragraphs per assignment. [For example, the first O&A is p. 45. This O&A asks you to write two paragraphs, and then compare them, so you will need 3 paragraphs to complete this assignment.] Post your O&A on Blackboard by uploading a WORD file to the appropriate spot. Grading rubric available in the Rubrics document.

**Discussion Board:** Each week contains a discussion board prompt. You should read the prompt, formulate your thoughts after reading the required material, include a citation or two from the reading material, and post your comments on the Discussion Board in the text box. [Once you are in the Discussion Board, click on the title of the forum, then click on “Create Thread” – then post your comments in the text box and click “submit”.]

The second part of the Discussion assignment is always the same: Read all of your classmates’ posts, and comment on at least 2 of them. As you comment on your classmates’ posts, remember your netiquette – and please spread your comments around so that everyone gets some feedback.

### **General Guidelines to Respect All Participants**

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others

### **Guidelines When Communicating with Others (email, discussion, blogging, and etc.)**

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps. (Doing so may be interpreted as shouting)
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea
- Use appropriate business language at all times

**Movie/Application Paper:** A paper is required which asks you to watch a movie and apply the concepts you have learned about in your course readings. You should review the paper prompts in Week 5 before you watch the assigned movie.

Papers should:

- ✓ be in APA format
- ✓ One inch margins top, bottom, left, right
- ✓ Calibri or Times New Roman 12 point font

- ✓ Title page [Running Head, Title, Your Name, Course Title, Date, Academic Honesty Statement]
- ✓ 5 pages of text, double spaced [with title and page numbers in the header]
- ✓ Reference list [you will usually only need to document the text, the articles you read, and the film you watch]
- ✓ Filename should be YOUR name, last name first, e.g. StanleyRuth.docx

Grading rubric available in the Rubrics document.

**HINT: UTILIZE THE APA TEMPLATE FILE IN THE RESOURCES AREA. THIS FILE CAN BE SAVED AND OVERWRITTEN AND WILL SAVE YOU A LOT OF TIME.**

**Reflection Paper:** After you have completed all of the O&A assignments, write a 500-750 word paper that reflects on what you have learned about your communication skills while completing these assignments. Use vocabulary from the text and share your personal thoughts, insights, and reflections. This assignment is trickier than it seems: the word limit requires you to think, write, and edit carefully!

Filename should be YOUR name, last name first, e.g. StanleyRuth.docx

Grading rubric available in the Rubrics document.

**TESTS:** Tests [3] will consist of multiple choice questions and essay. The objective part of the assessments will be graded by Blackboard, and I will grade the essay portions.

You will have a finite amount of time for each exam, which begins as soon as you click to start the exam. When that time runs out, your exam will be graded. If you should get logged off from Blackboard for any reason, please log back in IMMEDIATELY. You should be able to get back into your exam until the time limit expires.

**YOU MAY NOT USE NOTES, TEXTBOOK, OR HAVE SOMEONE THERE PROVIDING YOU WITH INFORMATION. This is a TEST. Be honest. Study. Do your best!**

**Passwords for tests will be emailed to you the day before the test.**

**IT IS YOUR JOB TO BE CERTAIN THAT YOU RECEIVE ALL COURSE-RELATED EMAIL!!!**

## Course Content Outline

### COMM 1318 Interpersonal Communication

Week 1

#### Module 1 Week 1- Introduction to Interpersonal Communication **DATE 8/28 - 9/3**

Weekly Objectives:

1. Recognize and employ the vocabulary of Interpersonal Communication in written assignments including discussion board, Observe & Analyze assignments, tests, and papers.
2. Diagram and apply concepts from the Interpersonal Communication Model on p. 12 of textbook in written assignments and test 1.
3. Illustrate examples of social cognition - how we understand ourselves and others.

As you begin the week, please post an introduction of yourself on the Discussion Board on Blackboard. Provide a photo of yourself if possible. Once into the forum, click on "Create Thread" to post your introduction. **Due 8/30\***

Read your classmates' postings, and respond to at least 3 of them. **Due 9/3\***

**View Course Videos:**

#### **Introduction to Interpersonal Communication Perception & Social Cognition**

**Read:** Ch. 1 An Orientation to Interpersonal Communication  
Ch. 2 Social Cognition: Understanding Others and Ourselves  
(Weekly Learning Objectives 1,2,3,4)

**O&A: p. 42 Impression Formation**

Look in your textbook on page 42. In the margin of the page, there is a red header titled "Observe & Analyze" - please read the prompt there and complete the assignment by following the directions. Also see the Grading Rubric for the O&A assignments in the Course Resources section. Once you have written your assignment, upload your Word document for this assignment. **Due 9/3\*** (Weekly Learning Objectives 1, 3)

**Discuss:**

- Communication happens everywhere, all of the time. What concept, theory, or fact in the chapters surprised you, intrigued you, frustrated you, angered you? Cite a quotation from the text and then write about your thoughts on this issue. **Due 9/3\*** (Weekly Learning Objectives 1,2,3)
- Read all of your classmates' posts, and comment on at least 2 of them. **Due 9/6\***

**Watch:** Big Bang Theory| Best Conversation Ever

Please go to YouTube and search for the title above-  
If you can find it there, please watch. Note emotional content of this conversation, and how meaning is affected by context.  
This is recommended, not required. (Weekly Learning Objectives 1,2,3)

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Week 2

**Module 1 Week 2 – Effects of Culture on Communication**

**DATE 9/4 – 9/10**

**Weekly Objectives:**

1. Recall and utilize the vocabulary of culture and communication.
2. Give examples of cultural differences and demonstrate why they matter so much.
3. Illustrate, appraise, and explain of the model for Intercultural Competence in written assignments and test 1.

**View Course Video:**

**Culture and Communication**

**Read:** Ch. 3 Intercultural Communication (Weekly Learning Objectives 1,2,3)

**O&A: p.72 Communicating within Co-Cultures**

Look in your textbook on page 72. In the margin of the page, there is a red header titled "Observe & Analyze" - please read the prompt there and complete the assignment by following the directions. Also see the Grading Rubric for the O&A assignments in the Course Resources section. Once you have written your assignment, upload your Word document for this assignment. **Due 9/10\*** (Weekly Learning Objectives 1,2,3)

**Discuss:**

- Culture affects all aspects of communication. What concept, theory, or fact in the chapters surprised you, intrigued you, frustrated you, angered you? Cite the text and then write about your thoughts on this issue. **Due 9/10\*** (Weekly Learning Objectives 1,2,3)
- Read all of your classmates' posts, and comment on at least 2 of them. **Due 9/13\***

**TEST 1:**

**Chapters 1, 2, and 3; essays on Interpersonal Communication model & application, and on culture.**

**Multiple choice [25 x 2 = 50] and Essay [25 points x 2 = 50] = 100 points total.**

**Open on Blackboard from 9/8 12:01 am – 9/10 11:59 pm Plan to be online consistently from the time you begin the exam until you are done. 55 minute time limit.**

**\*All due dates mean that work should be posted on that date by 11:59 pm Central Time Zone. Late entries will be accepted [at a 25% penalty] for 4 days after the due date. Any work posted after 4 days will not be graded, and will be assigned a grade of zero [unless the student has made other arrangements with the instructor].**

Week 3

**Module 2 Week 3 – All Communication, All of the Time** DATE 9/11 – 9/17

**Weekly Objectives:**

1. Recognize and employ vocabulary related to Verbal and Nonverbal Communication.
2. Define, explain and apply Gibb's Defensive and Supportive Communication Climates.
3. Give examples of the many ways in which Nonverbal Communication takes place, and relate how difficult it can be to interpret.
4. Define semantic and pragmatic aspects of communication and explain how it affects our ability to understand each other.

**View Course Video:**

**Verbal and Nonverbal Communication  
Gibb's Defensive and Supportive Communication Climates**

**Read:** Ch. 4 Verbal Messages  
Ch. 5 Nonverbal Messages  
Gibb Categories of Defensive and Supportive Behaviors [part of chapter from Adler, Rosenfeld & Proctor's *Interplay*] [see eReserves]  
[optional reading] Gibb's Defensive Communication [original article in Stewart's *Bridges Not Walls*] [see eReserves]  
(Weekly Learning Objectives 1,2,3,4)

**O&A: p. 143 Communicating with Artifacts  
p. 154 Cultural Differences in Nonverbal Behavior**

Look in your textbook on page 143 and 154. In the margin of the page, there is a red header titled "Observe & Analyze" - please read the prompt there and complete the assignments by following the directions. Also see the Grading Rubric for the O&A assignments in the Course Resources section. Once you have written your assignments, upload your Word documents for these assignments. **Due 9/17\*** (Weekly Learning Objectives 1,2,3)

**Watch:** Big Bang Theory| Howard and Bernadette's Wedding  
Please go to YouTube and search for the title above–  
IF you can find it there, please watch. Note nonverbal communication in many forms!  
This is recommended, not required (Weekly Learning Objectives 1,2,3)

**Discuss:**

- This week we dissected communication into verbal aspects, nonverbal aspects, and communication climates. What concept, theory, or fact in the chapters and Gibb articles surprised you, intrigued you, frustrated you, angered you? Cite the text and then write about your thoughts on this issue. **Due 9/17\*** (Weekly Learning Objectives 1,2,3,4)
- Read all of your classmates' posts, and comment on at least 2 of them.  
**Due 9/20\***

**\*All due dates mean that work should be posted on that date by 11:59 pm Central Time Zone. Late entries will be accepted [at a 25% penalty] for 4 days after the due date. Any work posted after 4 days will not be graded, and will be assigned a grade of zero [unless the student has made other arrangements with the instructor].**

Week 4

**Module 2 Week 4 – Conversation and Communication Climates** DATE 9/18 -9/24

**Weekly Objectives:**

1. Define semantic and pragmatic aspects of communication and explain how it affects our ability to understand each other.
2. Define, explain and apply Gibb's Defensive and Supportive Communication Climates to Conversation.
3. Compare, contrast, and apply vocabulary and concepts of Communication Climates, Conversational rules, and Conversational Maxims on test 2.

**View Course Video:  
Conversation**

**Read:** Ch. 8 Holding Effective Conversations  
Gibb Categories of Defensive and Supportive Behaviors [part of chapter from Adler, Rosenfeld & Proctor's *Interplay*]  
[optional reading] Gibb's Defensive Communication [original article in Stewart's *Bridges Not Walls*]  
(Weekly Learning Objectives 1,2,3)

**O&A: p. 120 Semantic Meaning vs. Pragmatic Understanding**  
Look in your textbook on page 120. In the margin of the page, there is a red header titled "Observe & Analyze" - please read the prompt there and complete the assignment by following the directions. Also see the Grading Rubric for the O&A assignments in the Course Resources section. Once you have written your assignment, upload your Word document for this assignment. Due 9/24\* (Weekly Learning Objectives 1)

**Watch:** Big Bang Theory| Two Conversations at Once  
Please go to YouTube and search for the title above–  
IF you can find it there, please watch. Note how conversations need rules.  
This is recommended, not required. (Weekly Learning Objectives 1,2,3)

**Discuss:**

- Who knew that conversation was so complex!? What concept, theory, or fact in the chapter and Gibb articles surprised you, intrigued you, frustrated you, angered you? Cite the text and then write about your thoughts on this issue. Due 9/24\* (Weekly Learning Objectives 1,2,3)
- Read all of your classmates' posts, and comment on at least 2 of them. Due 9/27\*

NOTE: next week you will need to view motion picture *Dead Poets Society*, 1989, Peter Weir, 128 min. PG – **required viewing – it will stream from the link in week 5.**

**TEST 2:**

**Chapters 4, 5, 8, Gibb's Defensive and Supportive Communication Climates; essays on Gibb's Communication climates [List & define, apply].**  
**Multiple choice [25 x 2 = 50] and Essay [25 points x 2 = 50] = 100 points total.**  
**Open on Blackboard from 9/22 12:01 am – 9/24 11:59 pm Plan to be online consistently from the time you begin the exam until you are done. 55 minute time limit.**

**\*All due dates mean that work should be posted on that date by 11:59 pm Central Time Zone. Late entries will be accepted [at a 25% penalty] for 4 days after the due date. Any work posted after 4 days will not be graded, and will be assigned a grade of zero [unless the student has made other arrangements with the instructor].**

<p>Week 5</p>	<p><b>Module 3 Week 5 – Communication in Relationships DATE 9/25 –10/1</b></p> <p>Weekly Objectives:</p> <ol style="list-style-type: none"> <li>1. Recall and utilize the vocabulary and concepts of communication in relationships, types of relationships, types of communication.</li> <li>2. Employ vocabulary related to Listening and communication patterns in relationships.</li> <li>3. Compare, contrast, and apply vocabulary and concepts of Communication Climates, Conversational rules, and Conversational Maxims.</li> <li>4. Explain, discriminate, and compare course vocabulary and concepts by applying them to scenes in the movie <i>Dead Poets Society</i>.</li> </ol> <p><b>View Course Video:</b>  <b>Communication in Relationships</b>  <b>Listening</b></p> <p><b>Read:</b> Ch. 6 Communication in the Life Cycle of Relationships  Ch. 7 Listening Effectively  (Weekly Learning Objectives 1,2,3,4)</p> <p><b>O&amp;A:</b> <b>p. 236 Analysis of a Media Conversation</b>  Look in your textbook on page 236. In the margin of the page, there is a red header titled "Observe &amp; Analyze" - please read the prompt there and complete the assignment by following the directions. Also see the Grading Rubric for the O&amp;A assignments in the Course Resources section. Once you have written your assignment, upload your Word document for this assignment. <b>Due 10/1*</b> (Weekly Learning Objectives 1,2,3)</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>➤ This week, we read about the life cycle of relationships and about the MOST important communication skill: Listening. What concept, theory, or fact in the chapters surprised you, intrigued you, frustrated you, angered you? Cite the text and then write about your thoughts on this issue. <b>Due 10/1*</b> (Weekly Learning Objectives 1,2,3,4)</li> <li>➤ Read all of your classmates' posts, and comment on at least 2 of them. <b>Due 10/4*</b></li> </ul> <p><b>Watch:</b> motion picture <i>Dead Poets Society</i>, 1989, Peter Weir, 128 min. PG – <b>required viewing – see "Write" below. Film streams from link in week 5.</b> (Weekly Learning Objectives 1,2,3,4)</p> <p><b>Write:</b> 4-5 page paper [APA format] that examines <b>ONE</b> of the following topics:  <b>PAPER DUE 10/8*</b> (Weekly Learning Objectives 3)  <b>HINT: Utilize the 'APA Template' file found under "APA Formatting" in the Resources section of our course page. Just download the file, and save as another filename when you write your paper. The paper layout, margins, AND your reference list are provided in this file! Utilize gifts when they are given ; )</b></p> <ol style="list-style-type: none"> <li>1. Identify and contrast examples of Gibbs' categories for defensive and supportive communication behaviors displayed by the characters in the movie <i>Dead Poets Society</i>. Choose two of the six category pairs Gibb describes and provide examples from the movie. What effects do these behaviors have on their relationships? Use citations and support from your course readings.</li> <li>2. Discuss the conflict styles in Neil's relationship with his father (Mr. Perry) in the movie <i>Dead Poets Society</i>. You might also discuss issues of use of power. Use citations and support from your course readings.</li> <li>3. How does Todd Anderson's self-concept and self-esteem [discuss <i>BOTH</i> self-concept and self-esteem] develop over the course of the movie <i>Dead Poets Society</i>? Use citations and support from your course readings.</li> </ol> <p><b>*All due dates mean that work should be posted on that date by 11:59 pm Central Time Zone. Late entries will be accepted [at a 25% penalty] for 4 days after the due date. Any work posted after 4 days will not be graded, and will be assigned a grade of zero [unless the student has made other arrangements with the instructor].</b></p>
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Week 6

**Module 3 Week 6 – Empathy & Support/Disclosure & Privacy DATE 10/2 – 10/8**

**Weekly Objectives:**

1. Employ vocabulary and translate concepts of empathy in relationships and communication.
2. Utilize vocabulary related to empathy, support, and privacy rules.
3. Construct and practice using Assertive Statements in written assignments and on tests.
4. Explain, discriminate, and compare course vocabulary and concepts by applying them to scenes in the movie *Dead Poets Society*.

**View Course Video:**

**Empathy  
Power**

**Read:** Ch. 9 Supporting Others  
Ch. 10 Using Interpersonal Influence  
Campbell-I Hear You and I Have a Different Perspective [see eReserves]  
(Weekly Learning Objectives 1,2,3,4)

**O&A: p. 263 Supportive Interaction Phases**

Look in your textbook on page 263. In the margin of the page, there is a red header titled "Observe & Analyze" - please read the prompt there and complete the assignment by following the directions. Also see the Grading Rubric for the O&A assignments in the Course Resources section. Once you have written your assignment, upload your Word document for this assignment. **Due 10/8\*** (Weekly Learning Objectives 1,2,3)

**Watch:** Big Bang Theory| Sheldon and Amy's Date Night Experiment

Big Bang Theory| Soft Kitty Big Bang Theory| Just Like Wall-E

Big Bang Theory| Meaningful and From the Heart

Please go to YouTube and search for the title above–

IF you can find it there, please watch. Note how relationship quality affects communication depth and effectiveness. Sing Soft Kitty to yourself or someone you care about ; ) Note how disclosure helps relationships – or harms them. This is recommended, not required (Weekly Learning Objectives 1,2,3)

**Discuss:**

- Using communication to support others and empathize is a critical skill that we all need. Understanding how you influence others and how you are influenced helps you make decisions differently. What concept, theory, or fact in the chapters surprised you, intrigued you, frustrated you, angered you? Cite the text and then write about your thoughts on this issue. **Due 10/8\*** (Weekly Learning Objectives 1,2,3)
- Read all of your classmates' posts, and comment on at least 2 of them.  
**Due 10/11\***

**Write:** Paper on *Dead Poets Society* **Due 10/08**

Assignment info in Week 5 (Weekly Learning Objectives 4)

**\*All due dates mean that work should be posted on that date by 11:59 pm Central Time Zone. Late entries will be accepted [at a 25% penalty] for 4 days after the due date. Any work posted after 4 days will not be graded, and will be assigned a grade of zero [unless the student has made other arrangements with the instructor].**

Week 7

**Module 4 Week 7 – Influencing Others and Conflict is Inevitable** **DATE 10/9 – 10/15**

**Weekly Objectives:**

1. Define, explain and apply vocabulary and concepts of conflict, managing conflict, and conflict resolution.
2. Define, explain and apply vocabulary and concepts of Intimate Relationships and communication.
3. Employ vocabulary related to constructive criticism.
4. Develop and practice using Assertive Statements.

**View Course Video:**

**Interpersonal Influence and Conflict Management**

**Read:** Ch.11 Managing Conflict

Ch. 12 Communicating in Intimate Relationships: Families, Friendships, Marriages, and Other Life Partnerships

Ch. 13 Communication in Workplace Relationships pp. 409-415 Constructive Criticism (Weekly Learning Objectives 1,2,3,4)

**O&A: p. 332 Breaking Destructive Conflict Patterns**

Look in your textbook on page 332. In the margin of the page, there is a red header titled "Observe & Analyze" - please read the prompt there and complete the assignment by following the directions. Also see the Grading Rubric for the O&A assignments in the Course Resources section. Once you have written your assignment, upload your Word document for this assignment. **Due 10/15\*** (Weekly Learning Objectives 1,2,3,4)

**Discuss:**

- Conflict is inevitable. How you manage conflict is a key to whether your relationships flourish or fall apart. What concept, theory, or fact in the chapters surprised you, intrigued you, frustrated you, angered you? Cite the text and then write about your thoughts on this issue. **Due 10/15\*** (Weekly Learning Objectives 1,2,3,4)
- Read all of your classmates' posts, and comment on at least 2 of them. **Due 10/18\***

**\*All due dates mean that work should be posted on that date by 11:59 pm Central Time Zone.**

**Late entries will be accepted [at a 25% penalty] for 4 days after the due date.**

**Any work posted after 4 days will not be graded, and will be assigned a grade of zero [unless the student has made other arrangements with the instructor].**

Week 8

**Module 4 Week 8 – Wrapping Up – How Have You Changed? \*\* DATE 10/16- 10/20**

**Weekly Objectives:**

1. Define, explain and apply vocabulary and concepts of Interpersonal Communication.
2. Construct and practice using Assertive Statements according to the steps outlined in your textbook.
3. Construct and practice using Constructive Criticism according to the steps in your textbook.
4. Construct and practice Paraphrasing for content and feeling.

**Discuss:**

- What have you learned about yourself, your communication skills, and interpersonal communication? **Due 10/18** \*\* (Weekly Learning Objectives 1,2,3,4)

**Write:**

- Write a paper of 500 - 750 words on the topic **“What I Learned about Interpersonal Communication from writing the Observe & Analyze Assignments”**
  - APA style setup [title page, 12 point Times New Roman font]
  - Write about at least 4 of the O&A assignments. Do not describe the assignments, rather write about what you learned about yourself and about life.
  - PLEASE WRITE IN FIRST PERSON! Submit on Blackboard by uploading a WORD document. **Due 10/18** \*\* (Weekly Learning Objectives 1,2,3,4)

**TEST 3:**

**Chapters 6,7,9,10,11,12,13[Constructive Criticism only]; essays on constructive criticism, assertive statement, paraphrase for content and feeling.**

**Multiple choice [55 x 2 = 110] and Essay [30 points x 3 = 90] = 200 points total.**

**Open on Blackboard from 10/18 12:01 am – 10/20 11:59 pm Plan to be online consistently from the time you begin the exam until you are done. 120 minute time limit.**

**\*\*FOR THIS MODULE [Week 8] ALL WORK NEEDS TO BE IN BY 11:59 pm 10/20**

**As always, if you have extenuating circumstances, please contact Mrs. Stanley.**

## UNIVERSITY POLICIES AND SERVICES

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### STUDENT HANDBOOK

Students may access the Student Handbook online at <http://students.lamar.edu/student-handbook.html>.

### STUDENTS WITH DISABILITIES

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center(DRC)is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the DRC website, <http://www.lamar.edu/disability-resource-center/>.

### TECHNICAL SUPPORT

Technical Support can be located at <http://students.lamar.edu/it-services-and-support/index.html>.

Phone: 409-880-2222

Email: [servicedesk@lamar.edu](mailto:servicedesk@lamar.edu)

#### Hours of Operation (CST):

Monday - Thursday 7:30 a.m.-12:00 a.m.

Friday 7:30 a.m. - 7:30 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 3:00 p.m. - 12:00 a.m.

For Blackboard technical support go to <https://blackboardsupport.lamar.edu>.

Phone: 866-585-1738

Phone and chat are available 24/7/365

### LU CONNECT PORTAL

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University's homepage (<http://www.lamar.edu>) by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

## SYSTEM REQUIREMENTS

### **Computer/Technology Requirements:**

- Students will need regular access to Windows, MAC with a broadband Internet connection. Note: mobile devices (if you have mobile devices there are limitations)  
The minimum computer requirements are:
  - Most current version of Firefox is recommended
    - *Please note that Blackboard may not support Internet Explorer, Safari, or Chrome.*
  - 8 GB or more preferred
  - Broadband connection (cable modem, DSL, or other high speed) required – some courses are video intensive
  - 1024 x 768 or higher resolution
  - Strongly recommended that you have a headset with microphone. You may also use webcam, and speakers
    - Example: Plantronics Audio 628 USB headset
  - Current anti-virus software must be installed and kept up to date.
  - Students will need some additional free software for enhanced web browsing. Be certain to download the free versions of the software.
    - Firefox (<http://www.mozilla.org>)
    - Adobe Reader (<https://get.adobe.com/reader/>)
    - Adobe Flash Player (<http://get.adobe.com/flashplayer>)
    - Java (<http://www.java.com>)
    - QuickTime (<https://www.apple.com/quicktime/download/>)
    - Silverlight (<https://www.microsoft.com/silverlight/>)
  - Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- At a minimum, students must have Microsoft Office 365 (<https://my.wip.lamar.edu>) click on MS Office 365). Microsoft Office 365 is available for all students.

### **Required Skills:**

- Navigate websites, including downloading and reading files from them.
- Use e-mail, including attaching and downloading documents/files.
- Save files in commonly used word processing formats (.doc, .docx).
- Copy and paste text and other items in computer documents.
- Save and retrieve documents and files on your computer.
- Locate information on the Internet using search engines.
- Locate information in the library using the online catalog.

## NETWORK USE

### **ACCEPTABLE USE**

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

### **UNACCEPTABLE USE**

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else's account, internet address, or other network codes, or attempt to access another user's files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other

person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university's Sexual Harassment Policy.

### **ACADEMIC SUPPORT**

Academic Support can be located at <http://students.lamar.edu/academic-support/index.html>.

There are many areas (i. e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

### **STUDENT SERVICES**

Information on Student services can be located at <http://students.lamar.edu/student-services/index.html>.

There are many resources (i. e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

### **ACADEMIC HONESTY POLICY**

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Disciplinary proceedings may be initiated against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

*Plagiarism* shall mean the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

*Collusion* shall mean the unauthorized collaboration with another person in preparing work offered for credit.

*Abuse of resource* materials shall mean the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

*Academic work* shall mean the preparation of an essay, report, problem, assignment, creative work or other project that the student submits as a course requirement or for a grade.

Students are specifically warned against all forms of plagiarism, which include "purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm." Plagiarism is defined as, "the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit" (82). Students seeking to avoid plagiarism should consult either the course instructor or the most recent addition of the *MLA Handbook for Writers of Research Papers* or the most recent addition of the *APA Style Guide*, depending on your College requirements for writing research papers. The course instructor will complete a thorough and impartial investigation of any instance of academic dishonesty. A student found guilty of academic dishonesty will be notified in writing by the instructor of the violation, the penalty, and the student's right to appeal the determination of dishonesty and/or the sanction imposed. Penalties for academic dishonesty in this course will result in either a lowered letter grade or failure of the course as determined by the instructor. The penalty may vary by instructor. For complete policy: go to

<https://students.lamar.edu/academic-support/academic-policies.html>.

### **COPYRIGHT POLICY STATEMENT**

Copyright is defined as the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

### **NETIQUETTE (ONLINE ETIQUETTE) STATEMENT**

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing email and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the *Lamar University Acceptable Use Policies when Using Networks*. More comprehensive student code of conduct can be found at <https://students.lamar.edu/academic-support/code-of-conduct.html>.

#### **GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS**

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

#### **GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)**

- Always sign your names to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectably.
- Use appropriate grammar and structure.
- Spell-check your postings.
- Use short paragraphs focused on one idea.
- Use appropriate business language at all times.

#### **WRITING CENTER**

The Lamar University Writing Center offers synchronous online sessions through Blackboard for your convenience, Monday through Thursday, 9 a.m. to 6 p.m. and Friday, 9 a.m. to 3 p.m. Consultants with experience in a variety of disciplines are trained to help you in any step of the writing process. Schedule an online session at <https://www.schedulicity.com/scheduling/LUWXN6/services>, then email [uwc@lamar.edu](mailto:uwc@lamar.edu) with your assignment and/or document. Your consultant will email you a link prior to your session. Click the link and “join” the session. For more information, including how to test your camera and microphone, please see our website at <http://artssciences.lamar.edu/writing-center/services/index.html>.

#### **DISTANCE EDUCATION LIBRARIAN**

Distance education students and faculty have access to a dedicated distance education librarian. Access this link, <http://libguides.lamar.edu/distancelearning>, for more information.

#### **INSTRUCTIONAL ASSOCIATES/TEACHING ASSISTANTS**

If you are in a large class, Instructional Associates/Teaching Assistants may be utilized. In the event they are present in the course, you will be notified, via email, regarding their information. Instructional Associates/Teaching Assistants have been selected based upon their teaching experiences and accomplishments. Course activities, assignments, questions, and correspondence are to be emailed to the Instructional Associates/Teaching Assistants. University faculty members have ultimate responsibility for all assessments and final course grades. Each semester, faculty members will conduct random reviews of materials to ensure inter-rater reliability among all Instructional Associates/Teaching Assistants.

#### **LAMAR UNIVERSITY PRIVACY POLICY STATEMENT**

Student records maintained by Lamar University comply with the Family Education Rights and Privacy Act of 1974 as amended (PL93-380). Detailed information should be accessed through this link: <https://sacs.lamar.edu/catalog/PrefMaterial/V.GenAcademicPol.htm#edurights>.

## ACADEMIC CONTINUITY STATEMENT

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (<http://www.lamar.edu>) for instructions about continuing courses remotely.

## EMERGENCY PROCEDURES

**\*Be sure to update your MyLamar Account with the most current information.\***

Many types of emergencies can occur on campus instructions for specific emergencies such as severe weather, active shooter, or fire can be found at

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

These procedures may or may not apply to you:

### ***Severe Weather:***

- Follow the directions of the instructor or emergency personnel
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

### ***Violence / Active Shooter (CADD):***

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

## ACCESSIBILITY POLICIES

Lamar University

<http://www.lamar.edu/about-lu/accessibility.html>

Blackboard

<http://www.blackboard.com/accessibility.aspx>

Firefox

<https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>

Microsoft

<https://www.microsoft.com/enable/microsoft/mission.aspx>

Kaltura

<https://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datashheet.pdf>

Adobe Acrobat

<http://www.adobe.com/accessibility/products/acrobat.html>

Adobe Flash

<http://www.adobe.com/accessibility/products/flash.html>

Adobe Reader

<http://www.adobe.com/accessibility/products/reader.html>

Java

<http://www.oracle.com/us/corporate/accessibility/policies/index.html>

Oxford University Press

<https://global.oup.com/academic/accessibility/?lang=en&cc=us>

## **PRIVACY POLICIES**

Lamar University

<http://www.lamar.edu/about-lu/privacy-and-security.html>

Blackboard

<http://www.blackboard.com/Footer/Privacy-Center.aspx>

Firefox

<https://www.mozilla.org/en-US/privacy/>

Microsoft

<https://privacy.microsoft.com/en-US/>

Kaltura

<http://corp.kaltura.com/privacy-policy>

Adobe

<http://www.adobe.com/privacy.html>

Java

<http://www.oracle.com/us/legal/privacy/overview/index.html>

YouTube

[https://www.youtube.com/static?template=privacy\\_guidelines](https://www.youtube.com/static?template=privacy_guidelines)

Oxford University Press

<https://global.oup.com/academic/privacy-policy/?cc=us&lang=en&>