

Interpersonal Communication Skills Fall 2007

SDS 4410 – Section 0998
Thursdays, Periods 2 to 4, (830 to 1130 am)
Room 260 Norman Hall

Instructor: Keely J. Hope, Ed.S. NCC, LMHC

Office: 1313C Norman Hall

Office Hours: Thursdays and Fridays 1 pm to 3 pm, and by appointment

Phone Number: 392-0731

E-mail address: kjhope@ufl.edu

Teaching Assistants:

Mohammed Bello-Malabu

Trina Clark

Carissa Dykers

Giselle Navarro

Nicole Poston

Craig Valchine

Steve Vutsinas

Required Textbook:

Adler, R.B., Rosenfeld, L.B., & Proctor, R.F., II (2006). Interplay: The process of interpersonal communication. (10th Ed.). New York: Oxford University Press, Inc.

WebCT: www.lss.at.ufl.edu

Course Description and Objectives:

Due to the nature of this course and the assumption that we “cannot not communicate,” we will spend a great deal of time every class period communicating in large and small groups, learning to communicate more effectively through awareness-raising and skill enhancement. Consequently, participation is of the utmost importance. Throughout the semester, we will also survey the fundamentals of interpersonal communication and explore personal applications to our own communication and relationships.

It is incredibly important that you view this class as an experiential learning course and not solely as a class. The assignments are designed for students to explore, examine, and relate their daily experiences in communication with others and themselves. Since there are no exams, the instructor’s objective is that students will learn from these experiences; the dynamics and strengths to be gained in positively interacting with one another. This requires the students to engage in active learning each day in all class and group experiences.

Course Components:

- **Class Participation and Attendance (100 points):** The effort that each one of us puts into our awareness, personal growth and enlightenment is a choice we each must make. Every moment in this class (as in life) is a learning opportunity, and the process of purposefully experiencing this course will teach you the content. Your investment is vital to your success, the success of your small groups, and the overall success of the class. Please evaluate the following implications as you make the decision whether or not to attend class.

- **Attendance, assignments given in class, pop-quizzes and in class activities** will combine to determine your participation points and will have a significant impact on your overall grade. **Missed material cannot be made up.**
 - Since this class is largely experiential, each of you will benefit from being in class. Your contributions are significant and important to the class dynamic. What you get out of this class is predominately what you are willing to put in. An attendance grade will be given daily. Each day is worth seven (7) points and attendance will be taken. These points will be divided by two sections of class – large group or lecture and small group.
 - **Your level of investment will be noted by both your assigned TA and myself.**
- **Small-Group Activity (50 points):** During the second meeting of class, you will be assigned to a group that will be your primary discussion group throughout the semester. **Each group member will individually prepare a 30 minute (minimum) activity / discussion which will include activities to present to their group members on their assigned week.** These discussions and activities should be designed to practice and enhance you own interpersonal communication and that of your group members. *Failure to attend or amply notify* your Teaching Assistant of your inability to attend on your presentation day will result in a score of 0 points for your entire small group activity grade. Your assigned Teaching Assistant will determine your grade.
 - **Journals (100 points):** You will be expected to write **five (5) journal entries** to be turned in over the course of the semester. However, you are invited to use your creativity in deciding what you will write about providing you relate it to the pertinent interpersonal communication chapter that will be discussed in class, reactions to class activities or reactions to a guest speaker. The journals are to be typed and double-spaced, and should be **at least 2 full pages long. Please include a cover page, use 1" margins, 12-point font and Times New Roman.** An example of what this looks like will be passed out. **Journals are due in paper form by Lab time** on appropriate days. Because I realize that your journal entries will be based on your self-disclosure and personal perspective, only your assigned TA and myself will read them. For grading requirements, please refer to the section in your syllabus entitled *Journal Evaluation Form* and this is reiterated in your course packet. Please note: using a larger font, larger margins, a different font, bold print, or submitting a journal entry of less than 2 pages will result in a partial grade for that journal.
 - **Small Group Project (100 points):** Your group project will be completed with your small group members. Topics pertaining to interpersonal communication will be announced and as a group you will choose one. Topics will be assigned on a first come first serve basis. Each group will prepare a 45-minute presentation pertaining to their topic of interest; creativity is strongly encouraged and a PowerPoint is required. In addition to the presentation, there must be an accompanying activity that illustrates the topic. This must involve the entire class and be explained to the students before the activity. Each group is asked to meet with me to go over ideas that will be covered during the presentation. Additional information about the requirements of this assignment will be provided. Please note that you **MUST** be present for your small group project. Failure to attend will result in a grade of zero (0) for this component in the course. For grading information, please refer to the section in your syllabus entitled *Group Presentation Evaluation* and further in the course packet.
 - **Perception Collage (50 points)** You will create a personal collage utilizing media clippings, drawings, or words. You will base this on how you believe **others** see you. The collage should be large enough for the whole class to see from their seats, but not an entire poster board. For evaluation, please reference the grading sheet attached in the latter part of the syllabus. You may focus on how different groups of people see you or use a scenario to base your collage on, for example, meeting someone for the first time.

- **Quizzes (100 points)** You will have 2 announced quizzes throughout the semester. Each quiz will cover the lectures preceding. Each quiz will be worth 50 points and will utilize lecture notes. The quizzes will include different types of instruction, i.e., fill in the blank, multiple choice, short answer, and true/false, etc. If you know you will be absent for a quiz day, please make arrangements to take the quiz prior to the day. If no arrangements were made prior, the quiz cannot be made up.

Course Point Breakdown:

Classroom Participation and Attendance	100
Small Group Activity	50
Journals (5 journals at 20 points each)	100
Perception collage	50
Quizzes	100
<u>Small Group Project</u>	<u>100</u>
Total:	500

Grading Scale:

A	448 to 500 points
B+	423 to 447 points
B	398 to 422 points
C+	373 to 397 points
C	348 to 372 points
D+	323 to 347 points
D	298 to 321 points
F	below 298 points

Class Policies:

- **The culture of the classroom:**
 - **Interaction with others:** Respect for diverse opinions and responsible communication and behavior are expected in this class.
 - **Phone and pagers:** Pagers and cell phones are to be quieted during class time. Students serving on emergency call are to notify the instructor.
 - **Attendance and Classroom culture:** Attendance during class periods is necessary for an optimal learning experience for oneself and peers. It is expected each person will make an effort to come to class prepared to participate
 - **Punctuality and participation:** Being on time to class and actively participating in discussion enhances the learning environments for everyone. Classroom participation will be considered a component of graded evaluations.
- **Late Assignments:** NO late assignments will be accepted.
- **Planned Absences** Students anticipating a planned absence, whether University or non-university related, must notify the instructor in writing at least three days prior to the absence. Because all assignments are known from the beginning of the semester, students must submit all assignments due prior to the date of the planned absence.
- **Email policy:** **No emailed assignments will be accepted** due to the sensitive nature of email and possibility of tampering with electronic forms of communication. Emails to the instructor will be returned within a 24 hour period, sometimes sooner depending on when the email is received. Please do not expect to receive returned emails if it is sent directly prior to class in the morning.
- **Please be advised:** The course instructor reserves the right to change, modify, add or delete any class assignment, reading, or activity at any time.
- **Academic Honesty and Integrity** Upon officially registering for this course, you indicated intention to comply with the University of Florida Honor Code. Cheating, Misrepresentation, or Plagiarism will be handled swiftly and according to the University guidelines. In case of student found incompliant with these codes, the student will receive a zero for the assignment. If a student is found with a second infraction of these codes, he or she will fail this course.

- **University Honor Code:** Plagiarism or cheating in any form is a sign of disrespect to yourself, your classmates, and this university and will not be tolerated. On all work submitted for credit by students at the University of Florida, the following pledge is implied: *On my honor, I have neither given nor received unauthorized aid in doing this assignment.*
- **Student Responsibility for Syllabus** Upon officially registering for the course, the student assumes responsibility for understanding and complying with the entire contents of the course syllabus. It is the student's responsibility to raise questions or concerns directly with the instructor.
- **Special Accommodations** If you have a disability or disabilities that require(s) some form of accommodations(s) in order for you to learn effectively, participate fully in this course, and/or satisfy course assignments and/or requirements efficiently and effectively, you must contact me to discuss appropriate accommodations(s) for you by no later than the beginning of the third class meeting. Please be sure to bring a copy of your letter from the Office of Students with Disabilities (<http://www.dso.ufl.edu/drp/>) that attests to your disability (ies) for my records when we meet to discuss the appropriate accommodation(s) for you.
- **Pass/Fail Option:** Pass/Fail (S/U) is not an option for this course.
- **Gordon Rule:** This class is not applicable towards credit for the Gordon Rule.
- **Office Hours:** Please feel free to stop by my office during office hours, to set up an appointment with me or email me with any questions. I am happy to talk with you about your progress in the course, any difficulties you may be experiencing, or anything else you would like to discuss.
- **Confidentiality:** Due to the nature of this course and the small group activities, you are expected to keep what is talked about to yourself. If you must share something that went on in class, make every effort to conceal the identity of the person who shared it. Please note that in any group activity, absolute confidentiality cannot be guaranteed. Therefore, please share only what you feel comfortable.
- **Extra Credit:** up to 15 points (5 points each)

Additional opportunities for extra credit may or may not present themselves throughout the semester. However, you may earn up to 15 points extra credit by completing one or more of the following assignments (all papers must follow the format detailed in the journal writing section):

1. Double Vision Film Review- Select/view a movie for which you will take the perspective of two different movie critics who espouse very different worldviews/opinions and write two different/conflicting versions of a critique of the movie.
2. Interview a professional in the community that has experience in a field that is relevant to your current personal or professional development goals. Write a summary/reaction paper about your experience. In addition to the 1.5 -2 page requirement, you must include a list of your interview questions as well as a brief biography of the person you interviewed.
3. Select a topic relevant to the course and conduct a brief survey of peoples' reactions to the issue you have chosen. You must *verbally* survey a minimum of 15 people, asking each person the same 5 questions. Write a summary of your findings as well as personal reactions to the experience (Were people open to answering your questions? Were the interactions awkward?). In addition to the 1.5 -2 page requirement, you must provide a brief summary about the issue you have chosen and why as well as a list of your interview questions.

Additional Opportunity

There is an opportunity for you to participate in counseling sessions conducted by first semester Master's students in the Introduction to Counseling class. You will participate in two sessions with a beginning counselor so that he or she can practice their counseling skills. The sessions are video taped so that the counselors-in-training can review their skills. These sessions are more about the counselors-in-training than anything else. Opportunity for this extra credit occurrence is limited as each person will be seen twice. For this reason and the time commitment, this experience is worth the entire 15 points as the above assignments. This opportunity will be given to the first students who inquire. In addition to this, if you choose this opportunity, you will not be able to complete the above three assignments.

Journal Evaluation Form**Format**

Cover page meets specified requirements
 Appropriate length/margins at 1”
 Double spaced, 12 pt. Font
 Grammar, spelling, sentence construction

____ / 8

Clarity

Logical expression of thoughts and ideas
 Flow and ease to read
 Clear, concise writing
 Discernable focus/understands purpose of the assignment & responds to questions posed

____ / 4

Depth, Awareness & Critical thinking

Attempting to view situations from different perspectives
 Valuable insights/self-perceptions
 Writing about topic on more than a surface level
 Exploring connections, themes, & patterns relevant to interpersonal communication

____ / 4

Openness, Honesty & Risk-taking

Balanced discussion of both positive/negative insights
 Focus on self vs. others
 Taking genuine risks to talk about personal reactions/emotional responses

____ / 4

Total: _____ / 20

**INTERPERSONAL COMMUNICATION SKILLS
 Perception Collage SCORE SHEET**

Name: _____

Content _____/27

Clear/Concise presentation _____/15

Assimilated in Appropriate Fashion _____/8

TOTAL: _____/50

 _____'s Group Presentation Evaluation

Group Member Evaluation

Below you will find the average scores from your classmates' feedback for your presentation:

TOTAL: _____/20

Below you will find the average scores from your group members' feedback for the following sections:

Participated in group meetings and discussions _____

Contributed ideas to the project _____

Completed assigned tasks _____

Demonstrated an openness to others' ideas _____

TOTAL: _____/20

Instructor Panel Evaluation

If you would like to see any written feedback from your instructor panel, please see the instructor. Below you will find the average scores from your instructor panel's feedback for the following sections:

Demonstrated Creativity _____

Involved the Class _____

Presenters were knowledgeable _____

Presenters covered areas relevant to the topic _____

Well-Organized _____

Articulated information well _____

Presentation was of appropriate length _____

Demonstrated sensitivity to diversity _____

Illustrated the topic well _____

Demonstrated adequate preparation _____

Used examples where appropriate _____

Dressed in an professional fashion _____

TOTAL: _____/48

Activity _____/12

GRAND TOTAL: _____/100

RESOURCE LIST

It is very stressful being a student. There are a number of factors that contribute to student stress and anxiety including exams, grades, fear of failure, concerns about admissions to graduate school, parental pressures, financial concerns, juggling several different roles in your life as well as many, many other things. During stressful periods of time, there is an increased tendency for us to isolate and alienate ourselves from others. Please keep this list of resources available to you and your friends should the need arise to seek outside help if you find yourself needing assistance from a neutral, nonjudgmental source.

Alachua County Crisis Center: 264-6789

- Offering free face-to-face counseling as well as a 24 hour crisis phone line

Center for Sexual Assault/Abuse Recovery and Education: 392 1161 x4231

- A counselor is on-call 24-hours a day to assist with sexual assault issues

Corner Drug Store: 334 3800

- For assistance with drug and alcohol related problems

University Counseling Center: 392 1575

- A counselor is available to assist students on a face-to-face basis as they work through personal issues

Office of International Studies and Programs: 392 1345

- Assistance is provided for international students at the University

Dean of Students Office: 392 1261

- A staff member is available to assist students

Student Health Care Center: 392 1161

- A counselor is available to assist students on a face-to-face basis as they work through personal issues

Student Mental Health: 392 1171

- A mental health counselor is on-call 24-hours a day to respond to emergencies; a counselor is also available to assist students on a face-to-face basis as they work through personal issues

Meridian Behavioral Health Care: 374 5600

- MBH addresses mental health needs, medication management as well as provides a crisis stabilization unit for immediate stabilizing needs

Peaceful Paths: 377-8255

- A sexual abuse, rape-crisis center which also focuses on family, dating and domestic violence issues
Has a 24-hour hotline, free counseling services, and emergency shelter

Reading assignments should be completed prior to class meetings, weekly.

<u>Thursdays</u>	
August 23	Introductions Pass out syllabus, brief introduction to course, and large group activity
August 30	Chapter 1: Interpersonal Process Small Group
September 6	Chapter 2: Culture and Communication Small Group Due: Journal 1
September 13	Chapter 3: Communication & the Self Bring an object that is symbolic of the way you view yourself (don't let anyone see it!) Small Group
September 20	Chapter 4: Perceiving Others Due: Perception Collage Small Group Due: Journal 2
September 27	Quiz One Chapter 5: Language Small Group
October 4	Chapter 6: Nonverbal Communications Small Group Due: Journal 3
October 11	To be determined...
October 18	Chapter 7: Listening Small Group
October 25	Chapter 8: Emotions Guest speaker: Meggen Sixbey, Ph.D., LMHC Small Group Due: Journal 4
November 1	Chapter 9: Dynamics of Interpersonal Relationships Small Group
November 8	Quiz Two Group Presentations
November 15	Group Presentations Due: Any Extra Credit Due: Journal 5
November 22	Thanksgiving NO CLASS
November 29	Group Presentations <i>Last day of class!</i>