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Teaching Philosophy: I believe that the best learning and the best classroom environments develop when teaching efforts are done *with* and not *for* people. Being *with* means taking responsibility for both your own and the learning of others. It is shaped by the ways that all members of the classroom interact in the creation of an open and inclusive learning environment for every member of the community. Please take personal responsibility for your own progress in this course and create a space where others can learn as well.

Office Hours: Tuesdays and Thursdays, 12:30-1:30pm; and by appointment. I teach because I want to facilitate your learning. Please drop by any time you see my office door open to dialogue about class material and/or arrange specific times to meet! To arrange an appointment during my scheduled office hours or at another time that works for you, please email or see me in class. If you have a question, ask! I am committed to responding to your emails in a timely manner (within 48 weekday hours). If you don't hear from me, email again as I may not have received it.

Required Texts: Wood, Julia T. 2016. *Interpersonal Communication: Everyday Encounters*. Eighth Edition. Cengage Learning. ISBN: 978-1-305-09111-5

Student Learning Outcomes: Everything we do in this class has a reason. If you aren't sure of the point, please ask me. This course will equip you to:

1. Understand and communicate the significance of analyzing interpersonal communication in personal and professional contexts.
2. Apply a range of interpersonal theories to the analysis of relevant communication experiences.
3. Develop a working ability to interpret the impact that interpersonal characteristics and acts such as self-disclosure, openness, empathy, trust, deception, and conflict can have on relationships.
4. Develop verbal and nonverbal interpersonal communication.

Classroom Expectations and Instruction Methods:

This class is a collaborative effort, depending as much on your input as my preparation. I expect all of us to:

- Come to class having completed assigned readings and prepared to actively engage,
- Be up to date on announcements and discussions posted on our website,
- Respect each other and be open to hearing new perspectives and learning,
- Create a supportive, respectful, safe environment,
- Put away all distractions, especially electronic ones,
- Complete assignments in a timely and professional manner,
- Not be afraid to ask questions and provide feedback when appropriate; speak what you truly know or what you truly want to know.
- Think frequently and not fear confusion – it is a common experience while you are learning,
- Work with other students, but do not be a leech or take advantage of other students' hard work. Be good to yourself and others.

Homework: For a 3 credit class during the summer, the expectation is that you will spend an average of 24 hours of work per week (4-5 hours per weekday) outside of class. Please plan this time into your schedule in order to be successful in this course. Some assignments are workshopped in class while others are primarily completed outside of class. All completed writing assignments should be submitted online. Assignment instructions will be made available and you can always ask for additional details during class, office hours, or over email.

Access and Accommodation: I am committed to making this classroom inclusive and accessible. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements please notify the

instructor and the Student Disability Center for more information. If you have already established accommodations, please communicate your approved accommodations to me as soon as possible so proper arrangements can be made.

Graded Assignments:

In-Class Activities. There will be 12 in-class activities done together in class. 10 of these will count toward your final course grade. You may miss 2 of them for any reason. These activities must be completed during the class-time that they occur. They cannot be made up after or before. Worth: 20 points, 2 points per activity.

Open-Book Quizzes. There are 12 online open-book quizzes covering the assigned readings. Quiz questions may be true/false or multiple choice. You must take these quizzes on our eLearning platform before the start of class time on the day that we are scheduled to cover that material. You may miss 2 of them for any reason. Worth: 20 points, 2 points per quiz.

Individual Communication Competence Project. Building on in-class activities and course content, this assignment asks you to reflect on your communication competence and create a plan for future development. The Communication Competence paper is a 4-5 page, double spaced, typed paper following a detailed assignment. Portions of this paper will also be discussed in groups in class and active participation in this dialogue will be graded. *Be prepared to participate in a group discussion related to your reflections in class.* Worth: 15 points.

Group IPC Research Project. As a group of 3-4 people, you will answer an IPC question (e.g., about loneliness, bad dates, employee morale, cyber bullying, etc.). Your group will get to choose an interpersonal topic, explore a little bit about what we already know about it, and design a study to discover unanswered questions that remain. This project will be made up of several steps that will be completed both individually and as a team. The project will consist of research, brief written reports, and a final presentation to the class of 30 minutes. You will need to engage the class in as many ways as possible (visual, tactile, audio, etc.). More on this will be discussed in class. Worth: 45 points.

Discussion Notes 1	5	Decide as a group on an interpersonal communication problem (brainstorm, mind map, make list, discuss, etc.). You must submit notes from this meeting following the template provided on the course website. All portions must be completed in order to receive credit for the assignment.
Individual Article Report	5	After you have chosen the problem you would like to focus on you will need to explore the issue. Find one peer-reviewed article for each member in the group, to read and review, that relates to the chosen interpersonal problem. You must include a references page with all articles that your group has chosen. Using the assignment template on the course website, you will also turn in a brief (2-4 paragraph) review of the article. All portions must be completed in order to receive credit for the assignment. Additionally, you must provide a digital copy of the article that you have chosen.
Discussion Notes 2	5	Discuss your topic and the information that you discovered in your individual typed report assignment. Explore why this problem exists, how it plays out in relationships, how prevalent it is, to whom it happens to, in what setting, etc. - Have a group member record the results of the discussion what did you find out? What do you still need/want to know about the issue? You must submit notes from this meeting following the template provided on the course website. All portions must be completed in order to receive credit.
Research Plan	10	Develop a research plan. This should explain what you want to find out. What type of research you will do to get at this answer? Where will you conduct your research? How you will conduct this research? When will you conduct your research? Who will be involved? Who will you be getting information from? Do you need to get permission prior to research? How will you compile

		your research to assess results? Turn in a typed research plan following the template provided on the website.
Research Report	10	Execute your plan and compile the research. Turn in a typed summary of research findings using the template on the website.
Research Presentation	10	As a group, give a 30 minute presentation of your project. This should include PowerPoint slides incorporating your findings, videos, activities, etc. You are required to attend the scheduled presentation workshop and each group member must upload the slides that they have completed during the presentation preparation section (each group member will submit their own unique file). Submission of the PowerPoint is due at the end of the Presentation Workshop class period.

In-Class Activities (2 points each x 10 activities)	20 points
Quizzes (2 points each x 10 quizzes)	20 points
Individual Communication Competence Project	15 points
Group IPC Project (45 points)	45 points
Total:	100 points

Grading Scale

A+	96.67+	B	83.33-86.66
A	93.33-96.66	B-	80-83.32
A-	90-93.32	C+	76.67-79.99
B+	86.67-89.99	C	70-76.66

If you complete all course work and put significant effort in to each assignment, I see no reason why you should get a grade lower than a C in this course. That said, just because the point value for lower grades are not listed on this syllabus does not mean that you can't earn a lower grade.

Make-up and Late Assignment Policy: No late assignments are accepted except under the most extreme cases. All written assignments should be uploaded to our eLearning platform. You should make sure to leave time to do this with a few minutes to spare so that you can check to make sure the document was uploaded correctly. If you are struggling with our eLearning platform, you can email it to me before the deadline to make sure that it is on time.

Grade Appeal: If you need clarification or have a general question, please do come talk to me! If I have made a math error in calculating a grade, please tell me immediately so that the error can be corrected. If you wish to appeal a grade based on reasons other than a math error, email me from your student email account a written statement addressing why you feel your grade should be changed. In submitting an appeal, you are requesting that I re-evaluate the work under question in its entirety.

Week	Day and Topic	Due Before Class	Graded Item Details
1	Day 1		
	Day 2 <i>Communication Competence</i>	Chapter 1	Quiz 1
	Day 3 <i>Identity</i>	Chapter 2	Quiz 2 Group Discussion Notes 1
	Day 4 <i>Family Communication</i>	Chapter 12	Quiz 3
	Day 5 <i>Topic: Interpersonal Influence</i>		Individual Article Report
2	Day 1	Chapter 3	Quiz 4

	<i>Perception</i>		
	Day 2 <i>Listening</i>	Chapter 6	Quiz 5 Group Discussion Notes 2
	Day 3 <i>Language</i>	Chapter 4	Quiz 6
	Day 4 <i>Nonverbal Communication</i>	Chapter 5	Quiz 7
	Day 5 <i>NO CLASS</i>		Group Research Plan
3	Day 1 <i>Emotions</i>	Chapter 7	Quiz 8
	Day 2 <i>Communication Climates</i>	Chapter 8	Quiz 9
	Day 3 <i>Managing Conflict</i>	Chapter 9	Quiz 10
	4 & 5	NO CLASS – July 4 Holiday Break	
4	Day 1 <i>Friendships</i>	Chapter 10	Quiz 11
	Day 2 <i>Romantic Relationships</i>	Chapter 11	Quiz 12
	Day 3 <i>Group Research Presentations</i>		Group Presentations and Research Report Due
	Day 4 <i>IPC Competence</i>		Individual IPC Competence Project Due

This schedule is subject to change at my discretion. Any changes will be announced in class and posted on Canvas.