

# **COMM 101: Interpersonal & Group Communication**

Department of Communication

2015-2016

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Instructor: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Office: \_\_\_\_\_

Office hours: \_\_\_\_\_

Communication department phone: 703.993.1090

Names, emails, phone numbers, and Skype contact information for at least two classmates:

Name	Phone	Email	Skype

## **Required Texts**

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Valanzano, J. M., III, Broeckelman-Post, M. A., Sahlstein-Parcell, E. & Schmeidler, L. E. (2015). *Communication Pathways Customized for George Mason University*, 2015-2016 Edition. Southlake, TX: Fountainhead.

Note: This book is only available at the GMU campus bookstore. You must purchase a new copy because many of the pages will be used and turned in as part of assignments throughout the semester.

We will also be using Blackboard in this class.

## **Course Description**

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This course examines various principles underlying effective communication in the interpersonal, public speaking, and small group contexts. This course presents principles to help develop appropriate and effective communication strategies in one-to-one and small group communication settings. This course places emphasis on analyzing and assessing the communication skills necessary to create and sustain effective communication in personal and professional relationships.

## **Mason Core Outcomes for Oral Communication**

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Oral communication competency at George Mason University is defined as the ability to use oral communication as a way of thinking and learning as well as sharing ideas with others. The Mason Core program identifies numerous learning goals in oral communication, which are addressed specifically in two Communication courses, COMM 100: Public Speaking and COMM 101: Interpersonal and Group Interaction. Common to both courses are these four learning outcomes:

1. Students will demonstrate understanding of and proficiency in constructing and delivering multiple message types.
2. Students will understand and practice effective elements of ethical verbal and nonverbal communication.
3. Students will develop analytical skills and critical listening skills.
4. Students will understand the influence of culture in communication and will know how to cope with cultural differences when presenting information to an audience.

## ***Course Learning Objectives***

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It is important that you learn to develop your communication skills and that you learn how to present your findings to others. *This is both a theory and a skills course, and our primary goal is for you to gain competence in a variety of interpersonal, public speaking, and small group communication situations.* In order to achieve our goal, we will engage in various activities, assignments, etc. By the end of this course, you will be able to:

1. Monitor your own verbal and nonverbal communication practices, understand the role of culture and perception in interactions, and communicate ethically and effectively in interpersonal, public speaking, and group communication interactions.
2. Identify and explain fundamental communication processes, including models of communication, language, nonverbal communication, and listening.
3. Practice effective listening in order to understand, evaluate, and respond to others' messages.
4. Understand how interpersonal relationships develop and are maintained, and analyze and manage interpersonal conflict situations.
5. Conduct research and evaluate the quality of support materials and their appropriateness for use when explaining complex ideas to non-expert audiences.
6. Prepare full-sentence outlines and deliver speeches that include appropriate organization, well-supported claims, reasoned arguments, effective delivery, presentation aids (including PowerPoint), and adaptation to a specific audience and rhetorical situation.
7. Participate effectively in a small group to accomplish a team-based problem-solving task and be able to analyze and utilize the most appropriate leadership styles, task roles, and maintenance roles for that specific small group situation.

## ***Academic Integrity***

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The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. Under no circumstances is it permissible to cheat, plagiarize, steal, or lie in matters relating to academic work. No grade is important enough to justify academic misconduct, and cases of academic misconduct will be treated seriously, will most likely result in a failing grade on the assignment or in the course, and will be reported to the Mason Honor Committee. Another important aspect of academic integrity includes the free exchange of ideas, and we will often have vigorous discussion in this class. We fully expect that all aspects of this class will be conducted dialogically with civility and respect for differing ideas, perspectives, and traditions. For more information, visit: <http://oai.gmu.edu/the-mason-honor-code/>. Instructors may use Blackboard SafeAssign on assignment submissions in this course.

## ***Attendance and Participation Policy***

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You are expected to be in class on time every day and should come to class prepared and ready to participate in class activities and discussion. Attendance and grades are highly correlated in any class, and most in-class assignments cannot be made up if you are not present in class. You are expected to attend class for the entire duration of the semester, including the last day of class and through the reading days and the designated Final Exam period for all your classes.

However, we understand that emergencies, illnesses, the death of loved ones, participation in university sponsored activities (e.g.: debate tournament or basketball game in which you are competing as a university representative), and important religious observances sometimes make it impossible for you to attend class. For these excused absences and emergencies, you are expected to provide written third-party documentation in advance whenever possible. Examples of third-party documentation include a calendar of religious observances, a letter from your coach that specifies the days on which you will need to miss class because you are away from campus for a competition, an obituary or funeral program, or a note from your doctor. In the case of illnesses or emergencies for which it is impossible to notify your instructor in advance, you should contact your instructor as soon as possible via email and then provide documentation as soon as you are able to return to class.

## ***Campus Emergencies, Closures, and Class Cancellations***

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George Mason University is dedicated to preparing staff and students in the event of an emergency. All students in this class are encouraged to register for Mason Alert, a system that allows university officials to contact the community during an emergency by sending a text message. In addition, we all need to take a minute to view the emergency procedures poster in our classroom. This poster explains what to do in the event of medical emergency, fire, tornado, violence, power outage or other bad event. Please let your instructor know if you would like to discuss these procedures or any information on emergencies. If you are not currently registered for Mason Alert please text MASON to 411911 or visit the website: <https://alert.gmu.edu>.

If campus is closed for any reason (power outage, snow, etc.), you should not assume that class activities are cancelled. In the event of a snow day or other campus closure that prevents us from meeting in our normal classroom, we will typically hold class online. You should watch your email for a message from your instructor that will provide instructions about how the class will proceed.

If your instructor is not present at the start of class, please check your emails for updates. If there is not an email from your instructor, please wait until 5 minutes after the start of class and have one member of the class notify the Basic Course Coordinator ([bcc@gmu.edu](mailto:bcc@gmu.edu)). The BCC may not respond immediately, but the BCC or your instructor will reply to the class within 24hrs. If the instructor is not present within 15 minutes after the start of class you are free to dismiss. Check your emails regularly over the next 24 hours for updates.

## ***Campus Resources***

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There are numerous campus resources that are available to help you succeed in this class, your academic career, your career after you leave GMU, and to manage the many challenges that all of us face at some point. For more details, please see a list of some of these resources online at <http://ctfe.gmu.edu/teaching/student-support-resources-on-campus/>. A few of these include

- [University Writing Center](#)
- [Learning Services](#)
- [Academic Advising and Transfer Center](#)
- [Student Health Services](#)
- [Counseling and Psychological Services](#)
- [University Career Services](#)
- [Military Services](#)
- [WAVES](#)
- [ODIME](#)

One of the extra resources that is available exclusively to students who are taking this course is the **Speech Lab**. The Speech Lab is staffed by volunteers from our nationally-ranked Forensics Team, who are some of the best college-level competitive speakers in the nation. The Speech Lab is available to assist you with planning, preparing, and presenting any of your speeches or presentations. See the course Blackboard site for information about the location and hours of the Speech Lab throughout the semester.

Appointments are required and you must provide *at least* 24hrs-advanced notice of your requested appointment. Please see the Speech Lab tab in Blackboard for information about scheduling appointments.

## ***Chain of Responsibility***

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You are the person most responsible for your learning experience throughout your time here at George Mason. Your instructor is second in that chain. It is your responsibility to communicate with your instructor about anything that you feel may inhibit your learning experience. If the results of those discussions are unsatisfactory, try again. If your instructor still does not seem to understand the concern, your next level of responsibility is to bring the issue to the attention of the Basic Course Coordinator ([bcc@gmu.edu](mailto:bcc@gmu.edu)) for the Department of Communication. Anything that still can't be resolved will go next to the Basic Course Director. Only after these steps have been taken should you consider going to the Assistant Department Chair, Department Chair, Dean, Provost, or University President. "Jumping rank" and going directly to the Dean or Provost is a very ineffective communication strategy for a number of reasons and is very likely to hurt your chances of a favorable resolution.

## ***Classroom Conduct and Professionalism***

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Professionalism includes coming to class with a positive attitude, engaging in dialogic communication (e.g., respecting others' opinions, not interrupting in class, being respectful to those who are speaking, working together in a spirit of cooperation), and arriving to class on time and prepared for the class session. If you are engaging in any type of inappropriate behavior, you may be asked and required to leave for the remainder of that class session. If all goes well in the class, students tend to share information of an "interpersonal" nature" - it goes with the territory. You wouldn't want something said about you to people all around campus, so keep others' revelations confidential and do not talk about your classmates outside of class, and that goes for all of your classes. Each student is expected to be conscious and respectful of classroom diversity. While students may disagree on many topics, every person should respect the perspective of his/her fellow classmates, instructor, and invited guests.

Bring the course textbook, syllabus, your class notes, any needed assignments and drafts, paper, and a writing utensil with you to each class meeting. Laptop computers, tablets, mobile phones, and other electronic devices may be used before and after class, but please do not use them during class unless you have been asked to use them for a specific class activity. Electronic devices tend to be a distraction for you and for other students, and research even shows that using your mobile phone during class reduces note taking by 62% and reduces subsequent grades on exams by 1 ½ letter grades (Kuznekoff & Titsworth, 2013). Silence all cell phones before class begins and put them away. If you are using your cell phone or laptop during class, I reserve the right to confiscate it until the end of the class period or to ask you to leave the class.

Students who interrupt class discussions by frequently arriving late to class, who constantly interrupt others without thoughtfully listening to their comments, or who ask questions (in class and over email) that would more appropriately be answered by a simple glance at the syllabus (e.g., "When is this due?," "What do we have to read for next class?," "Did we do anything important when I missed class?," etc.) not only reflect poorly upon themselves, they also actively devalue the educational experience of others. Keep a copy of the course syllabus and schedule on hand and refer to them often; we expect you to take responsibility for your learning and to keep track of assignments and deadlines throughout the semester.

## ***Disability Accommodations***

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If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. You can contact ODS at <http://ods.gmu.edu>, 703.993.2474, or stop by SUB I Room 4205. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell your instructor.

## ***Diversity***

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George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and

classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

### ***Extra Credit***

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Your instructor will not entertain requests for extra credit opportunities in this class. Extra credit is extra work, and students who are having difficulty completing the required coursework seldom have the time to complete additional assignments. Students who perform poorly on course assignments may not be devoting adequate time and effort to their academic responsibilities. Please see your instructor immediately if you are having difficulty in this course.

### ***Grades***

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Your final grade will be based on the following scale:

A+	97-100 (970-1000)	B	83-86 (830-869)	D	60-69 (600-699)
A	93-96 (930-969)	B-	80-82 (800-829)	F	59 or less (599-0)
A-	90-92 (900-929)	C+	77-79 (770-799)		
B+	87-89 (870-899)	C	70-76 (700-769)		

Incomplete grades will not be given in this course except in rare cases in which students have completed the course but are prevented from attending the final exam due to a documented serious medical emergency or other excused absence that truly cannot be avoided. In these cases, you should first attempt to reschedule the exam during the final exam period and an Incomplete will only be considered if this is impossible. In these cases, you should contact your instructor immediately to make arrangements. If your instructor has not heard from you by the end of the exam, it is highly likely that you will receive a zero on the exam. Your instructor may defer to the Basic Course Coordinator to determine if an Incomplete is warranted.

### ***Grade Appeals***

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The time to challenge the merit of an individual assignment is during the semester and within one week after the assignment evaluation is returned. Once the semester has ended and your final semester grade is posted, it is not appropriate to then challenge the merit of individual assignment grades earned during the semester. Students often are not aware of what conditions qualify for a grade change after the completion of a semester. The appeal request must fit into one or more of the following categories:

1. A change from a temporary to a final grade either before or after a University deadline (such as an "Incomplete" to an "A")
2. A computational or technical error (such as an issue with an auto calculation)
3. A recording error (such as a professor recording an "18" instead of an "81").

If you believe there is an error in your final semester grade, you should first approach your instructor with clear and concrete justification and evidence to support your appeal in the category or categories above. If you're not able to resolve the issue with your instructor then bring your appeal and justification to the Basic Course Coordinator. Once the semester has ended, the BCC will not hear appeals regarding the merit of individual assignment grades earned during the semester, as those should be resolved with the instructor during the semester.

## Late Work Policy

Unless otherwise announced, all assignments are due at the beginning of class on the day that they are due. Late work will not be accepted except in the case of a documented personal emergency or excused absence, and you will not be allowed to make up assignments or exams unless you have third-party documentation of an excused absence or emergency. It is your responsibility to provide **written documentation** from a third party of your emergency or university-excused absence. Except in the very rare case of last minute emergencies (e.g.: you were hit by a car as you were walking to class and were taken to the emergency room), you should let your instructor know about any excused absences, provide documentation, and make arrangements for making up any missed work in advance. When the nature of the emergency makes it impossible to make up work in advance, students will be given a deadline to complete missed work, usually within one week of the original deadline. Technology failures, work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered a personal emergency. Even if students have a documented, excused absence, there are some types of work in this class that might be impossible to make up, such as in-class activities, workshops, group work, and individual or group presentations.

## Privacy

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Your instructor cannot discuss your educational record with your parents, your friends, or anyone except for you. Because your GMU email is the only one that we can explicitly identify as belonging to you, your instructor will only communicate with you via email using your GMU address, and your instructor will not discuss grades via email. Students must use their MasonLive email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

## Course Requirements and Assignments

Details about all assignments are included in this textbook, and additional resources for completing the assignments and examples of these assignments are available in Blackboard. Grades will be posted on Blackboard and will be earned by completing the following assignments:

Assignment	Points Earned	Points Possible	Assignment	Points Earned	Points Possible
<b>Introductory Speech</b>		<b>5%</b>	<b>Informative Speech</b>		<b>20%</b>
Introductory Speech		25	Informative Outline Draft		5
Introductory Speech Responses (5)		25	Annotated Bibliography		50
			Informative Final Outline & PPT		25
<b>Exploring Culture &amp; Perception</b>		<b>10%</b>	Informative Speech		100
Interview Questionnaire		25	Informative Self-Evaluation		10
Interview Workshop		25	Informative Peer Evaluations (2)		10
Paper		50			
			<b>Deliberative Dialogue</b>		<b>15%</b>
<b>Interpersonal Communication Journal</b>		<b>15%</b>	Individual Position Statement		25
Journal Entries (18)		90	Group Proposal		25
Reflection Paper		60	Presentation & Q&A		50
			Reflection Paper & Group Assessment		50
<b>Content Assessment</b>		<b>25%</b>			
Preparing to Participate (PtPs-22)		110	<b>Participation</b>		<b>10%</b>
Final exam		100	Research Participation (2)		30
Pre-Survey		20	Informative Peer Workshops		10
Post-Survey		20	In-Class Speaking Activities		60
<b>TOTAL: _____/1000</b>					

## Monday/Wednesday/Friday Tentative Schedule

Week	Day	Topic	Reading Due	Assignment Due Submit Online Before Class
1	8/31	Introduction to the Class		
	9/2	The Basics of Communication	Ch 1	PtP 0: Syllabus Quiz PtP 1
	9/4	Perception and the Self	Ch 2 Interpersonal Communication Journal	PtP 2 Introductory Speech Video
2	9/7	<b>NO CLASS- LABOR DAY</b>		
	9/9	Dialogic Communication	Ch 3	PtP 3
	9/11	Perception & Dialogue, cont.		Introductory Speech Responses
3	9/14	Language	Ch 4	PtP 4
	9/16	Nonverbal Communication	Ch 5	PtP 5
	9/18	Language & Nonverbal, cont.		Course pre-survey
4	9/21	Listening	Ch 6	PtP 6 IPC Journal Entries 1-6
	9/23	Communication, Culture, & Diversity	Ch 7	PtP 7
	9/25	Communication, Culture, & Diversity, cont.	Exploring Culture & Perception	
5	9/28	Interviewing	Ch 8	PtP 8
	9/30	Develop Interview Questionnaires		
	10/2	<b>EXPLORING C&amp;P INTERVIEW WORKSHOP</b>		Interview Questionnaire
6	10/5	Relationship Development	Ch 9	IPC Journal Entries 7-12 PtP 9
	10/7	Relationship Maintenance	Ch 10	Exploring C&P Paper PtP 10
	10/9	Relationship Development & Maintenance, cont.		
7	10/13	<b>CLASS MEETS ON TUESDAY FOR COLUMBUS DAY</b> Communication in Intimate Relationships	Ch 11	PtP 11
	10/14	Mediated Relationships	Ch 12	PtP 12
	10/16	Interpersonal Conflict	Ch 13	PtP 13
8	10/19	Nature of Formal Presentations	Ch 14	PtP 14 IPC Journal Entries 13-18
	10/21	In-Class Library and Research Day	Annotated Bibliography Informative Speech	IPC Reflection Paper
	10/23	Informative Speaking	Ch 15	PtP 15
9	10/26	Organizing Your Presentation	Ch 16	PtP 16
	10/28	Persuasive Speaking	Ch 17	PtP 17
	10/30	Informative Outline Workshop		Draft Informative Outline
10	11/2	Delivery	Ch 18	PtP 18
	11/4	Informative Performance Workshop	Speech Day Expectations	Annotated Bibliography
	11/6	<b>INFORMATIVE SPEECHES</b>		Final Informative Outline & PPT
11	11/9	<b>INFORMATIVE SPEECHES</b>		
	11/11	<b>INFORMATIVE SPEECHES</b>		
	11/13	<b>INFORMATIVE SPEECHES</b>		
12	11/16	<b>INFORMATIVE SPEECHES</b>		
	11/18	Small Group Communication	Ch 19	PtP 19 Informative self-eval & video
	11/20	Group Presentations	Ch 20	PtP 20
13	11/23	Leadership	Ch 21 Deliberative Dialogue	PtP 21
	11/25	<b>NO CLASS- THANKSGIVING</b>		
	11/27	<b>NO CLASS- THANKSGIVING</b>		

14	11/30	DELIBERATIVE DIALOGUE, Part I		
	12/2	DELIBERATIVE DIALOGUE, Part II		Individual Position Statement
	12/4	DELIBERATIVE DIALOGUE, Part II, cont.		
15	12/7	DELIBERATIVE DIALOGUE PRESENTATIONS		Group Proposal
	12/9	DELIBERATIVE DIALOGUE PRESENTATIONS		
	12/11	Teaching evaluations & end of semester wrap-up		Reflection Paper & Group Assessment Course post-survey
<b>FINAL EXAM:</b>				



## Monday/Wednesday Tentative Schedule

Week	Day	Topic	Reading Due	Assignment Due Submit Online Before Class
1	8/31	Introduction to the Class		
	9/2	The Basics of Communication	Ch 1 Interpersonal Communication Journal	PtP 0: Syllabus Quiz PtP 1 Introductory Speech Video
2	9/7	<b>NO CLASS- LABOR DAY</b>		
	9/9	Perception and the Self	Ch 2	PtP 2
3	9/14	Dialogic Communication Language	Ch 3 & 4	PtP 3 & 4
	9/16	Nonverbal Communication	Ch 5	PtP 5 Introductory Speech Responses Course pre-survey
4	9/21	Listening	Ch 6	PtP 6 IPC Journal Entries 1-6
	9/23	Communication, Culture, & Diversity	Ch 7	PtP 7
5	9/28	Interviewing	Ch 8	PtP 8
	9/30	<b>EXPLORING C&amp;P INTERVIEW WORKSHOP</b>	Exploring Culture & Perception	Interview Questionnaire
6	10/5	Relationship Development	Ch 9	IPC Journal Entries 7-12 PtP 9
	10/7	Relationship Maintenance	Ch 10	Exploring C&P Paper PtP 10
7	10/13	<b>CLASS MEETS ON TUESDAY FOR COLUMBUS DAY</b> Communication in Intimate Relationships	Ch 11	PtP 11
	10/14	Mediated Relationships	Ch 12	PtP 12
8	10/19	Interpersonal Conflict	Ch 13	PtP 13
	10/21	Nature of Formal Presentations	Ch 14 Annotated Bibliography	PtP 14 IPC Journal Entries 13-18 IPC Reflection Paper
9	10/26	Informative Speaking	Ch 15 Informative Speech	PtP 15
	10/28	Organizing Your Presentation	Ch 16	PtP 16
10	11/2	Persuasive Speaking Informative Outline Workshop	Ch 17	PtP 17 Draft Informative Outline
	11/4	Delivery Informative Performance Workshop	Ch 18 Speech Day Expectations	PtP 18 Annotated Bibliography
11	11/9	<b>INFORMATIVE SPEECHES</b>		Final Informative Outline & PPT
	11/11	<b>INFORMATIVE SPEECHES</b>		
12	11/16	<b>INFORMATIVE SPEECHES</b>		
	11/18	Small Group Communication Group Presentations	Ch 19 & 20	PtP 19 & 20 Informative self-eval & video
13	11/23	Leadership	Ch 21 Deliberative Dialogue	PtP 21
	11/25	<b>NO CLASS- THANKSGIVING</b>		
14	11/30	<b>DELIBERATIVE DIALOGUE, Part I</b>		
	12/2	<b>DELIBERATIVE DIALOGUE, Part II</b>		Individual Position Statement
15	12/7	<b>DELIBERATIVE DIALOGUE PRESENTATIONS</b>		Group Proposal
	12/9	<b>DELIBERATIVE DIALOGUE PRESENTATIONS,</b> cont. Teaching evaluations & end of semester wrap-up		Reflection Paper & Group Assessment Course post-survey
<b>FINAL EXAM:</b>				

## Tuesday/Thursday Tentative Schedule

Week	Day	Topic	Reading Due	Assignment Due Submit Online Before Class
1	9/1	Introduction to the Class		
	9/3	The Basics of Communication	Ch 1 Interpersonal Communication Journal	PtP 0: Syllabus Quiz PtP 1 Introductory Speech Video
2	9/8	Perception and the Self	Ch 2	PtP 2
	9/10	Dialogic Communication Language	Ch 3 & 4	PtP 3 & 4 Introductory Speech Responses
3	9/15	Nonverbal Communication	Ch 5	PtP 5 Course pre-survey
	9/17	Listening	Ch 6	PtP 6
4	9/22	Communication, Culture, & Diversity	Ch 7	PtP 7 IPC Journal Entries 1-6
	9/24	Interviewing	Ch 8	PtP 8
5	9/29	<b>EXPLORING C&amp;P INTERVIEW WORKSHOP</b>	Exploring Culture & Perception	Interview Questionnaire
	10/1	Relationship Development	Ch 9	PtP 9
6	10/6	Relationship Maintenance	Ch 10	IPC Journal Entries 7-12 Exploring C&P Paper PtP 10
	10/8	Communication in Intimate Relationships	Ch 11	PtP 11
7	10/13	<b>NO CLASS- MONDAY CLASSES MEET TODAY FOR COLUMBUS DAY</b>		
	10/15	Mediated Relationships	Ch 12	PtP 12
8	10/20	Interpersonal Conflict	Ch 13	PtP 13
	10/22	Nature of Formal Presentations	Ch 14 Annotated Bibliography	PtP 14 IPC Journal Entries 13-18
9	10/27	Informative Speaking	Ch 15 Informative Speech	PtP 15 IPC Reflection Paper
	10/29	Organizing Your Presentation	Ch 16	PtP 16
10	11/3	Persuasive Speaking Informative Outline Workshop	Ch 17	PtP 17 Draft Informative Outline
	11/5	Delivery Informative Performance Workshop	Ch 18 Speech Day Expectations	PtP 18 Annotated Bibliography
11	11/10	<b>INFORMATIVE SPEECHES</b>		Final Informative Outline & PPT
	11/12	<b>INFORMATIVE SPEECHES</b>		
12	11/17	<b>INFORMATIVE SPEECHES</b>		
	11/19	Small Group Communication Group Presentations	Ch 19 & 20	PtP 19 & 20 Informative self-eval & video
13	11/24	Leadership	Ch 21 Deliberative Dialogue	PtP 21
	11/26	<b>NO CLASS- THANKSGIVING</b>		
14	12/1	<b>DELIBERATIVE DIALOGUE, Part I</b>		
	12/3	<b>DELIBERATIVE DIALOGUE, Part II</b>		Individual Position Statement
15	12/8	<b>DELIBERATIVE DIALOGUE PRESENTATIONS</b>		Group Proposal
	12/10	<b>DELIBERATIVE DIALOGUE PRESENTATIONS, cont.</b> Teaching evaluations & end of semester wrap-up		Reflection Paper & Group Assessment Course post-survey
<b>FINAL EXAM:</b>				

**Once a Week Tentative Schedule (adjust based on holiday)**

Week	Day	Topic	Reading Due	Assignment Due Submit Online Before Class
1		Introduction to the Class The Basics of Communication	Ch 1 Interpersonal Communication Journal	PtP 0: Syllabus Quiz PtP 1
2		Perception and the Self Dialogic Communication Language	Ch 2-4	PtP 2-4 Introductory Speech Video
3		Nonverbal Communication Listening	Ch 5-6	PtP 5-6 Introductory Speech Responses Course pre-survey
4		Communication, Culture, & Diversity Interviewing	Ch 7-8	PtP 7-8 IPC Journal Entries 1-6
5		<b>EXPLORING C&amp;P INTERVIEW WORKSHOP</b> Relationship Development	Exploring Culture & Perception Ch 9	PtP 9 Interview Questionnaire
6		Relationship Maintenance Communication in Intimate Relationships	Ch 10-11	PtP 10-11 IPC Journal Entries 7-12 Exploring C&P Paper
7		Mediated Relationships Interpersonal Conflict	Ch 12-13 Annotated Bibliography	PtP 12-13
8		Nature of Formal Presentations Informative Speaking Organizing Your Presentation	Ch 14-16 Informative Speech	PtP 14-16 IPC Journal Entries 13-18 IPC Reflection Paper
9		Persuasive Speaking Delivery <b>Informative Speech Workshop</b>	Ch 17-18 Speech Day Expectations	PtP 17-18 Draft Informative Outline
10		<b>INFORMATIVE SPEECHES</b>		Annotated Bibliography Final Informative Outline & PPT
11		Small Group Communication Group Presentations	Ch 19-20	PtP 19-20 Informative self-eval & video
12		Leadership <b>DELIBERATIVE DIALOGUE, Part I</b>	Ch 21 Deliberative Dialogue	PtP 21
13		<b>DELIBERATIVE DIALOGUE, Part II</b>		Individual Position Statement
14		<b>DELIBERATIVE DIALOGUE PRESENTATIONS</b> Teaching evaluations & end of semester wrap-up		Group Proposal Reflection Paper & Group Assessment Course post-survey
15		<b>ADJUST FOR HOLIDAY</b>		
<b>FINAL EXAM:</b>				

ADJUST DATES ABOVE for HOLIDAY