Course Description
Examines models of relational interaction, verbal and nonverbal messages, language use, critical listening, relational dynamics, self-concept, identity management, disclosure, intimacy, defensiveness, supportiveness, perceptual processes, emotional influences, interpersonal conflicts, and the impact of gender, race and culture on communication.

This is a fully online, eight-week course. We will not meet face-to-face at any time.

Course Prerequisites
None

Course Objectives
Upon successful completion of this course, students will be able to:

1. Describe various examples of incompetent interpersonal communication.
2. Evaluate types of relationships and levels of relational competence.
3. Analyze the function and structure of nonverbal cues.
4. Employ and argue the way meaning is interpreted in language.
5. Discriminate between the impacts of different relational messages.
6. Identify cognitive processes needed to manage the four processes of perception.
7. Demonstrate how roles and mindfulness influence communication.
8. Evaluate appropriate strategies of influence in relational goals.
9. Assess interpersonal competence in various contexts.

General Course Goals
To demonstrate understanding of, identify, extend, and/or assess the following:

1. The complexity of process of relational communication.
2. The nature of words, conversation, and nonverbal communication.
3. The role of self, perception, and emotion in communication.
4. The dynamics of influence, power, and trust in relationships.
5. Interpersonal competence theory in context.

Required Text
**Course Assignment Descriptions**

You will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to the **Weekly Materials** section of the cyberclassroom for complete details regarding the activities and assignments for this course. The following is merely a summary.

**Discussion contributions (160 points)**

(three postings per week @ 20 points per week)

- **Initial Substantive Posts**: Submit an initial response to each of the prompts provided each week by your instructor. Your initial post should be substantive (approximately ½ of a page in length) and must be posted by midnight, Central Time by Wednesday of each week. In your substantive post you are encouraged to use references (you may use your textbook); show evidence of critical thinking as it applies to the concepts or prompt and/or use examples of the application of the concepts to work and life. Proper punctuation, grammar and correct spelling are expected. Please use the spell-check function.

- **Required Replies**: You must reply to at least two different peers per prompt. Your replies should build on the concept discussed, offer a question to consider, or add a differing perspective, etc. Rather than responding with, "Good post," explain why the post is "good" (why it is important, useful, insightful, etc.). Or, if you disagree, respectfully share your alternative perspective. Just saying "I agree" or "Good idea" is not sufficient for the posts you would like graded.

- **Posting Guidelines**: Overall, postings must be submitted on at least two separate days of the week. It is strongly recommended you visit the discussion forum throughout the week to read and respond to your peers’ postings. You are encouraged to post more than the required number of replies.

(Please review the Policies section of Blackboard for further details.)

**Journal Entries (3 @ 20 points each = 60 points)**

You will complete three journal entries relating to different aspects of interpersonal communication. Descriptions of each entry are as follows:

1. **Week 1 – Incompetency Examples**: Think of an example which you would describe as "incompetent" interpersonal communication. For this example, write 100-200 words describing the communication, the situation, and the communicators involved. Then ask, “What part of the communication model on page 11 of your text is responsible for the interpersonal communication problem?” Describe your thoughts in response to this question based on the text, as well as your own background knowledge and/or personal experience.

2. **Week 3 – Complete some “field observation” by notating one conversation that you hear or participate in (at least 250 words)**. Write your conversation in dialogue form, as accurately as you can remember it. Then write approximately 250 words describing the following:
   - Describe the context of the conversation (Who? What? When? Where? Why? Etc.). Please do not use any real names or identifying
characteristics of people, other than yourself, if you so choose to identify yourself in the conversations.

- Review Table 5.1 and the corresponding explanation in your text, and justify your selection of the relational theme of the conversation.
- Identify and explain one more category of confirming or disconfirming response that you feel the conversation uses.
- Imagine that a version of this conversation occurred frequently. If a similar conversation occurred often between these individuals, what type of pattern would it be? Explain whether you think it would or would not be a URP if it were a repetitive conversation and why you think so. If you think it would be a URP, what strategy would you use to try to break it or stop the “spiral”?

3. Week 6 – In 150-250 words, notate a conversation where someone is trying to influence someone else. Write this conversation in dialogue form, as accurately as you can remember it. Then, in approximately 250 words, describe the context of the conversation (Who? What? When? Where? Why? Etc.), and answer the following questions:

- What self-presentation strategies were demonstrated? Explain your response.
- Was power used? If so, what type? How might the conversation have changed if a different type of power had been used?
- Were specific compliance-seeking strategies used (e.g. direct request)? If so, which were present?
- How might this interaction have changed if a different strategy had been employed?
- How can goal seeking behaviors potentially harm or build relationships? Give examples of each behavior. Are there instances when certain behaviors are most appropriate? Explain.

Interpersonal Communication in Film Reflection (50 points)
Select a concept or theory from Chapters 1-4 in your text. Select a film that has a section (or the film as a whole) that demonstrates the theory you have chosen. Write a 2-3 page paper summarizing the theory, briefly describing the film overall, and providing a more detailed description of the specific scene (if applicable) in the film that demonstrates the theory. Your paper should go on to describe how that scene (or the film as whole) illustrates the theory you have selected.

Your paper should be in APA format and include references to at least your textbook and the film itself. You may include additional references if you would like, but that is not required. Please review the proper way to complete citations and references for films in APA format.

Mid-Term Essay (30 points)
Choose 3 of the prompts provided, and write a 1-2 paragraph response to each one. Please include references and citations in APA format for the text and any other sources used when appropriate.
Final Paper: Interpersonal Communication & Modern Technology (150 points total)

Your final paper for this course will involve researching and describing how modern technology relates to interpersonal communication. You will research how various modern technologies, such as text messaging and email, impact interpersonal communication, and write a 5-7 page (not including title page and reference page) paper describing your findings and how the use of such technology relates to each of the following competencies: nonverbal competence, verbal competence, relational competence, interpretive competence, role competence, self competence, and goal competence. Your paper should be written in APA format including a title page, page numbers, appropriate margins and fonts, citations, and reference page. You do not need to include an abstract. Please include at least three scholarly sources (one can be your textbook if you would like) with references and citations for each.

The completion of this paper will take place in the following steps:

- **Week 3: Proposal** – This week you will submit a proposed thesis statement for your paper relating to the impact of modern technology on interpersonal communication. This statement should be specific and should reflect the ideas you are planning to research and discuss in your paper. A very general statement, such as, "Modern technology has various impacts on interpersonal communication" would be too broad for you to write an effective paper based on such a thesis. Please be specific, and feel free to ask me if you have questions or would like to know if your thesis is acceptable. You may want to consider choosing a specific type of technology to research instead of "modern technology" in general in order to come up with a specific thesis statement. Along with your one-sentence thesis statement, please also include one paragraph describing what types of sources you plan to look for, as well as some further specifics regarding the content you plan on exploring in your paper. Your content may change to some extent as you delve into your research, however, you need to check with me if you would like to change your thesis after this proposal has been graded. (10 points)

- **Week 5: Sources** – Submit a brief summary (1-2 paragraphs) for each of at least three sources you have identified for use in your paper. Describe what you have learned from each source, and how you think it will relate to your thesis. Be sure to include citations and a reference page in APA format for these three (or more if you so choose) sources. (40 points)

- **Week 8: Final Paper** – Submit your final paper. Be sure to follow all instructions provided in Weekly Materials, and review the scoring rubric provided so that you are careful to meet all of the expectations described for the paper. (100 points)

**Course Schedule At-A-Glance***

Please refer to the Term Calendar in our cyberclassroom for specifics regarding dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Activities</th>
<th>Assignments Due</th>
<th>Date/Time Due**</th>
</tr>
</thead>
</table>
| Week 1 | • Chapter 1: Introduction – Communication and Competence  
• Chapter 2: Interpersonal Communication – Building Relationships | • Course Discussion  
• Journal Entry 1 | • Midnight CT on Weds/Sun.  
• Sunday at midnight |
Week 2
- Chapter 3: Nonverbal Competence
- Chapter 4: Verbal Competence
- Course Discussion
- Interpersonal Communication in Film Reflection
- Midnight CT on Weds/Sun.
- Sunday at midnight

Week 3
- Chapter 5: Relational Competence
- Chapter 6: Interpretive Competence
- Course Discussion
- Journal Entry 2
- Final Paper Proposal
- Midnight CT on Weds/Sun.
- Sunday at midnight

Week 4
- Chapter 7: Role Competence
- Course Discussion
- Mid-Term Essay
- Midnight CT on Weds/Sun.
- Sunday at midnight

Week 5
- Chapter 8: Self Competence
- Chapter 9: Goal Competence
- Course Discussion
- Final Paper Sources
- Midnight CT on Weds/Sun.
- Sunday at midnight

Week 6
- Chapter 10: Family Interaction Patterns
- Chapter 11: Intimate Relationships
- Course Discussion
- Journal Entry 3
- Midnight CT on Weds/Sun.
- Sunday at midnight

Week 7
- Chapter 12: Professional Relationships
- Chapter 13: Cultural and Historical Influences
- Course Discussion
- Midnight CT on Weds/Sun.

Week 8
- No assigned reading this week
- Course Discussion
- Final Paper
- Midnight CT on Weds/Sat.
- Saturday at midnight

* All online weeks run from Monday to Sunday, except the last week, which ends on Saturday.
** All assignments are due at midnight Central Time. (All submissions to the Blackboard system are date/time stamped in Central Time).

Assignments At-A-Glance

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Qty.</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-8: Discussion Forums</td>
<td>-</td>
<td>20</td>
<td>160</td>
</tr>
<tr>
<td>Weeks 1, 3, &amp; 6: Journal Entries</td>
<td>3</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Week 2: Interpersonal Communication Film Reflection</td>
<td>1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Week 4: Mid-Term Essay</td>
<td>1</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Weeks 3, 5, &amp; 8: Final Paper (includes Proposal, Sources, and Final Draft)</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
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</table>

**TOTAL POINTS 450**

*Please refer to the Policies menu for more information about our Course Discussions.*
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100%</td>
<td>405-450</td>
</tr>
<tr>
<td>B</td>
<td>80 to 89%</td>
<td>360-404</td>
</tr>
<tr>
<td>C</td>
<td>70 to 79%</td>
<td>315-359</td>
</tr>
<tr>
<td>D</td>
<td>60 to 69%</td>
<td>270-314</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td>&lt; 270</td>
</tr>
</tbody>
</table>

**Important Policies**

All course-specific and university policies are located in the Policies section of Blackboard. You are responsible for reading and understanding all of these policies. All of them are important. Failure to understand or abide by them could have negative consequences for your experience in this course.

**Ottawa Online Late Policy**

With instructor approval, assignments may be accepted for up to one week after the due date, but a minimum automatic deduction of 10% of the points will be assessed. The instructor also has the option of increasing this deduction percentage up to a maximum of 20%. Extenuating circumstances may be determined on rare occasions and an extension allowed without a deduction, but only at the sole discretion of the instructor.

Discussion board postings will not be accepted for credit when posted after the close of the discussion week. There are no exceptions to this rule; however, solely at the discretion of the instructor, the student may be allowed to submit an alternative assignment to make up for the points under extenuating circumstances. If granted, this should be an exception to the rule.

No assignments will be accepted after the last day of the course (end of term) unless arrangements have been made and “approved” by the instructor at least one week in advance.

**Saving Work**

It is highly recommended that you save all of your work from this course on your own computer or flash drive. The capstone course you take at the end of your program may require you to have access to this work for culminating assignments and/or reflections.

**Editorial Format for Written Papers**

All written assignments are to follow the APA writing style guidelines for grammar, spelling, and punctuation. This online course includes information regarding the APA style under “Writing and Research Resources” in the Resource Room on the course menu in Blackboard.

**Academic Integrity**

Plagiarism and cheating will not be tolerated at any level on any assignment. The reality of cyberspace has made academic dishonesty even more tempting for some, but be advised that technology can and will be used to help uncover those engaging in deception. If you ever have a question about the legitimacy of a source or a procedure you are considering using, ask your instructor. As the University Academic Council
approved on May 29, 2003, “The penalty for plagiarism or any other form of academic dishonesty will be failure in the course in which the academic dishonesty occurred. Students who commit academic dishonesty can be dismissed from the university by the provost/director.”

Please refer to **Academic Honesty** in the **Policies** section of the online course menu for important information about Ottawa University’s policies regarding plagiarism and cheating, including examples and explanations of these issues.

**Student Handbook**

Please refer to your student handbook for all university regulations. The **Resource Room** on the course menu in Blackboard contains information about where to find the student handbook online for your campus.

Please see **Policies** in Blackboard for additional university policies.

**Blackboard Technical Support**

The Resource Room in Blackboard contains links to student tutorials for learning to use Blackboard as well as information about whom to contact for technical support. Ottawa University offers technical support 24 hours/day for all students, staff, and faculty at no cost. See [www.ottawa.edu/ouhelp](http://www.ottawa.edu/ouhelp) for contact information.