**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

**Course Name and Number:** SP 110 – Interpersonal Communication

**Home Department:** Communication & Performance Studies (CAPS)

**Department Chair Name and Contact Information**: Jim Cantrill, [jcantril@nmu.edu](mailto:jcantril@nmu.edu)

**Expected frequency of Offering of the course**: Every Semester (incl. Summer Session I on-line)

**Official Course Status**: Has this course been approved by CUP and Senate? YES

**Overview of course**

*Course Content*

The goal of SP 110 is to provide students with a survey of the foundations for effective interpersonal communication. This is a field of inquiry spanning a variety of disciplines (e.g., anthropology, communication studies, linguistics, social and cognitive psychology, sociology) and it is expected that the course will contribute to a student’s ability to synthesize various ideas across disciplines. We want students to become more reflective of how they currently communicate in interpersonal settings, to know how to improve upon their abilities, and to understand the extent to which society and psychology influence daily interaction. In the end, we want students to (a) demonstrate knowledge of basic interpersonal communication theories, practices, and competencies, (b) distinguish between functional and dysfunctional forms of communication, (c) show an appreciation for the role of language and cognition in the construction of social meaning, (d) identify elements of verbal and nonverbal communication and indicate how these factors influence human relationships, and (e) proficiently use a few basic theories of interpersonal communication to effectively describe, explain, and predict patterns of interaction in applied communication contexts.

*Component Learning Outcomes* (assessed via written exam answers, reports, and/or class projects)

A. Critical Thinking: In order to satisfy the *Evidence* learning outcome dimension, SP 110 requires students to use information gleaned from text readings and classroom/on-line experience to provide support for arguments they make in responding to course assignments. In order to satisfy the *Integration* learning outcome dimension, SP 110 requires students to cumulatively combine theories and concepts introduced in readings and the classroom/on-line to produce novel analyses related to interpersonal communication situations. In order to satisfy the *Evaluation* learning outcome dimension, SP 110 requires students to critically assess the relative value of related course ideas and frameworks to identify and support pragmatic approaches to managing interpersonal opportunities and challenges.

B. Integrative Thinking: In order to satisfy the *Disciplinary Connections* learning outcome dimension, SP 110 requires students to draw from and synthesize theories and concepts introduced from a range of academic vantages so as to formulate optimal solutions to interpersonal problems. In order to satisfy the *Transfer* learning outcome dimension, SP 110 requires students to identify and use examples or experiences not discussed in the textbook or class/on-line to illustrate the application of theory and concept to “real life” situations. In order to satisfy the Integrated Communications learning outcome dimension, SP 110 requires students to focus on both the form and content employed when completing course assignments. That is, the content of their work must demonstrate the use of perspective-taking skills and person-centered message design logics in examining both process (i.e., reasoning through the symbolic nature of human communication) and performance (i.e., actually engaging in discourse) elements of communication competence. Alternatively, the expository choices students make in deciding the best form for conveying that content (e.g., the organizational structure, design elements such as tables or images to include, the media of conveyance such as a composition or video or performance) are also considered when assessing the extent to which an audience-centered approach is being employed.

*Target Audience*

SP 110 attracts a wide diversity of students—representing everyone from FYE students to graduating seniors in a variety of majors—and typically uses heterogeneous group projects to encourage collaborative and active learning between individuals with varied academic and life experiences. Except for those majoring or minoring in a CAPS-related program, it is often the *only* exposure students have to contemporary research and theory in communication studies. Nonetheless, assessment feedback confirms that most students find it to be one of the most practical courses they take in their university studies.

*Institutional Role*

In contrast to many other universities, NMU does not require undergraduates to take a “communication” course (e.g., interpersonal communication, public address, small group process) *per se*. Consequently, though some now enroll in SP 110 merely as a free elective of interest, most of the some-odd 240 students we teach each year spread across 9 sections come to us as part of their major or minor. The overwhelming majority of CAPS students are required to take the course and it is either formal or “stealth” requirement in several other programs on campus (e.g., in the College of Business or the School of Education, Leadership, and Public Service).

*Additional Considerations*

Currently, although faculty teaching SP 110 adopt the same course objectives and choose the same textbook, pedagogical approaches vary. Some prefer a more “experiential” approach to learning course content (i.e., group exercises and individual journaling) while others lean toward lecture and classroom discussion. The on-line version of the course (i.e., exemplified by the appended sample essay questions and course syllabus) poses its own unique constraints. Regardless of their pedagogical approach to the course or the different kinds of assignments they use, all instructors teaching SP 110 have agreed to coordinate activities so that at least 30% of the graded material can and will be subjected to learning outcomes analysis using the approved rubric and conform to the letter and spirit of the provisions made in this proposal. Historically, we have capped sections at 30 students though the course could be taught to larger numbers through the use of more collaborative group projects as tools for assessment and evaluation. Were the course to become a part of the General Education program, we might adopt this later approach based upon enrollment pressures we predict will accrue with time.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task Type*: Group/Individual Essay Examinations, Papers, and/or Projects (subjected to rubric analysis independent of grading scale)  *Frequency*: At Least Twice a Semester  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: Since SP 110 attracts such a wide range of students, including those at NMU with probationary of transitional status, we expect as much as a quarter of the enrollees could fail to achieve a “proficient” rating. Thus, our criterion level is 75%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon high quality support (i.e., source citations, quoted material, facts or figures, representative examples) to provide a variety of grounds for they make in addressing assignment directions for the papers they craft, the essays responses they provide, or the oral presentations they give. For example, a student team may be asked to research and give a 20 minute presentation regarding the role that nonverbal behavior plays in projecting a likable image when interacting in a business setting; in turn, the instructor would evaluate the frequency, type, and caliber of supporting materials students explicitly refer to in their presentation. |

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| **Integrate** | Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding | *Task Type*: Group/Individual Essay Examinations, Papers, and/or Projects (subjected to rubric analysis independent of grading scale)  *Frequency*: At Least Twice a Semester  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: Since SP 110 attracts such a wide range of students, including those at NMU with probationary of transitional status, we expect as much as a quarter of the enrollees could fail to achieve a “proficient” rating. Thus, our criterion level is 75%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students use information gained in the course or from prior experience (e.g., other courses taken, employment settings, personal lives) to provide a well- reasoned and insightful synthesis in addressing assignment directions for the papers they craft, the essays responses they provide, or the oral presentations they give. For example, individual students may be asked to produce a personal reflection paper regarding the relationship between cognitive complexity and message framing in their previous romantic experiences; in turn, the instructor would evaluate the range, clarity, and appropriateness of the ideas and examples they turn to in developing their analyses. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task Type*: Group/Individual Essay Examinations, Papers, and/or Projects (subjected to rubric analysis independent of grading scale)  *Frequency*: At Least Twice a Semester  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: Since SP 110 attracts such a wide range of students, including those at NMU with probationary of transitional status, we expect as much as a quarter of the enrollees could fail to achieve a “proficient” rating. Thus, our criterion level is 75%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students rely upon established descriptive frameworks (e.g., the Coordinated Management of Meaning perspective, models of dyadic interaction) to judge the situated propriety of communication strategies and tactics in the papers they craft, the essays responses they provide, or the oral presentations they give. For example, an essay question may require students to evaluate the desirability of using particular impression management strategies when interacting with their professors; in turn, the instructor would evaluate the extent to which their arguments take into account specific framework elements (e.g., different “rules” in the CMM perspective) so as to support their overall assertions. |

**PLAN FOR LEARNING OUTCOMES  
INTEGRATIVE THINKING**

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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Connections to Discipline** | Makes connections across disciplines | *Task Type*: Group/Individual Essay Examinations, Papers, and/or Projects (subjected to rubric analysis independent of grading scale)  *Frequency*: At Least Twice a Semester  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: Since SP 110 attracts such a wide range of students, including those at NMU with probationary of transitional status, we expect as much as a quarter of the enrollees could fail to achieve a “proficient” rating. Thus, our criterion level is 75%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students draw upon theories and concepts originating in different academic fields (e.g., self-monitoring theory from psychology and intercultural code-switching from anthropology) to demonstrate their ability to create holistic analyses in addressing assignment directions for the papers they craft, the essays responses they provide, or the oral presentations they give. For example, a journaling assignment may task students to describe and analyze (using 2 or more descriptive lenses presented in the course) their use of social media or the internet to communicate with someone who is very unlike themselves in terms of cultural orientation; in turn, the instructor would evaluate how well students explicitly use comparisons and contrasts between the chosen models to provide insight into the nature of their mediated exchanges. |

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| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | *Task Type*: Group/Individual Essay Examinations, Papers, and/or Projects (subjected to rubric analysis independent of grading scale)  *Frequency*: At Least Twice a Semester  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: Since SP 110 attracts such a wide range of students, including those at NMU with probationary of transitional status, we expect as much as a quarter of the enrollees could fail to achieve a “proficient” rating. Thus, our criterion level is 75%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which students can illustrate ways in which interpersonal skills introduced in SP 110 (e.g., active listening, conflict management) can be fruitfully applied daily interaction in addressing assignment directions for the papers they craft, the essays responses they provide, or the oral presentations they give. For example, students may be required to produce a research paper that draws upon current studies of friendship development to diagnose and suggest solutions to an ongoing source of tension between themselves and a close associate; in turn, the instructor would evaluate both the appropriateness of their applications regarding the theories and concepts embodied in the examined research as well as the degree to which they produce more-or-less novel skill-oriented solutions to the specifically situated problem. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | *Task Type*: Group/Individual Essay Examinations, Papers, and/or Projects (subjected to rubric analysis independent of grading scale)  *Frequency*: At Least Twice a Semester  *Overall Grading Weight*: 30%  *Expected Proficiency Rate*: Since SP 110 attracts such a wide range of students, including those at NMU with probationary of transitional status, we expect as much as a quarter of the enrollees could fail to achieve a “proficient” rating. Thus, our criterion level is 75%.  *Link Between Assessment Dimension & Assessment Plan*: Instructors will consider the extent to which both the form and content employed in addressing assignment directions for the papers they craft, the essays responses they provide, or the oral presentations they give. For example, pair of students may be asked to choose among a range of resources (e.g., textbooks, interviews, internet searches) to develop and present (in a form of their choosing such as an annotated script, storyboard, or video) a role-playing scenario dealing with the semantic, syntactic, and pragmatic dimensions of a typical employment interview question-answer sequence; in turn, the instructor would evaluate the students’ adaptation to the target audience (i.e., the rest of the class and/or the instructor), clarity of expression given the chosen format, and quality of resources drawn upon to meaningfully convey integrated ideas in their delivered project. |

**SP 110 Sample Essay Questions Assessed via the Critical Thinking & Integrative Thinking Rubrics**

1. To what extent does having access to the psychological level of analysis in interpersonal situations serve to reduce the problem of confusing the observer's with the actor's perspective regarding judgments of performance competence when determining if someone has met the felicity conditions for using speech acts in a conversation? Why does or doesn’t this level of analysis reduce the confusion between these two perspectives when judging another’s competence in the use of speech acts?
2. If the meaning of “messages” are always something that is created in an individual’s mind, why is it that the semiotic nature of language influences the meanings people have when they apply constitutive, regulative, and contextual rules in the process of decoding what each other says or does?
3. For each the four different dimensions (discussed in webinar but not the text) we use to distinguish various types of relationships in general, what role does relevant knowledge play when someone decides whether to compensate or reciprocate another person’s nonverbal behavior? That is, how does relevant knowledge related to each independent dimension influence the reactions people have to other’s nonverbal displays?
4. Describe how differences between high vs. low self-monitoring could influence each of the five stages of information processing (discussed in webinar but not in the text) when a target is being presented with the Door-in-the-Face tactic of interpersonal influence.  That is, for each separate stage, analyze what might be different in the way high self-monitors make sense of this sequential request technique in contrast to low self-monitors?
5. What role is played by self-schema in managing each of the three interpersonal objectives when someone is dealing with the various stages of romantic relational dissolution (e.g., trial rejuvenation)?  That is, when a romance is “falling apart,” describe the relationship between partners’ self-concepts and their balancing of the separate “issues” (e.g., “instrumental”) they must simultaneously address when influencing and interacting with one another.
6. To what extent does a student’s level of psychological reactance to a professor’s attempt to change his or her behavior depend on (a) the student’s perceptions of the professor’s level of interpersonal power and  (b) whether the student has a relatively high- or relatively low-level of cognitive complexity in the interpersonal domain?  That is, how much does this type of mental reaction depend on both the social power of the agent as well as the social experience of the target?

SP 110 Interpersonal Communication Summer, 2014 (WEB)

**Instructor:** Dr. James Cantrill **Office:** 205 Thomas Fine Arts

**Phone:** 227-2061 (office, audix) jcantril@nmu.edu (e-mail) 249-9518 (home)

**E-Office Hours:** Mon. – Thurs. 10-12 (Live Chat in EduCat) or by advanced appointment

**Text:** Trenholm, S., & Jensen, A. (2013). *Interpersonal Communication* (7th ed.). New York: Oxford.

**All times noted in this syllabus are Eastern Daylight Time in the United States.**

**POLICIES**

No work may be submitted after a deadline unless *prior and specific* arrangements have been made with the instructor. This includes all examinations and extra-credit assignments. If you anticipate being unavailable during days scheduled for examinations, contact the instructor as soon as possible. *Please pay special attention to the fact that all times listed in this syllabus are Eastern Daylight Time in the United States.*  Those having to miss an examination or turn in extra-credit work after a deadline listed in the syllabus for unforeseen circumstances are still required to contact the instructor beforehand (one can *always* find a phone or send e-mail) and receive a specific extension. If excused, students will be required to make-up the exam or deliver an assignment in a timely fashion. In short, contact the instructor *before* missing a deadline to secure an extension. Furthermore, it is expected that students will *not* wait until a deadline is near at hand to submit work to the EduCat course-site since, in the event their computer crashes or EduCat is temporarily unavailable at the last minute, they are still responsible for getting material posted on time.

It is essential that students follow instructions when completing examinations and extra-credit assignments. It is thus incumbent upon students to understand what they are being asked to do, as well as follow through given any and all directions. For example, if an examination question requires a detailed response, students should provide more than one or two vague sentences in crafting an answer. Alternatively, if the instructions specify that the student submit work electronically using EduCat, students must meet that requirement. *Failure to follow the letter and spirit of any assignment instructions may result in the instructor simply recording a “zero” for that assignment without the student being given the opportunity to resubmit the work in a more acceptable form.*

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 158 Services Building, telephone number 906-227-2420. Furthermore, if you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and University guidelines.

Plagiarism is one of the most serious academic offenses that a student or scholar can commit and it may occur in many forms; pawning-off another’s work as your own (e.g., submitting the same extra-credit study question answers as another student), failing to cite the true sources of information, or cheating on an exam are examples of dishonest acts that will not be tolerated in this course. The appearance of systematic similarities between works submitted for credit (e.g., structure, arguments, examples, mistakes) serve as *prima facie* evidence of dishonest collusion warranting sanctions against *all* persons involved and the instructor has been known to prosecute those who commit academic violations such as plagiarism to the full extent allowable by institutional guidelines. Thus, it is best to clarify questionable practices before submitting work and to refrain from sharing specific answers with one another.

Students are strongly urged to keep-up with reading assignments (i.e., have chapters read by the date when extra-credit is due as noted in the course schedule) and participate in daily e-chats where individual questions can be addressed and issues explored with other students. Although the instructor does not "lecture from the text" in the webinars, he does use text material as a springboard for webinar content. Furthermore, examinations involve questions drawn from all parts of the assigned chapters, including material not discussed in webinars. Similarly, many questions may deal with issues discussed in the webinars that are not to be found in the textbook.

Insofar as this is a web-based course, students are free to access webinar lectures and topic briefings at any time *except on “forced choice” exam days* (see below). Note, as well, that individuals are responsible for contributing to the production of group essay exam responses. Those who slack off in their responsibilities can expect low peer-ratings that will affect their grade in the course. Furthermore, if a majority of group members can demonstrate to the satisfaction of the instructor that one or more of their peers are either hindering the learning outcomes for the group as a whole or are not participating in the production of group responses, the team has the option of banishing those people from the group. Those who are exiled will be required to forfeit at least 10 points *in addition* to those associated with the exam itself.

Students may obtain a modest amount of extra-credit by submitting electronic copies of their answers to the questions listed on another page of this web site. In answering the questions, students should paraphrase the material found in the text; *direct quotes of textual material are not allowed.* The answers to questions for each chapter (1 point of extra-credit per *fully* completed sets of chapter questions) are due as noted in the course schedule. In order to receive credit, *all* questions and sub-questions associated with each chapter must be addressed and submitted to EduCat by 10 am on any given due date; *if you make a “mistake” in skipping a question or sub-question, you will not receive even partial credit.*

**COURSE OBJECTIVES**

SP 110 Interpersonal Communication involves the “study of theories of interpersonal communication and human resources to make students aware of major problems in communicating with others and to enable them to improve their understanding of themselves and others.” (NMU Undergraduate Bulletin)

The goal of this course is to provide students with a survey of the foundations for effective interpersonal communication. This is a field of inquiry spanning a variety of disciplines and it is hoped that the course will contribute to a student’s ability to synthesize various ideas. We want students to become more reflective of how they currently communicate in interpersonal settings, to know how to improve upon their abilities, and to understand the extent to which society and psychology influence daily interaction.

The following learning objectives will be used by the instructor the basis for assessing student learning outcomes after final grades have been submitted (i.e., a rubric will be used to subjectively estimate each student’s performance):

• Students will demonstrate knowledge of basic interpersonal communication theories, communication practices, and interaction competencies.

• Students will distinguish between functional and dysfunctional forms of communication.

• Students will show an appreciation for the role of language and cognition in the construction of social meaning.

• Students will identify elements of verbal and nonverbal communication and will indicate how these factors influence human relationships with one another.

• Students will proficiently use a few basic theories of interpersonal communication to effectively describe, explain, and predict patterns of interaction in applied communication contexts.

# GRADING

Students’ mastery of course material will be determined through the use of two forms of on-line examinations:

**Forced-Choice Examinations**

Each student will take four objective (i.e., 30 true/false and multiple choice) examinations over the readings and lecture material, to be completed in 60 minutes between the hours of 8 am and 9 pm on the dates specified in the course schedule. Beware of thinking that these objective questions are “easy” to answer or that one can get by using rote memorization or late-hour “cramming” of text or webinar material. Once a student starts an examination, s/he must complete it (i.e., there are no retry or second-chance options); further instructions for completing the four objective exams will be found when accessing each examination.

**Group Essay Examinations**

Students will be assigned to 5-6 person groups after the first forced-choice exam (and may subsequently be reassigned to another group depending on if any students drop the class). Although these groups may be used to study for other forced-choice exams, their major purpose is to permit students to complete a pair of group essay examinations. On the dates noted in the syllabus, the instructor will post a series of essay questions on EduCat related to course readings and lecture. Each group will complete two essay examinations, once at the mid-term and once at the end of the course. Groups will have at least 6 days in which to complete either examination and submit it to the course EduCat site. The questions have been crafted so as to require students to critically think through issues and integrate course knowledge in novel ways (vs. simply describing what a concept means or reiterating what was read in the text or heard in a webinar). Students will be required to participate in ongoing interactions related those questions in order to create short (i.e., minimum 250 words for each question) group answers which can demonstrate the extent to which they are mastering the material. One efficient way for students to participate in such discussions will be to join the group on-line during “chat” periods established for each group based upon their respective schedules. Of course, the asynchronous nature of web-based interaction also allows individuals to join a discussion at any time, even though much of the immediacy and spontaneity of the dialogue will be lost if all participants are not present. Each group, using EduCat, will deposit a single group response to the posed questions and it is a good idea to have two group members submit a copy of the group response “just in case.” Each group member will also fill out a peer evaluation form to be submitted by the date and time listed on the syllabus; failure to submit a peer evaluation results in the forfeiture of 5 points. Group grades will consist of an overall evaluation of the group responses by the instructor (15 points) and an averaged peer rating for each separate individual (5 points).

Final grades will be based upon a liberally curved scale anchored by the greatest number of points accumulated by the top student in the class (excluding extra-credit questions). That is, the individual with the highest overall score at the end of the term will be treated as the uppermost possible extent of the scale (i.e., most points = 100%) and other grades will be determined using the following curve:

B+ = 84% C+ = 73% D+ = 62%

A = 91% B = 79% C = 69% D = 58%

A- = 87% B- = 76% C- = 65% D- = 54%

Any accumulated extra-credit will be added onto the final composite score for the course after the grading curve is established at the end of the semester

**Instructions for Using EduCat in**

**SP 110 - Interpersonal Communication**

In SP 110 you will be using EduCat for a variety of functions related to the course. Although your use of EduCat may be a bit awkward at the start (the instructor shares your travails), in time, you should become familiar enough with the system to effortlessly gain information about the course and to electronically deposit assignments by the date specified in the schedule. This section is meant to provide a primer for your use of EduCat in SP 110.

## Needed Items

1. All students at NMU have their own access to the hard/software needed to use EduCat (i.e., Microsoft Word, a web-browsing capable computer, connection to the internet, and a modem or link to the NMU network). Of course, you need sufficient “jellyware” to operate a mouse, turn on the computer, follow directions, etc.
2. You also need to know your NMU ID and Password. If you do not know your NMU ID and Password, go to <https://educat.nmu.edu/> and follow the directions (BEWARE, this takes a bit of time!)

If you experience any difficulties with EduCat at anytime during the course, use the “Help” function at the upper-right of the screen.

**To Use EduCat**

Accessing EduCat for SP 110 is quite simple:

1. Open your Internet Browser.
2. Type in the URL [http://EduCat.nmu.edu](http://webct.nmu.edu) .
3. Type in Your NMU ID and Password Using All Lower Case Letters.
4. Click On the SP 110 Course Link.

**Contents and Use**

Once you are into the SP 110 home page, you will find a number of icons on the page and links to the left of the screen, such as:

On-Line Help Click this icon to obtain tutorials and assistance taking an on-line, web-based course such as this section of SP 110.

Syllabus Click this link to see a copy of the syllabus for SP 110.

Calendar Click this link to see another version of the course schedule and assignment due dates.

Group Essay

Exams Click this icon to access the group you have been assigned to for the midterm and final essay exams. It is also where you will find the function for evaluating the contributions of your peers to your group.

Peer

Evaluations Click this icon to download forms you will fill in to rate your team peers’ contributions to the group essay exams.

Learning

Modules Click either the numbered icons on the page (or obtain access via the link on the left) to view the content for each of the four units in the course. Each learning module contains the following:

### *Webinars* Click a desired outline entry to view complete web-based lectures (“webinars”) that are sequentially lettered for each of the four units in the course (e.g., Unit 1-A, Unit 1-B, etc.). Each lecture also is paired with an accompanying set of power point slides.

### *Topics* Click a desired topic to view web-based briefings that are arrayed in terms of the most important issues found in the webinars. These topic briefings should *not* be relied upon as substitutes for the lengthier webinars that provide the necessary context and illustrations of various concepts.

### *Power Point*

*Presentations* Click a desired outline entry to access copies of the power point presentations that accompany webinar content for each of the four units in the course.

*Exams* Click a desired outline entry to access one of the four forced-choice exams you will be taking in SP 110. Each examination will only be available during the times specified in the course schedule.

### *Extra*

### *Credit Study*

### *Questions* Click a desired outline entry to gain access to the chapter-by-chapter extra-credit study questions for SP 110.

Assignments You will use this link to submit electronic copies of your extra-credit, peer evaluations, group essay exam assignments. Using this “drop box” is fairly simple:

1. Locate and download to your computer a file containing the extra-credit, peer evaluations, group essay exam you wish to complete.
2. Craft a document for your answers using Microsoft Word and save a copy of it in a personal file; *use a one word file name containing no spaces or special characters* (the “.doc” extension is okay).
3. Open the “Assignment” function and click the extra-credit, peer evaluations, group essay exam you wish to submit.
4. To submit your study question or exam answers, you must upload the Word file (and *only* a Word file) containing your responses.
   * 1. Click “Add Attachments.”
     2. Click the “My Computer” button and locate the file containing the assignment you saved.
     3. Highlight the one word file name and then click “Open” (the file location will appear in the box to the left of the “My Computer” button).
     4. Click “Submit Assignment” (warning boxes will appear if you choose not to submit your assignment and to announce that your assignment is ready to be submitted).

Again, remember to save your file with a simple one word file name and to electronically deliver a copy of the assignment *before the deadline specified in the syllabus*.

**REMEMBER TO FOLLOW ALL DIRECTIONS! IF YOU NEED ASISTANCE, USE THE “HELP” FUNCTION LOCATED AT THE TOP-RIGHT OF THE SCREEN.**

**Instructions for Using MediaSite Live in**

**SP 110 - Interpersonal Communication**

In addition to reading designated chapters in the Trenholm and Jensen textbook, you will also be accessing and watching archived webinars over the course of the term. In general, these presentations will “repackage” the material you have read and, to a large extent, go beyond what is simply found in print. In preparation for the forced choice exams for SP 110, you will want to pay close attention and take notes of these webinar lectures since neither they nor the accompanying power point slides will be available on the days of the exams. Of course, since the lectures for the course will be archived, you can watch various webinars any other time throughout the 6 week semester, though lectures for forthcoming units will not be available until after the previous unit has been completed.

To access and watch a webinar is relatively simple:

1. Locate and open the Learning Module that corresponds to where you want to find a lecture.
2. Click on the webinar you want to watch.

You may always click the help link (i.e., the “?” at the upper right) for tutorials and assistance in using MediaSite Live.

**TENTATIVE COURSE SCHEDULE**

**Date Topics & Important Dates Readings**

**UNIT #1**

**5/19 – 5/28 Communication Competence & the Nonverbal Code Ch. 1, 2, & 3**

5/20 Answers to Ch. 1 Study Questions Due by 10 am

5/22 Answers to Ch. 2 Study Questions Due by 10 am

5/27 Answers to Ch. 3 Study Questions Due by 10 am

Practice Exam to Prepare for the Use of the Lockdown Browser

5/28 (8 am – 9 pm) Unit #1 Objective Exam (15% of the course grade)

**UNIT #2**

**5/29 – 6/5 Verbal & Relational Skills Ch. 4 & 5**

5/29 Answers to Ch. 4 Study Questions Due by 10 am

Students Assigned to Groups

6/3 Answers to Ch. 5 Study Questions Due by 10 am

6/5 (8 am – 9 pm) Unit #2 Exam (15% of the course grade)

6/5 (9 pm) First Group Essay Exam Available

**UNIT #3**

**6/9 – 6/17 Cognition, Social Roles, & Identity Ch. 6, 7, & 8**

6/9 Answers to Ch. 6 Study Questions Due by 10 am

6/11 Answers to Ch. 7 Study Questions Due by 10 am

First Group Essay Exam Due by 9 pm (15% of the course grade)

6/16 Answers to Ch. 8 Study Questions Due by 10 am

First Peer Evaluations Due by 9 pm (5% of the course grade)

6/17 New Student Groups Created (if necessary)

6/17 (8 am – 9 pm) Unit #3 Exam (15% of the course grade)

**UNIT #4**

**6/18 – 6/26 Interpersonal Influence & Relational Communication Ch. 9 & 11**

6/18 Answers to Ch. 9 Study Questions Due by 10 am

6/18 (9 pm) Second Group Essay Exam Available

6/23 Answers to Ch. 11 Study Questions Due by 10 am

6/26 (8 am – 9 pm) Unit #4 Exam (15% of the course grade)

Second Group Essay Exam Due by 9 pm (15% of the course grade)

Second Peer Evaluations Due by 9 pm (5% of the course grade)