

COMM 218 CRN: 42169
Interpersonal Communication
M/W 10:30-11:50

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The best way to reach me is by email rather than phone.
Office Hours M/W 2:00-3:00

MATERIALS TO PURCHASE FOR THIS COURSE

Scantron forms (100 question forms) possible 2 extra for make-up exams
TEXT: Adler, R.B., Rosenfeld, & L.B Proctor, R. F. (2018) *Interplay: The process of interpersonal communication 14th. ed.* New York, Oxford University Press. ISBN 978-0-19-064625-7

Please note you must have the textbook to do well in this course. There are copies in the Library for two-hour checkout. There are also copies in the Learning and Career Center for you to read at the Benton Center

COURSE DESCRIPTION:

This course is designed to facilitate your understanding of the basic concepts, vocabulary, theories, and processes relevant to the study of initiating, maintaining, and terminating relationships through interpersonal communications. An equally important goal of this course is the development of your own interpersonal skills by increasing your repertoire of behavioral choices. Lectures, discussions, classroom activities, written and oral assignments, as well as out-of-class observations will be used to aid the development of knowledge and skills relating to interpersonal communication competence. During each class, we will strive to merge theory with practice. In addition to textbook material, the course will cover some areas by the use of lecture that are not covered by the text.

COMMUNICATION DEPARTMENT LEARNING OUTCOMES:

1. Apply interpersonal communication research and theory
2. Identify interpersonal communications key functional areas
3. Analyze, select, and enact appropriate interpersonal communication behaviors based on the interpretation of the context.

LEARNING OBJECTIVES:

After completing this course, you should be able to:

1. Develop practical skills to enhance your interpersonal relationships within various life roles by examining and altering your interpersonal communication.
2. Recognize and describe the relationship between nonverbal communication and oral communication.
3. Develop skills to maintain associations in an interpersonal relationship.
4. Recognize factors of self concept and perception and how they influence communication.
5. Understand the role of self disclosure in relationships.
6. Practice and apply effective active listening skills.

7. Identify the role communication plays in determining the nature and quality of interpersonal relationships
8. Explain Interpersonal communication conflict and apply conflict management principles.
9. Understand and identify dialectical tensions that arise in relationships and how to manage those tensions.
10. Utilize cultural competencies related to communicating with individuals from other countries or cultures.

INSTRUCTOR PHILOSOPHY: Learning Environment

I love teaching this class! This is a class, which can be perception altering and even life changing. I look at our time together as an exciting adventure! I value the opportunity to be a part of this experience. We all learn from each other. I look forward to what you will teach me, and what you will teach each other. Some suggestions to make your learning experiences more meaningful take time to process and think reflectively about the communication choices, skills, and experiences you have had. Take time to practice areas in your communication you would like to improve. Take time to share both failures and successes as together we engage in this process we call interpersonal communication.

CLASSROOM CIVILITY: Learning Environment

Certain basic standards of classroom civility should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community, both your instructor and fellow students.
2. Attentiveness to and participation in lectures, group activities, workshops, and other exercises.
3. Avoidance of unnecessary disruptions during class, such as private conversations, reading campus newspapers, texting friends, checking Facebook, and doing work for other classes...etc.
4. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

These features of classroom civility do not comprise an exhaustive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned.

CLASS PREPARATION AND PARTICIPATION: Learning Environment/Instructional Design & Assessment

Coming to class prepared and participation in class is mandatory for successful completion of the course. **Please note just coming to class does not mean that you are participating in class!**

The quantity and quality of your contributions to class discussion and activities will be evaluated according to the following criteria:

1. Are you prepared for class discussions (e.g., completed reading, written chapter notes prepared for discussion questions)?
2. Are you able to relate your own experiences and observations to class concepts?
3. Do you respond to statements by others in an appropriate manner?
4. Do you move the discussion along, not derail it?
5. Do you ask questions and/or paraphrase when needed and appropriate?

Full participation points must be earned. Therefore, this means your participation is required. Nonparticipation and absences will hurt your grade at the end of the quarter. If you are struggling with shyness or speech apprehension please see me-this will be a great class for you!

Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course.

One class missed and or no participation	=25 pts
Two classes missed and or no participation	=20 pts
Three classes missed and or no participation	=15 pts
Four classes missed and or no participation	=10 pts
Five classes missed and or no participation	= 5 pts

If you never miss a day or have a day where you choose not to participate, you will earn 5 bonus points for a total of 30 points.

PARTICIPATION AND NOTE TAKING: Instructional Design/Learning Environment

To help facilitate your comprehension of course concepts you will take notes on each chapter in a notebook dedicated to this class. These must be handwritten notes. In [the study published in Psychological Science](#), Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles sought to test how note-taking by hand or by computer affects learning.

"When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can," Mueller tells NPR's Rachel Martin. "The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them" (NPR staff, 2016).

Additionally, according to a new study published in the journal *Memory*, we are more likely to remember something if we read it out loud. Reading aloud can boost verbal memory, new research finds.

The authors of the study, from the University of Waterloo in Canada, report that the "dual action" of speaking and hearing yourself speak helps the brain to store the information so that it becomes long-term memory. This process is called the "production effect." "This study confirms that learning and memory benefit from active involvement," says study author Colin M. MacLeod, a professor and chair of the Department of Psychology at the University of Waterloo.

"When we add an active measure or a production element to a word," he adds, "that word becomes more distinct in long-term memory, and hence more memorable."

This is my final term of this experiment of allowing students to use their chapter/ lecture notes on exams. I discovered that this was very helpful for students especially those with test taking anxiety. I also learned that many students chose not to study because they reasoned that they had their notes, therefore there was no reason to study. If on the first exam the class earns less than a B average, then there will be no using notes on the exams.

If I discover you are not taking notes, at home or in class, that is my cue to give a pop quiz with no notes. I will randomly ask questions related to the chapter, or ask for opinions or how the material relates to you.

**You are required to take two sessions from the CSZ. A good choice would be *Take better notes*, or *Textbook reading made easy*.

A NOTE ABOUT MISSING CLASSES: Instructional Design/Learning Environment

Attendance and respectful participation in class is a way that you can positively influence your grade. Should you miss class, it is your personal responsibility to get notes or handouts from classmates. Your instructor will neither repeat lectures nor provide you with a private lecture. There will be some activities that occur only in class. Missing handouts can often be found on Moodle. You can also send me an email or drop by my office hours. Full participation points must be earned. Nonparticipation and absences will hurt your grade at the end of the quarter.

MISSING CLASSES DUE TO ILLNESS: Instructional Design/Learning Environment

If you are sick, please go to the doctor get a note and contact me, but do not come to class. I don't want it, and neither do your classmates. I will work with you via email and we will determine together how to make up lost participation points.

GRADING SYSTEM: Assessment

✓ Syllabus Quiz	5 pts
✓ Mini-bag speech	5 pts
✓ College Skills Zone	10pts
✓ Reflection/ study journal	27 pts
✓ Hero Quiz	5 pts
✓ Test #1	50 pts
✓ Test #2	50 pts
✓ Final Exam	100 pts
✓ Participation	25 pts
✓ Three Papers	58 pts
✓ Three Online peer reviews	15 pts

Total points possible: 350 pts

350-315	A	100-90	A
314-280	B	89-80	B
279-245	C	79-70	C
244-210	D	69-60	D

If projects are assigned or omitted because of time, the point total will be changed so that the same percentage standards are retained. All written work is due on or before the last day of lecture.

Test #1 Chapters 3-4

Test #2 Chapters 5-7

Final Exam Chapters 8, 9, 11, 12, & All Lecture material

Test 1 and 2 grades

50-45= A 44-40 =B

39-35 =C 34-32 =D

Final Exam Totals

100-90=A 89-80=B

79-70=C 69-60=D

*NOTE: Sometimes a student will underestimate the complexity of the textbook material and not devote enough study time for the test. There will be a make-up for those wishing to raise their grades.

To take the test you will need:

- A 100 question Scantron form (50 questions on each side)
- A # 2 pencil
- And your picture ID.

All makeup tests are multiple choice only. The makeup tests are available during the week following the midterm. No appointment is required.

On the Main Campus

Make-up Tests will be in RCH-111

At the Benton Center:

Make-up exams will be in the Learning and Career Center BC-222

Monday-Thursday 9am -8PM, Friday 9am to 4pm.

*****Please note Moodle's percentages are usually wrong. Moodle is apparently thrown off its percentages when zeros are not in the assignments or reflection journals that are missed.** This can of course, be remedied by completing all reflection journals, and turning in all assignments :0)

TIPS FOR SUCCESS: Learning Environment/Instructional design

- 1. Attend every class. Make sure to sign in.**
- 2. Take detailed lecture notes and chapter notes. Not all material will be covered in the text. Read your handwritten notes out loud to study**
- 3. Participate in class, ask questions, make comments, about the discussion topic. In other words, be fully present in the class.**
- 4. Read the text before coming to class so you are prepared for class.**
- 5. Study with others**
- 6. Consider joining or creating a study group**
- 7. Become familiar with your textbook author's resources online [Interplay 14th edition](#)**
- 8. You may not always agree with the opinions of others- that's ok, listen anyways**
- 9. Be respectful- self-disclosure in class stays in class.**
- 10. Have fun and laugh often.**

CLASS ASSIGNMENTS: Instructional Design/ Assessment

Heading information such as name, course number, and time of class should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. The name of the assignment or another title. NOTE: Correct spelling, punctuation, and grammar usage are always important. **All assignments should be typed using Times New Roman or Arial, in 12 point font. They should also be double spaced, and proofread for accuracy in both grammar and spelling.** All papers will be submitted via Moodle to Turnitin. All papers will be submitted to the discussion board for peer review and (Final papers to Turnitin) should be submitted in one of the following formats: doc, docx, pdf or rtf to assure that your classmates can open and read your papers. **If I am unable to open your document or unable to read it you will earn a 0 for the assignment.** Late papers may be turned in with a possible reduction in point value. *I will review each assignment in class before it is due.*

I will NOT accept any assignment by email. All assignments need to be turned in to Moodle.

In this course, you will be learning from each other as you read each other's reflections and personal experiences with the course, thus providing you with multiple perspectives into the course material. In order to stimulate integration of course concepts as well as prompt class discussion, each student will post their papers online for peer review. Directions for the papers can be found on Moodle in the Weekly section and will be discussed in class. Please see the discussion board for specific directions.

- Write the 1 1/2 to 2 page paper and post to the discussion board.
- Read at least four other papers, not including the sample papers.
- Respond substantially (125 words or 1/2 page at least) to at least 2 other papers.

Please read other student posts, as the goal of this approach is to learn from the perspectives of the other students. Other students will find different concepts within the chapter meaningful and share examples that are pertinent to their lives. By reading the perspectives and thoughts of other students, you may have the opportunity to understand course ideas in new ways.

Each student will also compose a substantial response to the paper of two other classmates. Responses should be a minimum of 1/2 page (125 words) and demonstrate critical thinking and knowledge of content as well as be supportive and insightful.

Please see the Writing Rubric for specific writing criteria. There are sample papers provided on Moodle that demonstrate the type of academic writing that is appropriate for these papers. Your papers and responses to classmates' papers will be graded according to these criteria. **I will be looking for you to use citations in each paper and provide your references at the end (APA style).** In most cases, there will only be one reference (your textbook), but there will be occasions to provide more than one reference.

WRITING RUBRIC FOR ALL PAPERS: Assessment

	Excellent	Above Average	Progressing	Poor	Insufficient
Completeness	Demonstrates sophistication of thought. Central idea/thesis is clearly communicated. Multiple terms are clearly identified in bold , multiple examples are used and clearly relate to the questions asked. All questions are addressed in the paper and correctly cited. 8 - 10 terms/concepts fully defined and explained. Relevance of concept to example is explained..	Solid paper. Clearly states a thesis/central idea. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. Competently addresses main question or issue, but limited insight. Personal examples used are not as clearly explained and or the connections made are implied and not direct. Student has learned a great deal in class and is able to communicate this knowledge to others. 6-7 terms or	Adequate but weaker and less effective paper, possibly responding less well to the assignment. Presents central idea in general terms, shows basic comprehension of sources, perhaps with lapses in understanding. May be unclear about the definitions of the terms. Unable to make the clear connection between personal examples and the terms from the textbook. Attempts to address main question or issue, but fails. Retained some information	Paper does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may have limited or no personal examples. Few sources or misunderstanding sources. The student does NOT address main question or issue, and it is obvious that the student has not retained any information from the course. 3 or fewer course terms or concepts are used. Definitions of terms are missing. Examples demonstrate	Insufficient

		concepts used. Concepts fully defined and explained.	from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. 5-4 terms or concepts used. Concepts may not be fully explained.	limited or inaccurate understanding of course material.	
Content	Student demonstrates full knowledge (more than required). Concepts are summarized and cited. Relevance of concept to example is explained. Explanations and examples illustrates solid understanding of concept. Analysis is thorough and detailed. Synthesis of many ideas is strong. Paper is formatted according to directions: Bold is used to highlight terms/concepts, headings are used in paper. Formal language is used as appropriate for college writing.	Student is at ease with content, but fails to elaborate adequately to demonstrate full understanding. Paper meets the minimum requirements. Paper is mostly formatted according to directions: Bold used to highlight terms/concepts, headings used in paper. There are some grammar and spelling errors. Some informal language usage.	Student demonstrates some understanding of content. Paper is often shorter or just barely meets the minimum requirements. Paper is partially formatted according to directions: Bold not used to highlight terms/concepts, headings not used in paper. There are some grammar and spelling errors. Informal language usage.	Student does not seem to have a grasp of course terms and content. There are few explanations of terms used. Examples used do not demonstrate accurate understanding of course material. Paper is not formatted according to directions: Bold not used to highlight terms/concepts, headings not used in paper, not double-spaced with normal margins and 12 font. Grammar and/or spelling errors are distracting and meaning may be unclear. Informal language used.	Insufficient
Crit. Think	Demonstrates comprehensive knowledge of course material. Provides astute and detailed analysis of situations, using course terms and concepts accurately. Synthesizes many ideas from course and provides thoughtful reflections about the use of course	Demonstrates knowledge of course material. Provides analysis of situations, is able to synthesize several ideas from course, and provides reflections about the use of course ideas. Applies concepts to situations using some detailed explanations. Provides necessary evidence to convince reader of	Demonstrates some understanding of content. Paper is often shorter, or barely meets the minimum requirements. Limited application of the course content to personal examples.	Demonstrates very little detail about situations under discussion. Student does not seem to have grasp of course terms and content. There are few explanations of terms used. Examples used do not demonstrate accurate understanding of course material.	Insufficient

	ideas. Use of course concepts in clear descriptive terms, possibly unique or novel ways.	most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.			
Layout	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may Reader has difficulty following work because student jumps around.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis. Sequence of information is difficult to follow.	Insufficient
Mechanics	The assignment is free from spelling and grammatical errors, making the paper easy to read. The paper is double-spaced, 12 font, normal margins. Headings are used to separate each section. If paper is in response to questions, the questions precede the	The assignment is reasonably easy to read and relatively free from grammar and spelling errors. The paper is double-spaced, 12 font, normal margins.	The assignment has misspellings and/or grammatical errors that slow the reader down. The paper is not double-spaced. The margins are too wide. The font is too small or too large.	The assignment has misspellings and/or grammatical errors that make the paper hard for the reader to understand. The reader must slow down and reread sentences for understanding. The paper is not double-spaced. The margins are too wide. The font is too small or too large.	Insufficient

	student responses.				
Cite/Ref	Work displays an adequate number of references, written correctly. Citations are written correctly. Citations illustrate the breadth of research/course material used in developing the paper. Citations demonstrate that the student has read and understands course material. Sources are appropriate, credible and the annotation if required is written correctly. Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class.	References and citations are adequate in number but there are minor errors in format style. Citations demonstrate that the student has read and understands the course text. Minor mistakes in annotation if required. Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based.	Work does not include an adequate number of references. Or the references are written incorrectly. There are few citations in the body of the paper. References are not annotated if required. Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Work displays no references. References are not cited in the body of the paper and not annotated if required. Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.	Insufficient

- *Please note the rubric specifies APA style citations and References.*
- *Also note this is how your papers will be graded.*
- ***If you choose to write a final exam research paper your paper will be graded based on this writing rubric including the annotations. This is a final exam and will be graded as such.***

CLASS ASSIGNMENTS: Reflection Journals

Each week you are required to post your thoughts, feelings, ideas about what you are learning in class. The goal of this assignment is for you to engage with the material in your personal life and share that with your peers. Part of the assignment is for you to weekly post your reflections, the other part of the assignment is to read the reflections of your classmates and respond to at least two other people’s submissions for the full

three points each week.

COURSE ASSESSMENT STANDARDS:

We will use the following standard to help you assess and evaluate your efforts. I expect you to use these standards to evaluate your progress throughout the term.

I am an “A” Learner

Signifies I was highly engaged in learning process. My work for this class is of exceptional quality; my performance is impressive; beyond expectation. I am not focused on the process of earning an A, but far more concerned with the final product. The grade is far less important to me than learning the material and becoming a true learner. I made ample use of ideas and materials provided in class as demonstrated by my willingness to learn and engage additional learning opportunities. “A” students asked thoughtful questions born of their own inquiry and pondering. “A” students go beyond the expectation set by others. “A” students can say “I was an active participant in this class.” Through the various learning opportunities provided in this class, I can demonstrate deep learning through my own original connections.

I am a “B” Learner

Signifies I am not quite there, but I am catching the vision. My work is impressive but I could reasonably have done more on my own; an impressive quantity of my work is somewhat better than average quality. I made progress toward becoming an independent true learner. I am still concerned about earning an “A” in this class and it is still as important to me as learning the material. “B” students asked questions, but questions are more of factual nature than the original connections that grow out of the ponderings of “A” student's. I attended class regularly, with possibly a few reasonable exceptions.

I am a “C” Learner

I want traditional education, tell me what to do and I will do it. I did the work, but met the expectations without distinction. My efforts are of acceptable quality but lack inspiration or depth of insight. Evidently, I was just going through the motions. I attended class regularly and sometimes participated, but made only a perfunctory effort to apply the material. I asked few if any questions, preferring to respond only when called on. I made little or no effort to benefit from available resources; rarely sought individualized guidance from the instructor; seemed unwilling to take the initiative for a deep learning experience. A good amount of work/participation was of average quality.

I am a “D” Learner

I didn't catch the vision. I did a minimum of the work. I put forth minimal effort—barely adequate to pass the course. I submitted little work, or work was carelessly presented. My attendance in class was irregular and there was a minimal level of participation, I was frequently unprepared.

I am an “F” Learner

I didn't catch the vision—I didn't do the work. I put forth little or no effort.

COMMUNICATION DEPARTMENT AND COLLEGE POLICY STATEMENTS:

Center for Accessibility Resources

You should meet with your instructor during the first week of class if

- you have a documented disability and need accommodations,
- your instructor needs to know medical information about you, or
- you need special arrangements in the event of an emergency.

If you believe you may need accommodation services please contact Center for Accessibility Resources, 917-4789 cfar@linnbenton.edu.

Nondiscrimination Policy

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. (for further information <http://po.linnbenton.edu/BPsandARs/>)

Diversity Statement

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. We will work toward creating a community without prejudice, intimidation, or discrimination. (related to Board Policy #1015)

Plagiarism Statement

Do your own work! Using someone else's work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called "References" in APA) and in-text citations are required whenever you use outside sources, including the Internet.

Academic Honesty

The presentation of another individual's work as one's own or the act of seeking unfair academic advantage through cheating, plagiarism or other dishonest means are violations of the college's "Students Rights and Responsibilities." Students caught cheating in this class will receive a grade of "F". See College catalog or public website for definitions and violation penalties.

Cell Phones and other electronic devices

LBCC is committed to providing a quality learning environment. All cell phones and pagers and other electronic devices must be placed in a non-audible mode while in classrooms, computer labs, the library, study centers, and testing areas. Cell phones and pagers must be used outside these facilities. Cell phones or pagers left on during an exam will result in an F grade.

Incomplete Policy

Incompletes are not provided in lieu of a failing grade. A student will only receive an incomplete if 75% of the work has been completed in the course, and the student

has maintained regular participation in the course both verbal and written. Incompletes are granted on a case-by-case basis, incompletes are not automatic. It is your responsibility to communicate with me if you find yourself unable to complete the course and you are past the drop date.

E-mail

Please include your name and class time on your email subject line. I will not open email without a subject line. Please send email to my e-mail provided. I check my email usually on a daily basis, with the exception of Sunday. I will commit to returning your email within 48/72 hours. **I will NOT accept any assignment by email.** All assignments need to be turned in to Moodle.

COURSE OUTLINE: (Instructional Design) Each person reads at a different speed. You are responsible to manage your time and complete the chapter reading before the tests. Each chapter is between 35-40 pages in length. I do not cover the textbook material chapter by chapter.

THE FIRST UNITS OF THE CLASS WILL EXPLORE INTERNAL FACTORS THAT INFLUENCE COMMUNICATION PATTERNS. *NOTE THE COURSE OUTLINE IS SUBJECT TO CHANGE WHEN I THINK IT MAKES GOOD EDUCATIONAL SENSE TO DO SO.*

- | | |
|---|-------------------------|
| Course introduction | Stereotypes |
| Review of Course Syllabus | Race |
| Use of the Ugame | Racial profiling |
| Importance of interpersonal communication | Perceptual accentuation |
| Self Concept-Self Esteem | Nonverbal communication |
| Johari Window | Gestures |
| Self-fulfilling prophecy | Paralanguage |
| Self Perception | Touch |
| Self exercise handout | Emblems |
| Significant others handout | Proxemics |
| Self-disclosure | Territory |
| Perceptions | Lying |
| Perception checking | Expectancy violations |
| Attribution | Uncertainty reduction |
| Primacy Recency | Attribution Theory |
| | Punctuation |

Test 1 CHAPTER 3, & 4

- | | |
|---------------------------------|--------------------------|
| Connotation –Denotation | Allness |
| Inclusive and Exclusive Talk | “You” and “I” Statements |
| Sex and Gender in communication | Shyness |

Sapir-Whorf Hypothesis
Implicit personality theory
Fact inference Confusion
Active listening
Listening practice
Listening Laws
Families
Adoption
Communicating with the disabled
Stages in a relationship
Intimacy
Equity Theory
Symmetrical Relationship
Power in relationships
Power in language

Complementary Relationship
Social Exchange theory
Social Penetration Theory
Attraction Theory
Equity Theory
Rules Theory
Cost benefit analysis
Social Penetration
Boundaries
Proxemics
Love languages

REVIEW OF THE MATERIAL FOR THE SECOND TEST, WHICH WILL COVER CHAPTERS 5-7

This Last Half of the Course we will focus on Relationship Development and Conflict as it becomes evident in our relationships.

Shyness
Harassment
Sexual Harassment
Domestic Violence
What is Conflict?
What's your conflict style?
Barriers to communication

Handling difficult situations
Dealing with anger and hostility in others
Conflict management
Dating preference worksheet
Parenting
Families

Other topics of Communication that may be discussed include unique modes of communication that occur at our places of work.

Schools of leadership
Leadership styles
Interview
Rumors/Gossip
Good vs. Evil (conceptual bases of communication)
Conflict in communication
You and I messages

Do not date smart women
Communication with the disabled
Communication with the elderly

THE FINAL EXAM CAN BE CONSIDERED COMPREHENSIVE. ANY LECTURE MATERIAL COVERED IN CLASS IS FAIR GAME FOR THE FINAL AS WELL AS CHAPTERS 8, 9, 11, & 12

Options for Final Exam: Assessment

1. Take the regular in class final exam. It will be multiple choice, short answer, and essay just like the previous exams. OR

ALTERNATIVES to the regular in class exam = 85 points + 15 for dated lecture notes

2. Research paper with a length of no less than 6 pages and requiring a minimum of 8 accurately cited sources (other than the author). **An APA Annotated Bibliography listing all sources is required for this final exam.**
3. Design a research project
4. Give a speech

Regardless of the choice, **all alternatives to the regular final exam, must turn in (copies of) all dated lecture notes- one letter grade deduction may follow, if no dated lecture notes are provided at the time the assignment is due.**

Please note**If you choose to complete an alternative final exam it will be turned in during the last lecture day of class. **I WILL NOT accept any papers, projects or speeches on the day of the final exam.**

PAPER ALTERNATIVE TO FINAL

DIRECTIONS: Students may elect to write a paper rather than take the final (85 points, 15 points for dated lecture notes). The student may choose between 3 paper alternative assignments, or design one of your own. If you choose to design one on your own make, sure you talk to me first so that we can discuss your ideas in detail. This is a final exam and will be graded as such. Please carefully review the writing rubric provided to make sure that you are meeting all of the requirements. Requirements for the paper: minimum of 6 pages in length, 8 sources, 12 point font (Times New Roman or Arial) written in APA style; properly formatted including the annotated reference list. NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. **A cursory attempt at completion of the assignment will not be sufficient.** Please note if you are unfamiliar with APA here are some websites where you can gain some formatting assistance.

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://library.fortlewis.edu/reference/citing/default.asp>, <http://www.citationmachine.net/>

or <http://www.calvin.edu/library/knightcite/> You may also wish to utilize the excellent resources on campus in the writing lab or

<http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php>

Additionally, please note that Wikipedia should NEVER be used as a source in any

written assignment for this class! On that note, consider your audience (me) and what might or might not be accepted as a credible source. For example, unless you know the credibility of a "Blogger," most readers would consider the writing suspect or mere opinion.

Papers and dated lecture notes are due on the last lecture day of the class. This does NOT mean the final exam day

Here are some options for a paper. In addition to these suggestions, you could also select a topic area covered in your text or lecture and complete additional research. **If you choose to write about another topic area please be sure to discuss it with me FIRST.**

Option 1

Two communication scholars (Steven Duck and Mark Knapp) have developed models of how relationships develop. First, briefly describe both theories, then compare and contrast the two models of relationship development. Next, address the following questions; which relationship model do you believe is more accurate of how relationships work? Why do you believe that? Does it make a difference if the relationship is intercultural? What challenges are intercultural relationships likely to face that others may not. Be sure to backup your position with at least 8 sources (other than your author) *One source must be from a peer reviewed communication journal.*

Option 2

Please note this will be a topic that will be covered in class. You may not use any of the examples or research presented in class. Compare and contrast three different cultural perspectives on beauty and attractiveness. One perspective may be the American perspective. Specifically how is beauty and attractiveness portrayed in the media? What changes if any have been made in these cultures with regard to attractiveness? What have you learned about the differences? There is controversy among communication scholars about the universality of some nonverbal behaviors. For example, some scholars believe that a smile is a universal symbol of greeting and good will. Discuss two opposing theories of nonverbal communication from communication scholars. Be sure to backup your position with at least 8 sources (other than your author) *One source must be from a peer reviewed communication journal.* After your research, what do you believe, why?

Option 3

Communication scholars do not agree in many aspects of gender communication. Some see such stark differences between men and women as to view us as coming from, or living on different planets (the Venus Vs Mars phenomenon). Others see men and women as so similar as to make them almost indistinguishable between the two sexes. Here are a few findings from research on nonverbal gender differences (Burgoon, Buller, Woodall, 1996; Gamble & Gamble 2003, Guerrero, DeVito, and Hecht 1999) (1) Women smile more than men. (2) Women stand closer together than men do and are generally approached more closely than men. (3) Both men and women, when speaking, look more at men than at women. (4) Women both touch and are touched more often than men. (5) Men extend their bodies more, taking up greater space, than women do. What problems might these differences create when men and women communicate with each other? Are there any

advantages to the differences? What impacts might these differences have in an intercultural relationship? What impacts might these differences have in a business setting where the woman is the boss or supervisor? Be sure to backup your opinions with research from at least 8 different sources. *One source must be from a peer reviewed communication journal.*

CREATIVE ALTERNATIVE TO FINAL: Assessment

The student may design a project provided it meets the following criteria:

- 1) Receives instructor approval
- 2) Enriches the class knowledge of the subject
- 3) Relates to this course of study!

DUE DATES FOR RESEARCH PAPER/PROJECT: Last Lecture Day of Class.

Please make sure your name is on the paper/ project and your dated lecture notes. If you want to make copies of your notes, that is fine. Please turn in the completed, stapled project or paper with a binder of some kind. **NO LATER THAN OUR LAST LECTURE DAY OF CLASS.**

SPEECH ALTERNATIVE TO MULTI-CHOICE FINAL:

The student may elect to give a speech in lieu of the final examination. **The speech will be presented on Wed. or TH of Week 8** The full sentence outline, APA list of References, a copy (electronic or CD) of visual aids used and speaking note cards are due on the day that you speak. **I need to know by week 5 if you plan to give a speech. Dated lecture notes would be due on our last lecture day of class (last day of the 10th week) BEFORE the final exam.**

MASK SPEECH: 85 points speech 15 points for dated lecture notes

Time limit: 5-8 minutes

Masks we wear speech

Each student will construct a mask of some kind for this speech. It could be made out of plastic, paper, feathers your options are limited only by your imagination. The mask represents you, and the identities you share with others. One is your perceived self, which is the person you believe yourself to be in moments of candor and honest reflection. This is a private self. Another side is your presenting self this is the public image, the way we want others to view us. It is the socially approved image (i.e. hard working student, loyal friend etc.) Pick one aspect of your perceived self and one of your presenting self and share it with the class. Keeping in mind the appropriateness of the self-disclosure and the setting in which it will be disclosed. A variation on this theme is to discuss the four (or more) aspects that make up your self concept as discussed in lecture using your mask. **In the speech you must discuss, explain a minimum of 5 concepts from the textbook and or discussion.** The speech may be delivered w/ or without notes, but not from a manuscript. Your entire speech may not be written out on the note cards. If it is, it is called a manuscript speech. The speech must be delivered in extemporaneous style (meaning keywords or phrases on

note cards).

An outline, your speaking note cards and your mask is required on the day you are to speak. **I will not accept late outlines. Dated lecture notes are due the last day of the 10th week of class.** A note on your mask (visual aid):

✓ Visual aids should truly aid the speech and audience understanding who you are and some factors that shaped you into the person you are now.

✓ They should be large, visible, and as professional in appearance as possible.

✓ Volunteers from class, role-plays, overheads, actual objects, models, PowerPoint, short videos, photos are all options for visual aids.

✓ Be creative! Have fun!

FAMILY HISTORY SPEECH: 85 points speech 15 points for dated lecture notes

Time limit: 5-8 minutes

Family History speech: The following information should be presented in oral form:

This is a speech. I don't want you to list a bunch of names and facts. I am expecting you to consider your audience and what would be interesting to us. I am expecting you to pick two or three family history stories and share them with us in an oral format. How does knowing these stories or facts about your family help to shape who you are? Are there family traditions, or objects (inheritance) that have been passed down through the generations that have influenced you? Were you named after someone in your family? How does knowing your family history shape your self concept, your values etc? **In the speech you must discuss, explain a minimum of 5 concepts from the textbook and/ or discussion.**

The speech must be delivered in extemporaneous style (meaning keywords or phrases on note cards)

Possible topic areas to include in your speech include the above questions as well as the following factual information:

1. Origins of family history and when they arrived in the USA
2. Three family stories and or traditions that can be shared with the class
3. Names, birth dates, death dates (If applicable) and occupations of parents, grandparents and great parents
4. Information that links heritage with person that family is most proud. Outline is required! Visual aids are not required. *Your entire speech may not be written out on the note cards. If it is, it is called a manuscript speech. The speech must be delivered in extemporaneous style (meaning keywords or phrases on note cards).*

THE STANDARD SPEECH OUTLINE TO BE USED IN THIS COURSE! (Assessment)

General Purpose: To Inform

Specific Purpose: To inform my audience....(what do you hope to accomplish in your speech)

INTRODUCTION OF SPEECH

- I. Attention getting material (quote, short story, or example that draws the audience into your speech.
- II. Relate to the audience (hypothetical situation, analogy, or example that relates your topic to the audience

- III. Establish credibility (tell them why they should listen from your own experience or from research)
- IV. Central idea/Thesis may be combined with preview of the speech (A clear declarative statement indicating what your speech is about).

Note a preview is required. It may occur in the IV section of the intro. or, in the first transition into the body of the speech.

TRANSITION: The first transition or Preview indicates to the audience that the introduction is over and you will now state the main points in the body of the speech in the order that you plan to cover them.

BODY OF THE SPEECH (Can have 2-5 main points)

I. This is the first Main Point/ topic you will discuss in your speech; stated in a complete sentence. It is the first topic that you mentioned in your preview in either your first transition or IV of the Introduction.

- A. This is the first piece of evidence or support for the main point stated above.
 - 1. This would be support for the evidence provided in A and directly related to the main point
 - 2. This evidence would support 1above.
- B. A new piece of evidence to support the first main point.

TRANSITION: This will alert the audience you are finished with the first main point and are now moving into the second main point in the body of the speech.

II. This is the second main point/ topic that you will discuss in your speech; stated in a complete sentence. It is the second topic that you mentioned in your preview in either your first transition or IV of the introduction

- A. Support material
 - 1.
 - 2.
- B. Support material
 - 1.
 - 2.
 - a.
 - b

CONCLUSION OF SPEECH

- I. Transition signal
- II. Summarize central idea of the speech
- III. End memorably

A COMPLETE SPEECH OUTLINE SHOULD FOLLOW THE ABOVE FORMAT, AND IT SHOULD BE TYPED IN COMPLETE SENTENCES. (Assessment)

NOTES TO AID STUDENTS:

TRANSITIONS:

In addition-	moreover	likewise	next
further	also	first	
besides	too	finally	
and	in addition	last	
and then	equally important	initially	

II. COMPARISON-

similarly, likewise, in like manner, in this vein, in the same way, and so forth.

POSSIBLE WAYS TO INTRODUCE YOUR SPEECH

Startle them, use a quote, use a suspenseful analogy, begin with a rhetorical question, tell a story, share an example, and quote relevant statistic

POSSIBLE WAYS TO CONCLUDE A SPEECH

Share what you have covered in a clear restatement, end with a quote, relate to your opening story or example in the introduction, or make a dramatic statement. One other tip, the conclusion is not the time to introduce new subjects or information.

TYPES OF SUPPORT MATERIAL

Examples, quotes, analogies, hypothetical examples, testimony-peer or expert, definitions, stories, and statistics (sparingly used)

POINT SYSTEM FOR SPEECHES: Assessment

Outstanding = 85

Superior = 77

Excellent = 68

Good = 60

Fair = 51

Unprepared 40 (This means that you at least made an effort to give a speech even though it was not successful)

COMMUNICATION DEPARTMENT CRITERIA FOR GRADING SPEECHES: (Assessment)

Adapted from Southern Illinois University, Edwardsville – Dept of Speech Communication

Standards for Speech Evaluation

Under **SPEECH COMPOSITION**, seven areas will be considered:

- How well you introduce your speech
- How logically and appropriately you divide your topic into its component ideas
- How fully you develop your topic with a variety of supporting materials. Additionally, a thorough, comprehensive and properly formatted outline must accompany your speech.

- How carefully you choose the language you use in presenting your ideas
- How effectively you conclude your speech
- How appropriately you considered your audience in the selection and use of your sources both orally and written.
- How clearly you have provided an APA list of references, if required.

Under **SPEECH DELIVERY**, the following six factors will be considered:

- How poised and at ease you appear in giving your speech
- How effectively you gesture and move while presenting your ideas
- How aware of and responsive to your audience you are as you give your speech
- How natural and expressive your voice is as you speak
- How effective your overall performance seems to be with this particular audience
- How well you have prepared your speech to conform to the time requirements (a 4-6 minutes speech should not be shorter than 3 minutes and 30 seconds or longer than 6 minutes and 30 seconds).

Each of thirteen factors has degrees of competence associated with it; they are not simply "present" or "absent." In the section below, the differences between an **A**, **B**, and **C** speech are described in general terms.

THE C SPEECH. To receive a grade of **C**, a speech must be basically **COMPETENT**. The **C** speech is one in which nothing major goes wrong. The introduction gets the speech started appropriately - capturing your audience's attention and directing it toward your speech's theme. **The introduction** also relates the topic to the audience in some clear way, establishes your credibility on the topic, and leads smoothly to the body of the speech. **The body** of the **C** speech is divided in a way that is appropriate to the topic, is developed with appropriate supporting materials, and is cast into language that accurately and clearly expresses your ideas. **The conclusion** fulfills the minimum essentials - summarizing either your main theme or major points, and giving the speech a definite sense of conclusion.

The delivery of the **C** speech is one in which you do not have distracting postural, gestural, or movement mannerisms (such as slouching over the lectern, brushing your hair out of your eyes, and rocking or squirming while you speak). Furthermore, to receive a grade of a **C** you should at least maintain more eye contact with your audience than with your notes, the walls, or the ceiling. Your voice should be relatively flowing, loud enough to be heard without the audience having to strain, and free from vocalized pauses such as "uhs," "you knows," and "like." Finally, the **C** speech keeps the audience at least politely attentive throughout. The topic must be interesting and significant enough to be worthy of their time.

The vast majority of the speeches in the beginning public speaking class fall into

this category. For most students, being able to present their ideas in a coherent and reasonably well-developed manner, while looking basically poised and confident standing up in front of their classmates, is an important and significant accomplishment for a single term. A grade of **C** on your speech is an indication that you have achieved a level of competence.

THE B SPEECH. To receive a grade of **B**, a speech must be more than simply competent; it must also be **INTERESTING**. **The introduction** of the **B** speech is usually more fully developed with more time and effort spent in relating the topic to the audience and preparing them for what is to follow. **The body** of the **B** speech has a clear pattern of organization that is closely related to the central theme. The **B** speech also has fuller development and employs a wider variety of interesting supporting material (such as anecdotes, examples, visual aids, definitions, statistics, comparisons, contrasts, analogies), as well as more fully adapting those materials to this particular audience. Often, **the conclusion** of the **B** speech is more fully developed and better integrates with the theme of the speech as well.

Delivery in a **B** speech has you more animated and fluid and are actually beginning to look comfortable and at ease. Your posture remains good, you are beginning to gesture naturally and expressively, and your movement begins to serve the conveyance of your speech's content instead of merely using up excess adrenaline. Your voice is becoming more expressive and empathic, and your audience shows signs of active interest in your speech.

THE A SPEECH. To receive a grade of **A**, your speech must be more than interesting; it must also be **MEMORABLE**. **The introduction** actively involves us with your topic in some way and makes us want to hear more. In **the body** of the **A** speech, your analysis of the subject is insightful and novel. Your examples are especially well-adapted to your particular audience. Your language choices are vivid (perhaps employing some effective imagery or sustained metaphor that unifies the entire speech). The statements of your main points are unforgettable. Transitions between points are varied and appropriate; the audience knows at all times precisely where you are in your speech and how the parts relate to the whole. **The conclusion** of the **A** speech not only rounds the speech out by giving it a sense of completeness; it actually gives the speech a sense of **IMPACT** and forcefulness.

Delivery in an **A** speech goes beyond general poise and a sense of looking comfortable in front of your audience. In an **A** speech, you are actively projecting your personality to your audience, actively employing your posture, gestures, and movements to engage your audience's attention to your speech. Furthermore, you are able to take advantage of the natural ebb and flow of their attention as you present your speech - adapting your presentation to your audience as you progress through your speech. Your voice becomes more than simply a means for conveying your ideas, which you control for tempo, volume, rhythm, and rate in order to best serve the presentation of your ideas. You build crescendos, climaxes, and decrescendos to heighten the impact of your ideas

on your audience. Finally, the **A** speech has the audience actively listening, responsive to your speech, and eagerly waiting for what comes next.

EXTRA CREDIT: Instructional Design/Assessment

Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select three of them to be completed and turned in or electronically submitted (**MS Word Only**) by last day of instruction. Post it on Moodle under **Extra Credit**. Written papers should be about you and how you think, feel, and deal with interpersonal situations in your life.

Each of these paper options should be 2 pages in length unless otherwise specified. Be sure to accurately cite your sources for full points.

1. Do you feel empowered in conflict situations? After reading the chapter on conflict how would you describe your preferred conflict style? How do you verbally respond to conflict situations? How do you nonverbally respond? (Hint use the textbook for the terms, be sure to cite the textbook correctly) (Value 3 pts)
2. There are two types of shy people; shy introverts and shy extroverts what are some of the differences? How does shyness affect a person's self-concept, self esteem and reflected appraisal? (Hint you will need your notes and textbook to answer these questions) In what types of situations do you experience shyness? (Value 3 Pts) For more information on this topic go to <http://www.shyness.com/> and explore the site. There are various self-quiz options for you to explore as well as, The Encyclopedia of Mental Health for more information on shyness.

For those of you who would like to explore the web you may choose from several interactive tours and explore various sites.

1. www.oup.com/us/adler- This is the companion website for your textbook which offers many resources, including; flashcards for key terms, interactive self tests, and links to a variety of communication websites, as well as a listing of movies and clips highlighting various concepts and offering discussion questions. The activities, movie analysis, and some exercises would work for an extra credit assignment. If there is a question, ask me.
2. <http://www.tolerance.org/blog/case-black-barbie-doll> This is a case study which reveals the preference for white dolls verses those with darker skin tone. Review the hyperlinks provided and answer the question about how you would handle such a situation. Please also address one or more of the concepts from your textbook chapter(s) 3,4 and or 6). Be sure to accurately cite your textbook using APA style. (Value 3 pts)
3. <http://www.tolerance.org/supplement/what-ageism-high-school> For this extra credit assignment you would read both articles and complete activities 3 and 4. (Value 3 pts)
4. www.pbs.org/race On this website there are multiple opportunities to explore the concept of race. Select one or more and print out the first page. Address the following question in your 1 to 2-page paper. What did you learn about Race? In what ways does

the concept of race perpetuate an illusion? (Value 3 pts)

5. Film Critique: I love the use of film to help explain concepts from our class. This extra credit assignment is designed for you to apply what you have learned from our class by selecting and analyzing a film of your choice. Please make sure the film clips you choose would be something I would use in class ie PG or PG13 please. You may select any 3-6 concepts covered from our class in lecture or in the textbook. You will explain the concepts in writing as well as via your film clips. This paper would be 1.5-2 pages and include 3-5 film clips as examples of the concepts you have selected. The value of this assignment is 3 to 8 points.

6. Create a PowerPoint presentation of test questions. Three questions per chapter (covering all of the chapters that have been assigned in class). You should include a title slide, which includes: your name, the name of the course and textbook. You should also include title separator slide which would include the chapter number followed by the first question. The first question slide would contain the question, the answer slide should have the answer, chapter and page number where you found it. Questions should be multiple choice, (following the example below). (Value 8 pts). *Bonus points may be given if you include some questions about the lecture material.*

CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation

Slide 1: Title Slide Chapter 2

Slide2: Q1 Multiple choice question NOT T/F

Feedback may be all of the following EXCEPT...

- A. AUDITORY
- B. TACTILE
- C. VISUAL
- D. COGNITIVE

Slide 3: Answer Slide with Reference information

D. COGNITIVE REFERENCE: Chapter 2, pp. 8-9

7. For Non-native speakers or those who can speak another language fluently this is an opportunity to pick up some extra credit. **Translate the course syllabus into another language. (USING MS WORD ONLY)** I will the post the course syllabus on the web for other students to access. (Value 8 pts). **For this assignment, I must receive a CD or electronic copy with the translation in MS WORD.**

8. For those of you who have taken or are currently taking an **online class**, and would like to get some extra credit by sharing that experience with me this is an option to pick up some extra credit points. I have some questions I would like you to address in a short two-page paper. Send me an email if you want to complete this option and I will send you the questions. (Value 3 pts)

9. Study Groups: There are various ways to study for this course, one of the most effective is to establish study groups and meet regularly to review the course material in a discussion format. A group is quantified as three or more people. The study guides have been provided for you on the Instructor Website. Here is a website to help you create your own flashcards and other study aids called Quizlet and it is a great way to pool your resources and teach one another the material <http://quizlet.com>. I would encourage you to divide the material between your study groups and meet to teach one

another what you have learned and are learning from the class as well as from the textbook. Because I believe this will help you to prepare for the exams, particularly the second exam, which is more difficult, I will provide you with extra credit. To get extra credit you must as a group: 1. decide how to divide the workload between you. 2. Exchange email, phone numbers etc. so that you can contact one another. 3. Meet together a minimum of four times. 4. Complete the study guides together as a group. 5. Complete a peer review for each person in the group including yourself, rating each person's participation in the group, yourself included. 6. Turn in a typed copy of your group's study guide and a summary of the discussions (Value 1-10 points). I strongly encourage you to study in your group for each of the exams.

Option 10: College Skill Zone (On the main campus)

You will not earn extra credit for Computer Basics, or Navigating LBCC Resources. For extra credit. You must write a paper indicating what you learned, which session (s) you attended and you must turn in your CSZ zone stamped paper indicating you attended. Each paper should be 1 to 1.5 pages and submitted to Moodle (Extra Credit) (Value 1-10 points)

Option 11: The Writing Center or TutorTrac

Rough drafts of your outlines can be submitted online or you can go in person to either writing center. There the helpful staff will review your work and give you suggestions. Both of these options can be done in person or online in advance. To receive credit you must provide the tutor's writing centers suggestions on your rough draft at the same time as you turn in your final draft for me to grade. Each of your speeches can earn the additional 5 points for a total of (1-25 points). You must also provide proof you worked with the tutor or writing center and write a brief paper 1 to 1.5 pages highlighting what you learned from this process.

EXTRA CREDIT STANDARDS FOR WRITTEN WORK

Extra credit assignments must be typed and double-spaced and stapled. Heading information such as name and course number, and time of class should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. A cursory attempt at completion of the assignment will not be sufficient.

Please note: All extra credit will be graded on a quality basis. If an extra credit assignment is not up to instructor standard, points may be deducted. **All extra credit assignments must be completed on, or before the last day of instruction. I will not accept late assignments, or extra credit assignments on the day of the final exam or after.**

Tentative Course Calendar: Instructional Design- Please note, this is subject to change. Changes to this calendar will be noted in Moodle, and by way of announcement to the whole class. There are some weeks that are combined allowing you additional time to complete assignments. This will be clarified on Moodle.

Important Dates

<i>Drop w/ Refund</i>	<i>April 8</i>
<i>Last day to withdraw</i>	<i>May 17</i>
<i>College Closed Memorial Day</i>	<i>May 27</i>
<i>Final Exam BC</i>	<i>June 12 Wednesday @ 8-9:50am</i>