COMM 2110
INTRODUCTION TO INTERPERSONAL COMMUNICATION
SPRING 2014

Class Meetings

<table>
<thead>
<tr>
<th>LECTURES</th>
<th>LABS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>9:40 -10:30</td>
</tr>
<tr>
<td>MON AND WED</td>
<td>1110 LNCO</td>
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<tr>
<td>Jennifer Cummings</td>
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<tr>
<td>Section 2</td>
<td>8:35-9:25</td>
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<tr>
<td>FRIDAY</td>
<td>131 OSH</td>
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<td>Yvonne Clark</td>
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<td>Section 3</td>
<td>9:40-10:30</td>
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<td>FRIDAY</td>
<td>131 OSH</td>
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<td>Yvonne Clark</td>
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<td>Section 4</td>
<td>10:45-11:35</td>
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<tr>
<td>FRIDAY</td>
<td>131 OSH</td>
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<td>Yvonne Clark</td>
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Instructors

Jennifer Cummings, Ph. D. 2614 LNCO
Office Hours: 10:30am-11:30 am on Mondays and Wednesdays, and by appointment
j.cummings@utah.edu

Yvonne Clark 2810 LNCO
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Textbook

Course Description

We all know that communication between people is primary. It’s basic and evident in most every situation in our lives. We constantly hear that “communication” is the key to successful marriages and partnerships, satisfying family relationships and friendships, effective business transactions and short-term and on-going professional relationships. “Communication” gets identified with success in team sports, artistic performances, legal and bureaucratic situations and even mental, emotional, and physical health.

But while we have communicated with others our whole lives, we do not always understand how communication works or how what we do affects us and others. We have been so busy doing it that we haven’t had the chance to really reflect and understand it.

Well, this is our chance.
In the words of our textbook authors:
“One of the reasons that communicating well is not easy is that it so hard to see. For most of us, most of the time, communication is an invisible process. Although you’ve communicated all your life, you’ve probably done so automatically. You’ve rarely stopped to analyze the choices that you make. In fact, you may not have realized that you are making choices at all, and you may have completely overlooked the fact that your communication behavior has real effects on the people around you as well as on you yourself. Our goal...is to make students aware of the impact of communication on their lives.”

In this course, we will work from a large body of interpersonal communication research and theory in order to understand the significance of communication in our contacts and relationships with other people. Our study will likely reveal that communication between people is more complex than we think and that “simple solutions” or “easy answers” are often illusions. We are undertaking this study with the expectation that if we can increase our understanding of, awareness about and consciousness within communication, our own communication behaviors will probably get better. And that would be a good thing.

As our study hopefully will make clear, conscious and effective communication can enrich our lives in more ways than we can imagine.

Course Requirements

1. Attend class regularly (Monday and Wednesday Lectures and your Friday Lab)
2. Complete textbook readings by Monday’s class each week
3. Complete on time all graded and non-graded activities and assignments that occur within your Friday Lab group
4. Create a safe, open, and supportive learning environment for every student in the class. This means both:
   • Lecture (where you might feel more “invisible” and unrestrained), and
   • Your Lab Group (where you might feel freer to dominate and try to make the situation about you)
We are all here to learn. A part of that learning is that our choices in communicating can help and facilitate everyone’s learning, including our own. The course expectation is that each of us will communicate and behave in ways that facilitate every student’s freedom to participate and learn, while being true and authentic to ourselves and our own learning.
5. Complete an in-class Midterm Examination on Wednesday, Feb 26 in 1110 LNCO.
6. Complete 1 Individual Application paper (select 1 of 3 topics with different due date options)
7. Participate in the Difficult Situations Simulation on Friday, March 21, 2014 during lab.
8. Commit to a Demonstration Project Group (groups will be assigned in February).
9. Attend the Project Group Workday (date TBA) and participate in your Demonstration Group’s presentation in class when scheduled.
10. Complete the in-class Final Examination, 8:00-10:00 AM on Thursday, April 24 in 1110 LNCO.
For students who fulfill all the course requirements above on time, your final course grade will be the average of 5 equally-weighted graded activities:

- **Midterm Examination**
  In-class exam on Wednesday 2/26/2014
  Includes chapters 1-6 and lectures/labs from 1st half of semester

- **Individual Application Paper**
  Select one of three paper options and submit through Canvas:
  Nonverbal/Verbal Message paper, due 3/7/2014
  Social Interaction paper, due 3/21/2014
  Relationship paper, due 4/4/2014

- **Group Presentation: Demonstration Project**
  Participate in in-class group presentations 4/18/2014

- **Lab Performance**
  Attendance, Written Assignments, Simulation, Participation in Non-graded Assignments (Group work, Discussion, Lab activities, etc.)

- **Final Examination**
  In-class exam on Thursday, April 24, 8:00-10:00 AM
  Includes chapters 7-13, simulation and lectures/labs from 2nd half of semester

For students who do not fulfill all the course requirements or fulfill them late without prior arrangements with your instructor, your final course grade will also be based on the 5 graded activities above, but will also be lowered accordingly.

Grade breakdown is as follows:

A = 100-94%  A- = 93-90%
B+ = 89-87%  B = 86-84%  B- = 83-80%
C+ = 79-77%  C = 76-74%  C- = 73-70%
D+ = 69-67%  D = 66-64%  D- = 63-60%
E = 59% and Below
University Policies

1. **ADA Accommodation:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodation in this class, reasonable prior notice must be given to the Center for Disability Services, 162 Olpin Union Bldg, 801-581-5020 (V/TDD), [http://disability.utah.edu/](http://disability.utah.edu/). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. **The Drop/Withdrawal policy is available on the University’s website:** [http://registrar.utah.edu/handbook/withdrawal.php](http://registrar.utah.edu/handbook/withdrawal.php)
   Briefly, you may drop a course without tuition charges or notation on your transcript on or before Wednesday, Jan. 15 or petition to withdraw from the course before Friday, Feb. 28.

3. **Reasonable accommodation will be given to students who provide prior or timely documentation of their unique circumstances (U of U sanctioned events, medical emergencies, etc.) which result in absence(s) or missed assignment(s).** If you are in need of accommodation on any basis, please contact Dr. Cummings in the 1st week of class.

4. **Content Accommodation:** The University recognizes that students’ sincerely-held core beliefs might make it difficult for students to fulfill some requirements of some courses or majors. It is the student’s obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student’s sincerely-held core beliefs. [http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf](http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf)

5. **Other policies are described in detail on the University’s website:**
   - **Academic Integrity:** [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)
   - **Attendance:** [http://registrar.utah.edu/handbook/attend.php](http://registrar.utah.edu/handbook/attend.php)
   - **Fall 2013 calendar:** [http://registrar.utah.edu/academic-calendars/fall2013.php](http://registrar.utah.edu/academic-calendars/fall2013.php)
   - **Grade Disputes:** [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)
   - **Student Privacy:** [http://registrar.utah.edu/handbook/ferpa.php](http://registrar.utah.edu/handbook/ferpa.php)

Course Policies & Recommendations

1. **Class Participation, Application Assignments & Missing Class:** It is expected and recommended that you will attend class regularly, demonstrate your preparedness by having read the readings and completed any assignments due that day. If you do have to miss a class, please first get notes from a classmate, then feel free to see Jennifer or Yvonne for clarification of anything you still do not understand. If you choose to miss class frequently please do not expect your instructors or a classmate to catch you up on missed material. Repeated absences signify that you have opted to learn the material on your own. Some material on exams comes from lecture and is not covered in your readings. Occasional in-class and out-of-class application assignments will also be given. These are designed to help you better understand and apply course material, and will help you earn participation points.
2. **Extra Credit or Make-Up Work:** There is no extra credit or make-up work offered. The idea is to perform your best on each assignment as we go along. For our part, we offer resources in advance (i.e., study guides, availability to answer questions, discussing paper ideas), to help you succeed in the course. Please take advantage of these offerings.

3. **Assignment Due Dates:** Exams and presentations must occur on their assigned date. Late assignments and papers will be docked a full letter grade for each calendar day late.

4. **Grade Appeals:** If you wish to appeal a grading decision, you may submit a grade appeal after 1 day but within one week of the receipt of your graded work. Grade appeals must be in writing and provide a well-reasoned argument, with support drawn from course concepts and linked to your graded work. From this we will reevaluate whether a change of grade is justified.

5. **Canvas:** This course makes use of the online supplements provided by Canvas. You will find the syllabus, announcements, assignments, readings, and supplemental course material on Canvas so please become familiar with it and CHECK IN OFTEN to stay current. You will also submit your some assignments and your final paper here under the “Assignments” tab. We will also be using Canvas for group project coordination and small group discussions.

6. **Technology in the Classroom:** You may use laptops and tablets in the classroom for note-taking only. Laptop users are asked to sit in the back of the class or on the sidelines to minimize distraction to your fellow students. Please refer to the following article: [http://www.thestar.com/news/canada/2013/08/15/laptops_in_class_lower_students_grades_study_says.html](http://www.thestar.com/news/canada/2013/08/15/laptops_in_class_lower_students_grades_study_says.html)

   Surfing the internet, social networking, email, games, etc. are inappropriate and distracting (not to mention obvious) to your instructors and your classmates. Abuse of electronic note-taking privileges may result in a ban on all such devices.

   Cell phones and texting devices are to be turned off and put away during class hours. If you have an emergency, please excuse yourself from class to communicate in the hall.

7. **Privacy:** With sensitivity for our topic and the occasional disclosures that arise during class discussions and lecture, you may not video- or audio-tape class lectures and discussions. Special requests for audio-taping certain lecture material exclusively for personal study may be submitted to me, with the understanding that no lecture, discussion, or course activity is to be shared or posted in any online or social media forum.

**FINAL THOUGHTS:**

We are passionately committed to giving you our best efforts as your instructors. We anticipate the same from you. Experience has shown that those who read in advance, attend class regularly, and participate in discussions perform better than those who skip or skim the readings and/or come irregularly to class. The bottom line is that coming to class prepared serves you better for the exam and assignments and enriches the quality of our class discussions. Most importantly, it makes this a class that has the potential to enhance your communication and your relationships in life-changing ways. For our part, our goal is to make this a class you WANT to attend!
# Course Schedule

(subject to change as needed)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>DETAILS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 6</td>
<td>Finalize enrollment and Course Overview</td>
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<tr>
<td></td>
<td>Jan 8</td>
<td>Communicative Competence and Relationships</td>
<td>Chap. 1</td>
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<tr>
<td>2</td>
<td>Jan 13,15</td>
<td>Building Interpersonal Relationships</td>
<td>Chap. 2</td>
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<td>3</td>
<td>Jan 20</td>
<td>No Lecture, Monday January 20 (MLK Jr. Day)</td>
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<td></td>
<td>Jan 22</td>
<td>Nonverbal Competence</td>
<td>Chap. 3</td>
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<td>4</td>
<td>Jan 27, 29</td>
<td>Nonverbal Competence, Language and Verbal Competence</td>
<td>Chap. 3, 4</td>
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<tr>
<td>5</td>
<td>Feb 3, 5</td>
<td>Language and Verbal Competence</td>
<td>Chap. 4, 5</td>
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<tr>
<td>6</td>
<td>Feb 10, 12</td>
<td>Listening and Conflict Management, Interpretive Competence/Perception</td>
<td>Chap. 5, 6</td>
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<td>7</td>
<td>Feb 17, 19</td>
<td>No Lecture, Monday February 17 (Presidents’ Day)</td>
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<td>&quot;Challenges in Close Relationships&quot; - Guest Lecture, Prof. Norm Elliott</td>
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<td>8</td>
<td>Feb 24, 26</td>
<td>Wrap up first half (Ch 1-6) &amp; Review Q&amp;A for Midterm Examination</td>
<td>MIDTERM EXAMINATION</td>
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<td>9</td>
<td>Mar 3, 5</td>
<td>Goal and Contextual Competence</td>
<td>Chap. 9</td>
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<td>PAPER OPTION #1 DUE 3/7 on CANVAS by 8:30am</td>
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<td>10</td>
<td>Mar 10, 12</td>
<td>SPRING BREAK - no lecture or lab</td>
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<td>11</td>
<td>Mar 17, 21</td>
<td>Role Competence / Self Competence, LAB: Difficult Situations Simulation</td>
<td>Chap. 7, 8</td>
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<td></td>
<td>Mar 21</td>
<td>(All labs meet at regular time in DiBona Computer Lab – OSH 112)</td>
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<td>PAPER OPTION #2 DUE 3/21 on CANVAS by 8:30am</td>
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<td>12</td>
<td>Mar 24, 26</td>
<td>Intimate Relationships</td>
<td>Chap. 11</td>
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<td>13</td>
<td>Mar 31, Apr 2</td>
<td>Marital and Family Relationships</td>
<td>Chap. 10</td>
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<td>PAPER OPTION #3 DUE 4/4 on CANVAS by 8:30am</td>
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<td>14</td>
<td>Apr 7, 9</td>
<td>GROUP PRESENTATIONS</td>
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<td>15</td>
<td>Apr 14, 16</td>
<td>GROUP PRESENTATIONS, Public &amp; Professional Relationships</td>
<td>Chap. 12</td>
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<tr>
<td>16</td>
<td>Apr 21, 23</td>
<td>Public &amp; Professional Relationships, Wrap up second half (Ch 7-13)</td>
<td>Chap. 12</td>
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<td>Final Exam Review Q&amp;A</td>
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<td><strong>Finals Week</strong></td>
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<td>**FINAL EXAMINATION, Thursday, April 24, 8:00-10:00 am in LNC O 1110</td>
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Lab Description
The purpose of the interpersonal communication lab is to apply and engage specific aspects of the material covered in the course lectures and text. The discussions, activities and assignments in lab will be, to some extent, for review and clarification of the weekly lectures. More importantly, however, our lab discussions offer an opportunity to apply interpersonal theory to our own relational experiences in greater detail than the large lecture format would allow.

Lab Policies
1. Attendance and Participation
Successful and Useful discussion sessions (lab and lecture) require your presence and participation. As such, attendance is mandatory and will be included in your final lab grade. Attendance will be taken each day in lecture and lab! If you are late, your attendance will be docked by 1/3 for the day. Absences (aside from university sanctioned activities) will count against your total attendance grade(http://registrar.utah.edu/handbook/attend.php). If you are absent for a University sanctioned activity you are required to bring the necessary forms to me and arrange for an alternate assignment one week before the date you will miss. In addition, participation is central to the success of this lab and your success in it. “Participation” in this lab is broadly defined. There are many opportunities to actively contribute, including, in-class discussions and group activities. Cell phone use will not be tolerated. If cell phones, laptops, tablets, etc. become a distraction they will be banned from the classroom. You will earn points by arriving on time to lab and contributing to small and large group discussion. If you have concerns regarding your ability to participate in this lab, please speak with me during the first week of class or as soon as the issue arises. There will be no content accommodation for this lab (http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf). ADA Accommodation is always available to you through the Center for Disability Services (http://disability.utah.edu/).

2. Homework, Due Dates, and Late Work
There are no opportunities for make-up work or extra credit. All assignment due dates are firm! Papers and assignments must be submitted through Canvas on or before 8:30 am on their due date. Late work can be turned in for partial credit, but will be marked a full letter grade lower for each calendar day late (including weekends). In the event of an unforeseeable emergency please contact me as soon as possible so that arrangements can be negotiated.
3. Lab Grades
Your Lab grade (20% of your overall course grade) will be determined by the following:
Attendance and Participation:  60%
Simulation:                  15%
Homework (Three Journals)   25%
TOTAL.......................................................100%

4. Lab Homework Assignments

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<thead>
<tr>
<th>Week</th>
<th>Date Assigned</th>
<th>Assignment/Notes</th>
<th>Due on Canvas (before 8:30 am)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1-10-2014</td>
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<td>Week 2</td>
<td>1-17-2014</td>
<td>Journal 1: Relationship Due</td>
<td>1-17-2014</td>
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<td>Week 3</td>
<td>1-24-2014</td>
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<td>Week 4</td>
<td>1-31-2014</td>
<td>Journal 2: Verbal Options Due</td>
<td>1-31-2014</td>
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<td>Week 5</td>
<td>2-7-2014</td>
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<td>Week 6</td>
<td>2-14-2014</td>
<td>Journal 3: Relationship 2 Due Academic Writing Workshop</td>
<td>2-14-2014</td>
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<td>Week 7</td>
<td>2-21-2014</td>
<td>Mid-Term Exam Review</td>
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<td>Week 8</td>
<td>2-28-2014</td>
<td>Mid-Term No Lab</td>
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<td>Week 9</td>
<td>3-7-2014</td>
<td>Paper Option 1 Due</td>
<td>3-7-2014</td>
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<tr>
<td>Week 10</td>
<td>3-14-2014</td>
<td>Spring Break No Lab</td>
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<td>Week 11</td>
<td>3-21-2014</td>
<td>Difficult Situation Simulation Paper Option 2 Due</td>
<td>3-21-2014</td>
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<td>Week 12</td>
<td>3-28-2014</td>
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<tr>
<td>Week 13</td>
<td>4-4-2014</td>
<td>Final Exam Review</td>
<td>4-4-2014</td>
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<tr>
<td>Week 14</td>
<td>4-11-2014</td>
<td>Final Exam Review</td>
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<tr>
<td>Week 15</td>
<td>4-18-2014</td>
<td>Group Project Demonstrations</td>
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*Special thanks and credit to Megan McFarlane for her examples, templates and ideas for this Lab Course.
PURPOSE: This component of the course is the primary opportunity for each student to focus his or her study of interpersonal communication more sharply and with greater depth. The Application Papers described below are a chance for you to pursue your understanding of specific ideas that catch your interest from the class and to explore them more fully and carefully. We hope you see these assignments as invitations to develop your personal learning within the course in particular ways that apply to your own communicative life.

DESCRIPTION: For each of the paper options listed below you are asked to draw from both existing communication research and your observations of actual or portrayed relationships as ‘research data.’ For example “actual relationships” could be yours, your parents, your friends, Brangolina, etc., while “portrayed relationships” might come from television, movies, novels, plays, etc. Using your ‘data,’ discuss the concepts that are most interesting to you as you see them occurring ‘in action.’ Be willing to ask and answer some of the following questions: What patterns of behaviors do you observe? What are the consequences of the behaviors you observe? What do they mean to the relationship? What do they tell you about the relationship? Are the relational partners consciously aware of their communicative behavior? What have other researchers said about these communicative behaviors? What communicative choices could improve the relationship?

Most importantly, we are asking you to move beyond simple description and definition of the concepts to application and deeper analysis of the concepts.

CHOOSE 1 from the following 3 paper options:

**Option 1 VERBAL/NON-VERBAL MESSAGE Paper**  **Due: FRI 3-7-2014**

Option one is an opportunity to more deeply engage the material primarily covered in the Trenholm & Jensen textbook chapters 3 & 4. Relevant concepts to “message” are also raised in chapters 6 & 9 and at various times in Lecture and Lab. Your task is to (1) identify and briefly describe a specific concept(s) from the class that focuses on the verbal/non-verbal MESSAGE component of communication; (2) develop a thesis or general argument about some aspect of verbal/non-verbal messages and their impact on relationships and communication; (3) provide evidence (vivid and concrete examples) of those concepts and explain how they support your thesis; and (4) analyze the meaning, impact, consequences or outcomes of the observed behaviors on the relationship (answer the “so what?” question – why does any of this matter? why should we care?).

**Option 2 SOCIAL INTERACTION Paper**  **Due: FRI 3-21-2014**

Option two is an opportunity to more deeply engage the material covered in the Trenholm & Jensen textbook chapters 7 & 8. Relevant concepts to “social interaction” are raised throughout the textbook and in Lecture & Lab, but chapters 9 & 12 may also be useful here. Your task is to (1) identify and briefly describe a specific concept(s) from the class that focuses on our role enactment and self-presentation within specific social contexts; (2) develop a thesis or general argument about some aspect of social interactions in context and their impact on relationships and communication; (3) provide evidence (vivid and concrete examples) of those concepts and explain how they support your thesis; and (4) analyze the meaning, impact, consequences or outcomes of the observed behaviors on the relationship (answer the “so what?” question – why does any of this matter? why should we care?).
Option 3 RELATIONSHIP Paper Due: FRI 4-4-2014

Option three is an opportunity to more deeply engage the material introduced in the Trenholm & Jensen textbook chapter 2 and underlies chapter 5. Relevant concepts to “relationship” are also raised in chapters 10 & 11 and at various times in Lecture and Lab. Your task is to (1) identify and briefly describe a specific concept(s) from the class that focuses on relational communication, relational competence, or relationships more broadly; (2) develop a thesis or general argument about some aspect of relational communication as it occurs in actual or portrayed relationships; (3) provide evidence (vivid and concrete examples) of those concepts and explain how they support your thesis; and (4) analyze the meaning, impact, consequences or outcomes of the observed behaviors on the relationship (Answer the “So what?” question: Why does any of this matter? Why should we care?).

NOTE: The guidelines for this paper are specific. Please read the assignment guidelines carefully and fully. Please write your paper according to these guidelines.

ASSIGNMENT GUIDELINES:

• Each essay will be a 5-page typed, double-spaced paper.
• Each essay is due at or before 8:30 am on the designated Friday due date and must be submitted on Canvas. E-mail or Fax submissions will not be accepted.
• Each essay requires a MINIMUM of two additional ACADEMIC sources beyond the course text.
  o Be aware that secondary sourcing (your textbook is a secondary source) can be problematic.
  o Most electronic sources (e.g. wikipedia, personal or organizational web-pages, and results of most regular Google searches) cannot be authenticated as ACADEMIC sources (that is, those that have been peer reviewed and are accepted within legitimate academic disciplines).
  o On-line searches for ACADEMIC sources may be conducted through Marriott Library databases or Google SCHOLAR. Google Scholar can be accessed from the drop-down menu “more” on the Google search page or directly at http://scholar.google.com. If you need help accessing any of the Marriott Library’s on-line databases, you can contact Dale Larsen, Communication Research Librarian at dale.larsen@utah.edu. He is experienced and dedicated to helping communication students with their research needs. He will welcome your contact.
  o If you have any questions about the validity of a source, you can also consult your instructors.
• Sources are to be appropriately cited BOTH within the essay itself, and in an attached reference page according to the most recent version of either the APA or MLA writing style manuals. (see the following links for guides)
  o http://owl.english.purdue.edu/handouts/research/r_apa.html For APA
  o http://owl.english.purdue.edu/handouts/research/r_mla.html For MLA
  o Be sure that your sources and quotes are well integrated (that is, appropriately linked with the material or arguments that surround it).
• Place your name and lab section number (single spaced) in the upper left corner of the first page.
• Font and character size should be the standard Times New Roman and 12pt.
• Left and Right Margins should not exceed 1.25”. Top and Bottom Margins should not exceed 1”. (These are typical default settings in Word Documents).
• Do NOT double double-space between paragraphs.
• Please be sure that essays meet usual University writing standards (i.e. are mechanically correct, proper spelling, grammar, etc.).
Assignment Description for
GROUP PRESENTATION: DEMONSTRATION PROJECT

The purpose of this activity is to create a common task-oriented interpersonal context for each student to apply and extend her or his learning about interpersonal communication in theory, practice, and analysis.

Group Project Presentation Description

• Each group will have 7 minutes for their presentation to the class (Friday 4-18-2014). We will keep time for you but you will be wise to practice monitoring your own time. Groups will be stopped at 7 minutes regardless of where you are in your presentation.

• The presentation includes 3 objectives that may be addressed in any order in your presentation (Objective 3 will most likely work best at the end of your presentation).

Objective 1: Demonstration

Objective 1 of the presentation is to give the class a demonstration or example of one or more specific, concrete interactions/conversations relevant to your idea or focus. Groups are free to make this demonstration in whatever way you think will be most effective. Common methods are live enactment, originally-produced recorded enactment/interaction (VHS, DVD, audio) and audio/video clips from movies, TV or elsewhere, but you are not limited to these modalities.

Objective 2: Application

Objective 2 of the presentation is to offer a clear, explicit, and informed application of the demonstrated examples to course concepts. This may be brief in that we will not need an extensive review of each concept, but rather an accurate and concise summary and explanation of how the concept(s) applies to your example.

Objective 3: Analysis

Objective 3 is to facilitate for the class a deeper understanding, explanation, or conceptual framework for considering the interaction(s) that was demonstrated. Help us understand the underlying meaning and implications of your topic and demonstration and convince us of its importance and relevance to communication/relationships and to us.

Group Demonstration Projects will be evaluated on three criteria:

Quality of CONTENT

• Were the three objectives addressed in a thorough and earnest manner?
• How insightful and useful was the understanding that the demonstration produced?
• How well did the demonstration fit with course content application?
• Was the understanding the group offered relevant and useful to our diverse class?
• Did the analysis convey a depth of insight and perspective, and offer conclusions that went beyond the obvious and simplistic?

Quality of PRESENTATION

• Was the presentation clear, well organized and coherent (did it hang together)?
• Did the presentation have an impact on the class (was it interesting, did it engage us)?
• Was the presentation well planned, thought-out, prepared, rehearsed & well performed?

Quality of OUTLINE

• Provide Jennifer and Yvonne with (2 copies of) a brief type-written outline of your presentation including your thesis statement and main points. This is to be turned in on the day of your presentation BEFORE your presentation.
## TIPS FOR SUCCESS

- **Work together.** We are **evaluating presentations, not individuals.** Groups that split up tasks and don’t bring them together until the presentation usually don’t do very well. To achieve a cohesive, blended presentation, plan and practice together in advance.
- If you are using technology, **try it out in advance** to see that you know how to make it work.
- 7 minutes goes by quickly. **Plan and rehearse** your presentation to fit in this short time period.
- Be a committed group member. If you do not show up to Lab and do not communicate with your group in person or return emails, etc., they will move on without you and you may forfeit your position in their group, thereby jeopardizing your presentation grade.