Alyona Prikhidko

UNIVERSITY OF FLORIDA

INTERPERSONAL COMMUNICATION SKILLS SDS 4410, SECTION 4351
INTERPERSONAL COMMUNICATION SKILLS

Counselor Education – College of Education – University of Florida
Fall 2014

SDS 4410 - Section 0998
Thursday 9:30 – 12:30 a.m.
Room 270 Norman Hall

Instructor: Alena Prikhidko

Background: M.S. in Social Psychology, Doctoral Student at the UF Counselor Education Program

E-mail address: a1978@ufl.edu alenagraduate@gmail.com

Office Hours:

Wednesday 10.00-12.00
Thursday 12.30-14.30 Room 1313C, Norman Hall
An office meeting or telephone conference may be arranged on an individual basis, should the need arise.

Required textbook:

Course Descriptions and Objectives:

The main purpose of this course is to enhance your knowledge of interpersonal communication principles, which in turn leads to improving your skills in perceiving others, interacting with people and overcoming information transaction barriers. What is of high importance – emotional component of communication along with a cognitive part, will be viewed carefully. During this course you will explore your own communication
patterns and disclose impressions you make, while forming your image in other people minds.

**Course objectives:**
During this course the student will be able to:

1) Explore the nature of interpersonal communication fundamental principles.
2) Explain how communication is influenced by culture.
3) Reveal the role of self-concept and social identity in managing impressions.
4) Develop his perceptual skills, building empathy and learning how to escape untruthful judgments.
5) Understand the impact of language, both verbal and nonverbal, on communication.
6) Enhance her listening skills, learning to define components and types of listening.
7) Explore the nature of emotions, their influence on communication.
8) Recognize the dynamics of interpersonal relationships.
9) Describe how communication climate develops and how to transform it.
10) Identify psychological conflict, its styles and types along with the conflict management.
11) View communication from various interpersonal perspectives: in friendship, in the family and in intimate relationships.

**Course Descriptions:**
- **Class Participation and Attendance.** This class is concerned not only with theory, but with psychological practice in investigating our own and other people’s communication patterns. Therefore it is very important to understand that each moment we influence each other, giving a communicational feedback even when we keep silent and pretend not to communicate. Every moment in this class is a learning opportunity and your investment is significant for your own success and the overall success of the class. Choosing to attend this class you should consider the following implications:

  1. Your attendance is required. Attendance means both being in class on time for the full session and being fully present in the class. Your course grade will be lowered if you miss the class more than
two times during the term without excuse. Absences may be excused but when conditions are clearly beyond the control of the student and the instructor has been notified in advance. The instructor retains the right to judge whether the documentation justifies an excused absence.

2. Students are expected to participate in all activities and discussions for the class. This includes being prepared to participate in discussions by reading the assigned material, bringing your own experience, being respectful to all the people in the class. Hence a student has her right not to speak up in class, if instructor addresses a student with a question, concerning with his silent behavior, a student must answer the question telling about his or her emotions and thoughts, that prevent her from active participation.

3. It is very important to be careful with your evaluations of other people’s appearance and behavior. When you want to make a remark, please do not say: “You are doing a bad job”, - instead express your feelings saying: “When you do that I fell bad”. Remember that only you are responsible for your own emotions.

4. Complete all course assignments. All assigned work must be completed to receive a grade for this class. All written assignments are to be typed, double-spaced, stapled and satisfy length requirement for concrete assignment. Proper citation is required on all written assignments. Failure to do so is considered plagiarism.

5. Complete all course assignments on the required dates. Late assignments are not accepted. If you feel sick and plan not to come to class inform the instructor in advance. Missed presentations can not be made up except under extraordinary circumstance. It is teacher’s right to consider whether circumstances are extraordinary. Assignments must be submitted as a hard copy. No e-mail submissions will be accepted without prior approval by the instructor.

Accommodation for Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be
presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as clearly as possible in the semester.

Guidelines For Class and Class Policies:

Requirements for class attendance and make-up assignments and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

In addition students in this class are asked to:

1. Turn off the sound of any electronic devices and ask for Instructor’s permission to use them in class if needed.

2. Arrive on time and plan to stay for the entire class.

2.1 Being late means arriving 15 minutes after the beginning of the class. Being late more than 3 times will result in a lower grade.

2.2 Being absent over 2 times without an excuse (being sick or having extraordinary circumstances in a family concerned with serious problems) will result in a lower grade.

3. Know that plagiarism or cheating in any form is a sign of disrespect to yourself, your classmates, and this university and will not be tolerated. On all work submitted for credit by students at the University of Florida, the following pledge is implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.

Confidentiality. In this class we will be speaking about our own thoughts and feelings, sharing personal experience. Student has a right to reveal information he feels comfortable telling. Student has a right to say “No” if he or she doesn’t want to answer a question or participate in an exercise.
Description of Assignments:

Grades are earned by successful completion of the following activities:

**100 points** - Class participation and attendance.
Is earned only by those students who have no more than 2 absences and no more than 3 times late. You should read textbook and be prepared to discuss the assigned content, take part in class activities, be supportive and cooperative. Most classes will consist of discussions and activities in a form of psychological exercises. Be advised that there are special rules in group activities, that will be discussed on the first day and that include:

1) Speak for yourself. Try not to hide behind the word “we” while telling about your own thoughts and feelings. Use I-statements.
2) When you want to tell about someone else in class, use I-Statements. Start by saying: “When you act like this… I feel myself…”
3) “One microphone” rule. Do not interrupt the instructor and your colleagues. Be patient.
4) Listen carefully.
5) Be as sincere as you feel comfortable in this class.
6) Stay in the moment. Try to find yourself in present, try not to think a lot about past and future if there is no special need to do so because of the activity presented.
7) Be an active participant.
8) Do not disclose personal information of your colleagues outside of the group.

**50 points** - Leading Class Activities and Discussions. Each student will lead a part of a class of her choice. Leading means getting ready to facilitate learning activities, exercises concerning with the particular set of interpersonal communication skills.

**200 points** – Role Play Presentation and Analysis: Role plays provide opportunities to experience course concepts personally and to apply theory to the real life and action. This assignment includes three elements: a role play enactment, critique of role plays conducted by your colleagues students, a written analysis of your own presentation. This project is scored in these categories:

- A presentation of a role play, lasting approximately minutes that portrays behaviors in a specific situation. These presentations will
earn a maximum of 50 points. Team members will receive the same number of credit points. All presentations will be videotaped.

- Audience members will evaluate these presentations and then complete an evaluation form for each presentation on the day presentations are scheduled. A maximum of 50 points (based on the number of critique forms complete) are possible.
- Using the script for the role play, the videotape of the role play, and comments offered by the audience, students will critically analyze their own enactment, using a minimum of five credible reference sources. The paper is worth 100 points and is due the last regular day of class.

**50 points** - Emotional Investigation Paper. You would have to conduct an emotional investigation paper on the emotion of your choice. The purpose of this assignment is to gain insightful information of your emotional communication patterns, that in turn leads to enhancing your emotional management skills. This paper should be typed, double-spaced, be no less than 5 pages in length without the emotional diary. In addition emotional Diary should be included.

**100 points** – Journal Assignments. You would have to prepare ten journal assignments, approximately one journal assignment per week. Directions for the focus of your reflection and observation will be given each week for the following week’s journal in the beginning of the class. Each typed journal assignment is expected to be written in APA Style, 2-3 pages, and will be worth 5 points. The remaining 50 points will be earned submitting a paper (Your Metajournal) that will review all 10 assignments and connect them to the course main objectives.

**Extra credit up to 20 points (5 points each).**

If you feel that you need more points you may earn them by completing one or more of the following assignments (all papers must follow the format detailed in the journal assignment description).

1. Challenge your stereotypes by immersing yourself in a culture which is completely unknown to you, write a reaction paper.
2. Collect impressions you make on other people, either personally or through social media, asking them about you 5 main features, that shape your image, your talents and your strengths. Write a reaction
paper, emphasizing what you have discovered from that impressions research.
3. Select a movie, concerning with communication styles of your choice. Choose two characters. The one you like most and the one you do not like at all from the communication perspective. Try to find dark side of the one you admire and bright side of the character you dislike. Write a reaction paper.
4. Think about a book, that shaped your communication style. Describe the book, the character or characters, who influenced your knowledge of communication and write a reaction paper.

**Course Point Breakdown**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation and Attendance</td>
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<tr>
<td>Leading Class</td>
<td>50</td>
</tr>
<tr>
<td>Emotional Investigation Paper</td>
<td>50</td>
</tr>
<tr>
<td>Role Play Presentation and Analysis</td>
<td>200</td>
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<tr>
<td>Journal Assignments</td>
<td>100</td>
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<thead>
<tr>
<th>GRADE</th>
<th>NUMBER OF POINTS</th>
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<tr>
<td>A</td>
<td>448-500</td>
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<tr>
<td>B+</td>
<td>447-423</td>
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<tr>
<td>B</td>
<td>398-422</td>
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<td>C+</td>
<td>373-397</td>
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<tr>
<td>C</td>
<td>348-372</td>
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<td>D+</td>
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<td>D</td>
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<td>F</td>
<td>297 or less points</td>
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<td>Date</td>
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<tr>
<td>01/08</td>
<td>Introduction to the Interpersonal Communication Skills Class</td>
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<td>01/15</td>
<td>Interpersonal Process</td>
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<tr>
<td>01/22</td>
<td>Communication and the self</td>
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<tr>
<td>01/29</td>
<td>Perceiving others</td>
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<td>02/05</td>
<td>Interpersonal Communication in a Changing World</td>
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<tr>
<td>02/12</td>
<td>Language.</td>
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<td>02/19</td>
<td>Nonverbal Communication</td>
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<td>02/26</td>
<td>Listening</td>
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<td>03/05</td>
<td>Emotions</td>
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<td>03/12</td>
<td>Dynamics of Interpersonal Relations</td>
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<tr>
<td>03/19</td>
<td>Managing Conflict</td>
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</tbody>
</table>
Information on current UF grading policies for assigning grade points can be found here [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**Online course evaluation process.**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at [https://evaluations.ufl.edu](https://evaluations.ufl.edu) Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results/](https://evaluations.ufl.edu/results/)
INSTRUCTIONS FOR ASSIGNMENTS

Journal 1

Creating Personal Program of Interpersonal Communication Skills Development

Take a moment and think about your communication style, about the way you relate to other people. Imagine the best and the worst communication you have ever had with anybody. How did you act? How could you improve it? Than answer the following questions (we are talking about interpersonal communication):

1) Your strengths and weaknesses as a communicator (keep in mind that your biggest strength might be your biggest weakness).
2) Your areas of satisfaction in communication – what do you do best and can even teach other people to do?
3) Your areas of improvement in communication – what would you like to change?
4) What obstacles you might meet being in a process of change and how can you overcome them?
5) What helps you to change?
6) What could you contribute to this class?
Journal 2

Communication and the Self

Chapter 3: Communication and the self.

There is an author and award-winning Southern Methodist University instructor Chris Westfall, who is a master at teaching people how to succinctly and articulately brand themselves in a brief, but impactful timeframe.

Read Westfall's blog post: The Artist and Elevator pitch and watch his classroom presentation located within the post. Westfall relates his so called elevator pitch to presentations as well as personal branding, an instrumental concept for job candidates who must differentiate themselves from those with similar credentials.


Answer the following questions:

1. Based on the principles of presenting self, what attributes, characteristics, behaviors you are showing to the world to reveal your talents?
2. Based on the principles of perceived self, what aspects of your background/experiences hold you back from connecting with others or show casing your talents?
3. Write an elevator pitch based on a talent that you feel confident about, one that could potentially be shared with an employer.
Journal 3

Go on a technology fast for three days with two people in your life. No e-mail, Facebook, Twitter, or texting. You may call or visit each other in person. If possible, do not tell the person your intentions. Simply change your mode of communication with them. Answer the following questions:

1. How did your communication change when you altered your usual mode of technologically mediated communication?
2. What was the other person’s reaction to the change in communication? Positive? Negative? Explain.
3. Did you feel more satisfied with the relationship, based on the increased face-to-face or phone interaction? Why or why not?
4. Do you believe you will permanently change the way you communicate with this person? Why or why not?
Journal 4

What you should write about for the next class after you will read Chapter 2:

Think of a time when you have been in a situation or place where you had to interact with people you perceived as culturally different than you. Answer the following questions:

1. Define what was “different” about the other people? Religion? Socioeconomic background? Age?
2. How much experience did you have interacting with individuals from other cultures prior to this situation?
3. How should you describe your motivation and attitude toward meeting people different than yourself? Do you consider yourself open-minded?
4. How was your communication altered in this situation dealing with people who were culturally different?
5. How would the outcome of this interaction be different if you had the same experience after reading this chapter?
Journal 5

After reading Chapter 5 about Language in Interpersonal Communication you should consider the following:

Word choice is crucial when saying “I am sorry”. Depending on the composition of a message, apologizing can sound empty or can achieve tremendous repair. Read:

Achieved Strategies: When Leaders Say Sorry, authored by Shawn Murphy, CEO, Change/Transition Strategist

http://achievedstrategies.com/blog/when-leaders-say-sorry/
and watch:

Randy Pausch, late Carnegie Mellon Professor and author of The Last Lecture: Condensed Version of The Last Lecture of Oprah Winfrey, specifically the three-part apology

http://www.youtube.com/watch?v=Wn9L4CxAaQY

Answer the following questions:

1. Describe a time that you either apologized or someone apologized to you and did not follow the ideas noted in Murphy’s blog post or Randy Pausch’s lecture. What message did the person send by the words they chose?
2. Describe how the person who delivered the problematic apology could have better phrased their remorse?
3. Do you have someone to whom you need to say “I am sorry”? Write an apology encompassing Murphy’s advice and Pausch’s three elements.
Journal 6

After reading Chapter 6 about Nonverbal Communication learn about Tim Tyrell Smith, marketing coach and career strategist, who writes for US News and World Reports Career blog, as well as his own blog, http://www.timsstrategy.com Read his piece on the top 10 interview mistakes to avoid and select one other blog post about interviewing.

http://money.usnews.com/money/blogs/outside-voices-careers/2011/05/24/10-job-interview-mistakes-to-avoid

http://timsstrategy.com/how-to-promote-a-conversational-job-interview


http://timsstrategy.com/the-first-5-minutes-how-to-kick-off-a-successful-interview
Journal 7

After reading Ch. 7 please take a deep breath, relax and imagine yourself as a listener, think about yourself as a listener in various interpersonal communicational situations. Answer the following questions:

1. What are the ways you most often process information while listening? Would you describe yourself as a mindless or mindful listener? What would you like to change in your listening style?
2. Have you ever encountered listening barriers?
3. What listening habits you would like to improve?
4. List your favorite reasons for questioning based on the material P.224-225 (Questioning)
5. Using self-assessment questionnaire “Your listening responses” at the end of the Ch.7 evaluate yourself and tell how could you use this information in your everyday listening.
Journal 8

Read the CNN piece “Don’t Let Others Stress You Out”


Answer the following questions:

1. Do you agree that “emotions are contagious”? Why or why not?
2. Have you experienced a time when others’ emotions “rubbed off” on you? Explain.

If you find your own mood changing due to others’ emotions, how does the article recommend that you avoid this? Do you agree or disagree? Explain. What strategies do you use to control your emotions, despite what others around you are feeling?
Journal 9

A VIDEO!

After reading Chapter 9 Dimensions of Interpersonal Relationships

Identify three unexpressed relational messages in one or more of your interpersonal relationships.

a. Describe how you could have used metacommunication to express each one. Consider skills you learned in other chapters. Such as perception checking, “I” language, paraphrasing.

b. Discuss the possible benefits and drawbacks of this kind of metacommunication in each of the situations you identified. Based on your discussion here, what principles do you believe should guide your decision about whether and when to focus explicitly on relational issues?
Journal 10

A VIDEO! OR A PAPER! OR A DRAWING!

After reading Chapter 11 MANAGING CONFLICT

This time you can choose one of three ways of preparing your Journal (video, writing, drawing) and you can choose one of two themes for your Journal.

Theme #1.

Watch John Gottman. Ph.D’s YouTube video on the Four Horsemen in relationships:

http://www.youtube.com/watch?v=CbPaQY_1dc

Answer the following questions:

1. Have you had a relationship/friendship which included communication of “the four horsemen” that Gottman notes? (Note: You can select a fictional relationship if you’d prefer not to share one of your own). Describe.
2. Based on the chapter, how could you and your partner use compromise or collaboration to positively affect the communication pattern?
3. What can couples/friends do to prevent reaching the “four horsemen” stage?

Theme #2.

Alexandra Levit is a former syndicated columnist for the Wall Street Journal, an author of career guides, such as the best-selling They Don’t Teach Corporate in College and Success for Hire. She blogs with up-to-the-minute career advice, and in one post, discusses how to be diplomatic. Read her entry http://blog.alexandralevit.com/wcw/2011/09/how-to-be-diplomatic.html

Then select a fictional dyad (movies, television) who are dealing with conflict. Briefly describe the problem. Based on Levit’s piece discuss which aspects of Diplomacy are being utilized, or could be integrated to smooth over the issue.
Role Play Presentations and Analysis

Role play exercises offer a unique opportunity for behavioral learning. Taking full advantage of this learning opportunity will include both participation in the fun part of the exercise but, more importantly, application of the course concepts we have been discussing in a personal way by actually experiencing and observing the typical communication behaviors that are demonstrated. There are parts of this assignment:

1. The Role Play Presentation: The first, at the same time most enjoyable and the most challenging, will be the preparation of the role play case presentation. Choosing one of the role-playing situations made available to you (or one of your own choosing with my approval), you will prepare a presentation for the class, which will be videotaped. Each case specifies a hypothetical context for interaction, the relationship between participants, and your purpose or goal. On the day of the presentations, you and your partner(s) will enact your role play. As you are preparing the script for your role play, make sure that one or both of the characters exhibits dysfunctional communication, that is, create some communication barriers for the other partner(s) to cope with. Your task is to demonstrate the most competent, functional, or effective interpersonal communication within the situation. You should employ several of the communication skills drawn from class discussions and text material.

Aim for quality, not quantity, in demonstrating these skills. Employ the skills that are appropriate to the situation. In a six to eight (6-8) minute role play, you may not be able to demonstrate all of these skills; but when your partner’s behavior calls you to demonstrate a certain skill, you will be expected to use that skill. In effect, this exercise asks you to be behaviorally flexible, to adapt your communication to the situation.

To prepare for this part of the assignment, analyze your case and brainstorm all possible dysfunctional behaviors that one of the partners might exhibit. For each of these, imagine and practice how you could cope with each of these dysfunctions. Choose several of these to form the outline for your interaction. Do not allow your role play enactment to become a dramatic activity. Be yourself and focus on demonstrating dysfunctional and functional behavior in your situation. Be confident (remember the self-fulfilling prophecy) and relax. Your audience wants you to succeed and to learn from what you are doing.

Each team will receive the same grade based on clear demonstration of behaviors, application of understanding of the concepts that form the foundations for those behaviors, and clear demonstration of the differences between functional and nonfunctional behaviors.
2. The Role Play Critique: The enactments of these role plays will involve all of the class. To accomplish this, each non-enacting member of the class will act as a critic of all the role plays of which he/she is not a character. Using a rubric provided, critics will be rating the ability of the functional and the dysfunctional characters in presenting characteristics of their communication behaviors. These rubric sheets will be provided to the enactors so make sure that your comments provide constructive feedback (what went well, as well as what could have been done differently and/or other possible ways of demonstrating communication behaviors appropriate to the case).

Grades for this section are based on the critic's ability to identify relevant behaviors and to support those selections and identifications with good examples (both those provided and those could have been provided). These will be individual grades for the critics.

3. The Role Play Paper: Lastly each student will prepare a detailed analysis of his/her own presentation. Using the script, videotape, and comments by the student critics, you will analyze what happened and what it meant. Answers to the following questions will be provided in this paper:
   a. What were the dysfunctional communication behaviors, how are they defined, and why could they reasonably be expected to appear in this case?
   b. What were the functional communication behaviors, how are they defined, and why were the appropriate responses to the dysfunctional behaviors? How effective were they?
   c. What alternative ways of communicating would you expect to observe in this situation (behaviors not demonstrated in your role play)?

Be specific in your critical analysis of this presentation. Anchor your analysis in credible published research, appropriately citing a minimum of five sources (both within the text of your analysis and a complete list of references at the end of your paper). Papers should average 8-10 pages in length. Your paper (each student prepares his/her own analysis), the critique sheets for your presentation prepared by your classmates, and a copy of the script are to be submitted on the due date.

Student grades for this paper will be based on the quality of critical analysis. Teacher will use the following rubric to grade your papers:
RUBRIC FOR THE ROLE PLAY ANALYSIS

Your ROLE PLAY ANALYSIS PAPER will be rated on the following criteria:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Very poor</th>
<th>Poor</th>
<th>Marginal</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Cogency and clarity of presentation</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-25</td>
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<tr>
<td>Quality of documentation (comprehensiveness and logic)</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-25</td>
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<tr>
<td>Overall quality of content (grammar and style)</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-25</td>
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<td>Quality of implications</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-25</td>
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Comments and Recommendations:

Cogency The degree to which there is coherence and forcefulness in the presentation(s) of ideas, theoretical propositions, arguments, concepts, and/or procedures. The degree to which the ideas are connected to the textbook materials and other sources.

Clarity The degree to which the presentation of, and especially the ideational transitions among, ideas, constructs, concepts, propositions, procedures, or information is understandable and comprehensible. Along with the paper, critique sheets and a copy of the script are to be submitted. Key words tied to the communication skills presented should be underlined.

Comprehensiveness The description of the functional and dysfunctional communication patterns connected with the course concepts has to be in the analysis paper.

Logic The degree to which there is readily apparent sequential validity in the presentations of ideas, propositions, constructs, or arguments.

Grammar The degree to which the manuscript adheres to correct use of the rules of English grammar, including spelling, punctuation, grammatical construction, and format.

Style The degree to which the presentation adheres correctly to the style and format requirements as specified by the APA (https://owl.english.purdue.edu/owl/resource/560/01/). At least 5 sources citations and a complete list of references is included.

Quality of implications The degree to which the conclusions are clear and tied to the theoretical material and life in general. Self-critique should be used.

On the next page you will find a rubric for the peer observation and evaluation.
The following Rubric will be used for the peer evaluation:

**RUBRIC FOR THE ROLE PLAY PEER OBSERVATION**

You would have to evaluate your peer's performance in our Role Presentations. You will get maximum of 50 points for a group (there will be one evaluation list per group).

**CHECKLIST**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Very poor</th>
<th>Poor</th>
<th>Marginal</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>TIME (6-8 min)</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
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<tr>
<td>APPLICABLE COMMUNICATION SKILLS</td>
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<td>6-10</td>
<td>11-15</td>
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<td>FUNCTIONAL COMMUNICATION PATTERNS</td>
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<td>DYSFUNCTIONAL COMMUNICATION PATTERNS</td>
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<td>COULD IT HAPPEN IN A REAL LIFE</td>
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<td>6-10</td>
<td>11-15</td>
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<td>WHAT DO YOU LIKE BEST</td>
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OTHER_________________________________________________________

Please, remember, that you will use your peers evaluation to write the Role Presentation Analysis paper. Therefore, try to provide a useful feedback!
Your Metajournal

The purpose of the last journal is to utilize your ten journals as a means of analyzing the basic concepts, theories and processes relevant to the study of initiating, maintaining, and terminating relationship through interpersonal communication. In your journals, your reflection on course concepts and your experiences was an invitation to develop your own interpersonal skills by increasing your repertoire of behavioral choices. At this point, it’s time to examine the benefits of your journals. For those of you who have taken this responsibility seriously week after week, you have a wealth of insights to draw from. If you did not, remember that this assignment is based on what you said in your journals, not what you wished you had said. In other words missing or incomplete journals can not be made up here. Now to the details of this assignment.

The concepts of interpersonal communication do not start and stop with one chapter. The recurring themes of important concepts are the “connective tissue” that binds together the study of interpersonal communication. After reviewing all of your journals, identify five important concepts, that were relevant for several different discussions during this term. For each recurring theme, discuss how that theme provided significant avenues for understanding other concepts. For example, we discussed the role of nonverbal communication in interpersonal communication several times. If you had chosen this theme, you would discuss how knowledge about nonverbal communication has provided you with insights into understanding cultural context, listening responses, creating and maintaining communicational climates, and identity management. Find the recurring themes in your journals and describe how your understanding of a theme helped you to understand other course concepts.

The last section of this assignment asks you, one last time, to reflect on your learning experiences during this term. On the one hand, you may have learned nothing new, or on the other hand you may have encountered new perspectives on concepts with which you already had some familiarity, or you may have encountered concepts that broke new ground for you. In this section, you are not being asked to critique the course (that is for the course evaluation process). You are being asked to discuss your own management of the learning experience offered by this course.
RUBRIC FOR THE METAJOURNAL ANALYSIS

Your METAJOURNAL will be rated on the following criteria:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Very poor</th>
<th>Poor</th>
<th>Marginal</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cogency and clarity of presentation</td>
<td>1-2</td>
<td>3-4</td>
<td>5-6</td>
<td>7-8</td>
<td>9-10</td>
</tr>
<tr>
<td>Quality of documentation (comprehensiveness and logic)</td>
<td>1-2</td>
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<td>7-8</td>
<td>9-10</td>
</tr>
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Comments and Recommendations:

Cogency The degree to which there is coherence and forcefulness in the presentation(s) of ideas, theoretical propositions, arguments, concepts, and/or procedures. Five important concepts, that were relevant for several different discussions during this term, were identified.

Clarity The degree to which the presentation of, and especially the ideational transitions among, ideas, constructs, concepts, propositions, procedures, or information is understandable and comprehensible.

Comprehensiveness A description of the connection between your understanding of a particular theme linked to the understanding of other course concepts is provided.

Logic The degree to which there is readily apparent sequential validity in the presentations of ideas, propositions, constructs, or arguments.

Grammar The degree to which the manuscript adheres to correct use of the rules of English grammar, including spelling, punctuation, grammatical construction, and format.

Style The degree to which the presentation adheres correctly to the style and format requirements as specified by the APA (https://owl.english.purdue.edu/owl/resource/560/01/). No less than 5 pages.

Quality of implications The degree to which the conclusions are clear and tied to the theoretical material.

Reflection on learning experience The discussion of various ways class material was or could be used in everyday life (the degree to which the conclusions are tied to your life outside of the classroom).
**Emotional Investigation Paper**

You will have to write an Emotional Investigation Paper concerning with an emotion (or several emotions) of your choice. You might want to choose an emotion that you experience most frequently in your everyday communication (in any context) and the one you are not able to manage well yet. For some people it could be anger, others suffer from anxiety, while those staying in an intimate relationship might experience jealousy.

You should choose one or several emotions, you would be able to monitor on a regular basis every day during a week. The purpose of this assignment is to gain insightful information on your emotional communication patterns, which in turn leads to enhancing your emotional management skills.

Each day during a week you should write down an emotional observation, which would have 5 parts: 1) Emotion itself – the name of emotion. 2) Emotional situation – when and where this emotion occurred. 3) Cognition coming along with this emotion. 4) Your intentions to act and 5) Your Action – what do you want to do and what you do due to this emotion.

These observations should be put in the following table:

<table>
<thead>
<tr>
<th>DATE</th>
<th>EMOTION</th>
<th>SITUATION</th>
<th>COGNITION</th>
<th>INTENTIONS TO ACT</th>
<th>ACTION**</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/09/14</td>
<td>Anxiety</td>
<td>Being in class did not read a page</td>
<td>Professor might notice that I am not prepared</td>
<td>Go home and sleep</td>
<td>Stay in class and pretend that everything is fine</td>
</tr>
<tr>
<td></td>
<td>Anger</td>
<td>Waiting for a latte too long</td>
<td>I hate it, I am late! Are you stupid? Why can’t be more quick?</td>
<td>Yell at the employee</td>
<td>Put on what Megan said her mother does – special smile. Get</td>
</tr>
</tbody>
</table>
When they give me a card for the free drink, calm

*COGNITION - Your thoughts, ideas, attitudes, beliefs which come up to your mind when you experience an emotion.

** ACTION – it could be an action concerning with the emotional regulation or any other action.

The Emotional Investigation Paper has to include this observation plus your analysis of your observation. The analysis has to include your ideas about the causes of emotion, comprehension of its nature and the new ways of emotional regulation concerning with the emotions you have been observing.

This paper should be typed, double-spaced, be more than 1000 words in length.

Each day you should make at least 3 notices of emotion. Remember, they should be connected with the Emotion you would like to manage better in the Interpersonal Context.
RUBRIC FOR THE EMOTIONAL INVESTIGATION PAPER ANALYSIS

Your EMOTIONAL INVESTIGATION PAPER will be rated on the following criteria:

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