SDS 4410: Section 2089
Interpersonal Communication

SPRING 2016

Course Instructor: Alena Prikhidko

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

Office: 1313C

Office hours: M&W&F 9.20 – 10.20 a.m. An office meeting or telephone conference may be arranged on an individual basis, should the need arise.

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E-mail: alenagraduate@gmail.com

Section 2089

Mode of instruction: online  Canvas website: http://lss.at.ufl.edu

3.0 Credit hours

Catalog description: The application of basic principles of interpersonal communication with emphasis on the affective dimensions. Attention is given to using basic counseling strategies and psychological techniques as an aid to effective communication.

Course goals: By the end of the course, students will be able to:

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<tr>
<th>Course goals</th>
<th>Credits</th>
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<tr>
<td>Examine the elements and dynamics of interpersonal, intrapersonal, and small group communication</td>
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<tr>
<td>Facilitate personal reflection and increase awareness of self, in order to enhance conscious, deliberate communications</td>
<td>2</td>
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<tr>
<td>Analyze how technology and media influence communication</td>
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<tr>
<td>Increase their ability to relate in a multicultural world</td>
<td>4</td>
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<tr>
<td>Create more effective and healthy communities through empathic communication</td>
<td>5</td>
</tr>
</tbody>
</table>

What I hope you can learn from this course:

- An understanding of the many variables that go into communication with self and others
• Apply what you learn to your own life by using the tools and activities in this course to become an active participant in effectively communicating with others


Instructional Methods: Due to the nature of the course, technology will be utilized in a variety of ways. Student will be expected to participate in online discussion board prompts with frequent dialogue and discussion. Another component of this course is personal reflection. Students will be expected to critically analyze their own behaviors and those of others to promote self-development and awareness. Video reflection is a powerful form and allows for you to demonstrate some communication skills. This form will be used, in addition to written personal reflections. Each module will also have a culminating activity that encompasses the content covered throughout the course.

Course Format: There are no class meetings on campus. You work independently, at the time and place of your choosing and at your own pace, but must follow the identified due dates. You must be online to see announcements, submit the assigned work, take assessments/quizzes, and participate in class discussion boards.

Time management is crucial to your academic success, especially in an online course. So be prepared to create a schedule that works for you and stick to it. Please note that NO late work will be accepted. However, I understand that life happens. Should you find yourself not able to meet a deadline, please contact me prior to the deadline, so that we can discuss a resolution.

Course Communications: Since this is an online course, most of our communication will be through the Canvas website. Submission of all assignments, quizzes, and discussions will take place here. If a personal problem or concern arises, please email me directly at alenagraduate@gmail.com. Otherwise, if you have a question that is related to course content, please pose it in the Student Lounge area for an answer, or use the chat room. I will do our best to communicate with you in a timely manner; however, since there are typically more than 100 students enrolled in this course, please allow up to 48 hours for a response.

Netiquette Expectations: All students are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

• Be professional at all times. You are preparing yourself to be a career professional. Remember this as you establish your online presence.
• Be respectful of other people. Everyone is entitled to his or her own opinion. While it is okay to disagree, please do so with respect to others.
• Be calm. If you are upset or frustrated, keep this out of your communications with your fellow students or instructors. An angry or sarcastic comment does little to win respect or cooperation. Think about what you are going to say in an unemotional, professional manner (consider waiting overnight about what you truly want to say before sending/posting.) Provide adequate information when asking for help or assistance from your instructors or classmates.
• Humor and sarcasm. Because there are no visual cues in distance education, humor and sarcasm are nearly impossible to discern. Be very careful when interjecting humor and refrain from using any remarks that are sarcastic in nature.
• *Harassment and other offensive behavior.* The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed, as offensive, sexist, or racially motivated will not be tolerated. It is never appropriate to put anyone down because of his or her age, race, religion, color, sex, or sexual preference. The instructor may deem it necessary to remove any such online postings or discussions.

• *Offensive material.* Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, otherwise potentially offensive.

• *Capital letters and bolding.* In written communication, the use of capital letters and/or bolding is used for emphasis. In much of the corporate world, writing in all caps is considered yelling. Yelling is not tolerated in a residential classroom and, therefore, is not acceptable in any online communications with students.

**Online Discussion Boards:** For your weekly online discussions, you are required to write an initial posting of at least 300 words, into your assigned discussion group (organized by student last names). These are typically your own thoughts and/or applications of the concepts presented. Additionally, you are required to respond to at least TWO other classmates post (100 words minimum).

**Note:** If you do not respond to your classmates’ posts, you will not be eligible to earn any points, even if you make your own initial post. Initial postings are due on Thursday, while responses to at least TWO classmates are due by Sunday.

**Expectations:**
1. **Construct responses that demonstrate critical thinking.**
   Try to avoid messages that simply agree with the discussion like Great job! or Totally agree! Although supportive comments are ALWAYS encouraged, build on your affirmation by expressing your point of view or reasoning behind your agreement. Introduce related concepts, expand examples, or refine a point.

2. **Actively utilize course materials within discussions.**
   As you consider discussion questions and others’ observations, can you identify where concepts from our readings would help support or clarify points made? Use the readings and lectures to help validate your point. Your response might begin with “On page 97, the author highlights…”

3. **Include your own perspectives and personal experience.**
   Try to see where subtle points might be overlooked and bring those points out in your discussion. Bring in content from your personal/professional experience that you feel really adds clarity to a point or issue.

4. **Be descriptive.**
   Provide details that illustrate your point of view. Adding narrative to your point adds interest and can clarify theories and concepts that might not otherwise be clear. Remember, your words are communicating your thoughts, feelings, and reactions.

**Grade Breakdown:** Please note grades are based on points not percentages. Additionally, I do not use minus grades. See the grade distribution below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>647-720</td>
<td>89.81% or above</td>
</tr>
<tr>
<td>B+</td>
<td>633-646</td>
<td>87.81-89.80%</td>
</tr>
<tr>
<td>B</td>
<td>575-632</td>
<td>79.81-87.80%</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
<td>Percentage Range</td>
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</tr>
<tr>
<td>C+</td>
<td>561-574</td>
<td>77.81-79.80%</td>
</tr>
<tr>
<td>C</td>
<td>503-560</td>
<td>69.81-77.80%</td>
</tr>
<tr>
<td>D+</td>
<td>489-502</td>
<td>67.81-69.80%</td>
</tr>
<tr>
<td>D</td>
<td>432-488</td>
<td>60.00-67.80%</td>
</tr>
<tr>
<td>F</td>
<td>431 points or below</td>
<td>Below 60%</td>
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**Technology Requirements:**
- You are expected to have the equipment at your home or be able to travel to the UF campus to connect to a computer with stable internet service, such as Wifi. (Note: You are responsible for technical problems that arise with your equipment.)
- Webcam with microphone and recording capabilities
- Skype account for communications with instructor and classmates
- Technical problems on your end must be documented and communicated to the instructor immediately in order to receive extensions on the assignments. For the possibility of technical problems, please make it a practice to save all your messages and assignments submitted for the course.
- If you have any questions not answered below, please send an email to help@coe.ufl.edu and the College of Education Helpdesk will get back to you. Their hours are Monday - Friday 8am - 5pm. If you need immediate assistance outside of the hours listed above, you can contact the UF Computing Helpdesk.
  Please email me directly to let me know that a problem has arisen and provide me with the tracking number.

**University of Florida Policies**

**Policy on Accommodating Students with Disabilities:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**Policy on Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

**The University of Florida Honor Code:** As students of the University of Florida, you have accepted the honor code, which governs all students. For clarification or further explanation, please consult your undergraduate catalog or the University of Florida Student Guide (at www.dso.ufl.edu).

**Preamble:** In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who
enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the honor code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold our peers and ourselves to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Getting Help: Resources for Students
The University of Florida recognizes that pursuit of an online degree requires just as much student support as pursuit of a traditional on-campus degree and therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree through distance learning. Resources are available at http://www.distance.ufl.edu/getting-help and at the following:

- **Online Computing Help Desk- e-Learning Support Services:** The UF Computing Help Desk is available to assist students when they are having technical issues.
- **Online Library Help Desk:** The help desk is available to assist students with access to all UF Libraries resources.
- **Disability Resource Center:** If you have a physical, learning, sensory or psychological disability, please visit our Disabilities Resource Center.
- **Counseling and Wellness Center:** Would you like to speak to a counselor about a problem that you are having? Please visit our counseling and wellness center.
- **Dean of Students Office:** Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the Dean of Students site.
- **Student Complaints:** If you have an unresolved administrative issue while enrolled in a distance learning program, please contact us at distance@dce.ufl.edu

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. However, such changes will be clearly communicated to all students through online announcements on Canvas, and updated in the course syllabus.
Course Structure:

Module 1: Fundamentals of Interpersonal Communication (Objectives 1-5)

Chapter 1—About Communication
Chapter 2—Culture & Interpersonal Communication
Chapter 3—Interpersonal Communication and the Self
Chapter 4—Perceiving Others

Module 2: Interpersonal Communication Skills in Action (Objectives 1-5)

Chapter 5—Language
Chapter 6—Nonverbal Communication
Chapter 7—Listening: Receiving and Responding
Chapter 8—Emotion

Module 3: Dimensions of Interpersonal Relationships (Objectives 1-5)

Chapter 9—Dynamics of Interpersonal Relationships
Chapter 10—Communication in Close Relationships: Friends, Family, and Romantic Partners
Chapter 11—Communication Climate
Chapter 12—Managing Conflict

Task descriptions:

Chapter Quiz: Each week, you will have a 10 point quiz on the content for that particular week. Quizzes are due on Wednesdays.

Discussion Board: Initial postings are due on Thursdays; Responses to classmates are due on Sundays.

Thought Question: You will earn class participation points for your involvement in various activities, exercises, and critical thinking questions. Responses are due on Wednesdays.

Assignments: For each chapter, you will have a small assignment. At the end of each module, there is a larger assignment that encompasses all of the material for that particular module. These are due on Sundays.

Exams: 3 exams (1 per module), which are cumulative of all chapters within the module and will consist of true/false and multiple choice questions. These are due on the last Sunday of each module.

Assessing Your Communication: For each chapter, you will complete a personal assessment about an aspect related to the content covered in that particular chapter.

Culminating Project: There will be a Final Project assignment named This is me and worth 100 points.