Interpersonal Communication
Instructor: W. Norris
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miss-communication.org

Semester: Location: Units: 3 Section #:

*Instructor reserves the right to amend this syllabus at any point during the semester*

Course Description
Analyzes the dynamics of the two-person communication process in relationships. Students study values, communication models, listening, verbal and nonverbal communication, perception, self-concept, self-disclosure, management of emotions, relationship theories and conflict management. 54 hours lecture.

Course Objectives & Learning Outcomes
Upon successful completion of the course, students should be able to:

Identify communication foundations including models, myths, principles, and purpose.

- Critical Thinking - Integrate knowledge across a range of contexts
- Communication Skills - Listen thoughtfully and respectfully to the ideas of others
- Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
- Global Awareness - Participate in constructive social interaction

Evaluate the role of listening in dyadic communication in various contexts.

- Critical Thinking - Identify one's own and others' assumptions, biases, and their consequences
- Communication Skills - Listen thoughtfully and respectfully to the ideas of others
- Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
- Application of Knowledge - Be lifelong learners, with ability to acquire and employ new knowledge
- Global Awareness - Participate in constructive social interaction

Analyze the use of verbal and nonverbal communication in dyadic communication in various contexts.

- Critical Thinking - Integrate knowledge across a range of contexts
- Communication Skills - Speak with precision and clarity to express complex thought
- Application of Knowledge - Set goals and devise strategies for personal and professional development and well being
- Global Awareness - Participate in constructive social interaction

Analyze the role of perception of self and others while appraising the significance of self-concept/self-esteem, including values, in dyadic communication in various contexts.

- Critical Thinking - Integrate knowledge across a range of contexts
- Application of Knowledge - Maintain and transfer academic and technical skills to workplace
- Application of Knowledge - Be lifelong learners, with ability to acquire and employ new knowledge
- Global Awareness - Participate in constructive social interaction
- Global Awareness - Demonstrate understanding of ethnic, religious and socioeconomic diversity

Critically assess the impact of emotion management in relationships in various contexts.

- Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
- Communication Skills - Listen thoughtfully and respectfully to the ideas of others
- Communication Skills - Speak with precision and clarity to express complex thought
- Application of Knowledge - Set goals and devise strategies for personal and professional development and well being
- Global Awareness - Participate in constructive social interaction

Analyze theories of dyadic communication (Self-Disclosure, Impression Management, Stage Model, Dialectic Perspective) and synthesize the theories to evaluate relationship development, maintenance and termination.

- Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
- Communication Skills - Read college-level materials with understanding and insight
- Breadth of Knowledge - Understand the basic content and modes of inquiry of the major knowledge fields
- Application of Knowledge - Set goals and devise strategies for personal and professional development and well being
- Global Awareness - Participate in constructive social interaction

Analyze conflict in two-person interaction and identify appropriate styles/methods of conflict management in various contexts.

- Critical Thinking - Analyze and solve complex problems across a range of academic and everyday contexts
- Communication Skills - Listen thoughtfully and respectfully to the ideas of others
- Communication Skills - Speak with precision and clarity to express complex thought
- Application of Knowledge - Set goals and devise strategies for personal and professional development and well being
- Global Awareness - Demonstrate appreciation for civic responsibility and ethical behavior

**Required Text**

**Supplies** Binder, binder paper, index cards (3”x5” or 4”x6”), active email address, access to a computer (the Campus Computer lab is available), Internet access, printer, posterboards, stopwatch, understanding of powerpoint and access to this software program, and ten 815-E scantrons.
*Other materials may be used or required that do not appear on this list

**METHODS OF INSTRUCTION**
Methods of instruction used to achieve student learning outcomes may include, but are not limited to:

- Present class lectures/discussions, which may include the following activities: students taking notes, discussions, demonstrations, in order to introduce material to students so they may gain knowledge and respond critically to the course topics.
- Show multimedia in order for students to hear and view interpersonal communication in a variety of contexts so that they will be better prepared to fulfill the student learning outcomes.
- Create and assign group activities/discussion so that students will be able to further discuss and evaluate interpersonal communication concepts and/or theories.
- Conduct individual conferences to further discuss course topics and/or to discuss student progress in the student learning outcomes.
- Invite guest lecturers to class in order to discuss specific course topics and/or to demonstrate deeper understanding of interpersonal communication topics and/or theories.
- Service learning component to understand the role of interpersonal communication in daily life, diversity, and leadership.
This course is designed under the lecture/discussion format. Students will participate in individual, dyadic, and group interactions. As well as, watch videos, do packet work, and participate in various activities. Through this, the instructor feels she is capable of reaching most learning styles. **Participation is a must for this class! Please feel free to meet with me regarding progress, assignments, and improvement strategies. I am more than happy to help you succeed in this course, but only if you show the initiative and willingness for success.**

*I will not be held responsible for your final grade, you need to make every effort possible to be on-time with not only your work, but for attendance also. Always do extra credit-even when you think you will not need it, turn in work early to have the instructor look over if possible, and take advantage of creating support/study groups with fellow classmates.*

*If you do supply the legal documentation required to go by another name in my course, Instructor may report student information to the Office of Instruction. Instructor reserves the right to check any student record for clarity on this issue.*

**METHODS OF EVALUATION**

Students will demonstrate their understanding of the concepts and theories of interpersonal communication by evaluating their own communication patterns and making changes to improve their personal relationships when needed as described in their personal journals and/or papers. A student’s grade will be based on multiple measures of performance and will reflect the objectives explained above. A final grade of “C” or better should indicate that the student has the ability to successfully apply the principles and techniques taught in this course. These evaluation methods may include, but are not limited to, the following: Evaluated oral presentations, comprehensive and individual exams/quizzes, projects, group work, written papers, reports, and peer/self evaluations. Instructor may require a course packet, specific reading materials, videos to rent, or to purchase popular books for purchase. Students will be evaluated for progress in and/or mastery of learning outcomes by methods of evaluation which may include, but are not limited to:

**Required Methods of Evaluation:**

- A minimum of two examinations demonstrating understanding, application, synthesis and evaluation of chapter contents represented in the SLOs for this course
- A minimum of two critical thinking written assignments that meet a minimum of eight pages that include an evaluation of concepts and theories that meet the expectations of college-level freshman composition that illustrate student's critical analysis of course topics
- A minimum of one content based oral presentation that demonstrates student's understanding of course topics

**Other methods of evaluation, which may include, but are not limited to:**

- Other quizzes, examinations designed to assess the student's understanding, application, synthesis and/or evaluation of dyadic communication concepts
- Collaborative and/or individual projects designed to assess the student's understanding, application, synthesis and/or evaluation of dyadic communication concepts

**Adding/Dropping**

Please respect the integrity of the academic process and be aware of the last day to add OR drop this course. The instructor **may not** announce these dates, and it is the responsibility of the student to be aware of these policies and problems that can occur when one is unaware of critical dates throughout the semester. **It is the responsibility of the student to DROP this course.** The instructor MAY drop the student during the first week of instruction due to lack of attendance. Please do not assume that I will drop you if you haven’t been to class for several meetings, attendance is important and if YOU DO NOT DROP YOURSELF, it may result in an ‘F’ in the class due to lack of participation. Make sure that you are officially enrolled in this course. If your name does not appear on the roster, **YOU WILL NOT BE ADMITTED IN MY CLASS.** You will not be allowed to participate or attend this class until you have paid your fees or officially enrolled in this section. Instructor reserves the right to add or drop any student.

**Participation**
Because of the length and nature of this course, participation is needed. Participation is a fundamental element of the grading process and REQUIRED. When you miss class, you miss material and activities that you need in order to do well in this course.

Many class sessions may require you to engage in discussion or turn in some form of written analysis-if you miss class frequently-you will miss the opportunity to accumulate these points. Participation points are incorporated in to your final grade. Please check final grade tracker (attached at the bottom of this syllabus) to keep track of points missed. You may be dropped after two absences and/or missing the first TWO WEEKS of a new semester-please notify instructor if you will not be in class for an extended period of time. *If the instructor is late, be advised that every effort will be made to give the student’s advanced notice (this is why it is important you fill out the phone list I pass around). We are all responsible for our learning-so let’s work together to ensure a happy semester. **If you do not feel you are achieving the grade you desire-check the college calendar/website/admissions office for final drop dates. It is your responsibility to drop the course.

*I DO NOT offer incomplete grades

**Professionalism & Classroom Conduct**

In this class you will take responsibility for your own actions and honor the attempts of others to improve themselves as well. A professional atmosphere is dependent on behavior, not on intentions. Some positive behaviors you should monitor are listening, supportiveness, equality, openness, empathy, and readiness to participate. Some clearly unprofessional behaviors you want to avoid in this class are harsh putdowns, sexism, racism, coming to class under the influence of any substance, habitual lateness, lack of participation, and plagiarism. **I will enforce all college and student standards on all of these issues.** If you are unsure of your responsibilities please refer to or study your student handbook, if you do not posses one, please obtain a copy from Admissions Office.

Inappropriate comments or disrespect shown to fellow classmates may affect your grade. It is imperative that all of us demonstrate proper decorum when interacting with others. NO KIDS &/OR ANIMALS IN CLASS even if it is an emergency. Conduct in this class will be based on a policy of mutual respect. This means being sensitive to one another and not speaking or otherwise disrupting class while someone else is speaking. Class disruptions may result in the student being asked to leave class. Repeated disruptions will result in further disciplinary action, and possibly, permanent removal from the class. Any personal information shared by a student in the class is to remain within the confines of the class or instructor.

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I will try my best to provide a distraction free environment while taking tests-but can’t make promises. If you need specific materials, testing times, etc. it is best you contact the appropriate offices-I will be more than happy to help. Locate and check with the campus Learning Center for additional resources and availability.

*Disability statement: "This college abides by the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 that prohibits federal and state agencies or programs from discriminating against qualified individuals with disabilities. Students in this course who have a documented disability, that limits a major life activity which may have some impact on your work in this class and for which you may require accommodations should meet with a counselor in Disabled Student Services and Program (DSP&S) as soon as possible."

**Cell Phones & other Electronic Devices**-can be annoying-not only to the instructor, but to others around you. Please be courteous and turn them off. You will NOT be permitted to USE CELL PHONES DURING TESTING! If the instructor finds these devices being used during a test-you may be asked to leave and may receive a “0” for that assignment/exam. Don’t risk it! You may also be asked to leave class if this becomes a problem/habit. Use of these devices during class is considered a distraction and RUDE to not only the instructor but shows lack of interest and respect to your fellow classmates as well.

**Cheating/Plagiarism**- Both are unethical and against college policy. I expect that you will do your own work. This means that you will neither copy from another person's exam or papers, nor will you allow them to copy your work. Instructor abides by all campus and classroom policies and will take appropriate action to ensure the ethical professionalism of the course as well as the college. You should note also, that I will be checking regularly for papers posted on cheating websites (yes, I have access to these too), and will be using comparison websites available only to faculty members to check written work against their database of plagiarized documents. If student engages in any of MANY forms of cheating/Plagiarism I WILL abide by all college rules for disciplinary action-feel free to reference the college handbook at any time during the semester. Please check the school board, policy 5500: “standards of conduct.”

* See attached sheet on all examples and definitions of Plagiarism, Cheating, Fabrication, and any other form of academic dishonesty.
Food in Classroom: Some classes may have posted signs requiring all food and drink be consumed outside of class. Check with posted placards and college handbook to make sure consumptions is permitted. If food is permitted inside class make sure TO CLEAN UP AFTER YOURSELF and throw all trash into the waste basket!

Assignments/Exams

I expect that will you complete assignments and exams on time. I WILL NOT ACCEPT MAKE-UP WORK, especially quizzes and exams. There will be several “in-class” assignments that will require you to attend which are impossible to make up. Assignments will be considered late if they are not turned in on the day they are due at the time of class. Assignments that are turned in via email or placed in my faculty mailbox must display an “on-time” date & time. (yes, I will be checking the time & date of the item sent in the email and work turned in via faculty mail box will need to be time stamped by mail room associate). Please title the “Subject” heading in an email (your name and school will suffice)-doing so will ensure I will reply. I will not be held responsible for assignments that I am unable to open as an attachment (this has occurred in the past). The best way to ensure that I receive your assignment is to turn it in on time. Please do not just leave assignments in the secretary's office, hoping they will find their way in to my hands. If you know that you will be unable to make a certain class or will be missing several weeks, be sure to speak with the instructor ahead of time, I WILL accept early completion of work and exams. Please understand that if you need to complete work earlier than the given date of completion, it is up to you to prepare accordingly.

Read and outline the assigned chapters in order to be prepared for exams and quizzes. All testing material will come from the textbook, lectures, videos, and handouts. You will be tested mainly on the BOLD printed terms in the book as well as any key ideas/concepts of the chapters. THE INSTRUCTOR MAY NOT COVER EVERY ASPECT OF THE CHAPTERS: IT IS UP TO EACH STUDENT TO MAKE SURE THEY HAVE READ & UNDERSTAND THE ASSIGNED CHAPTERS. The group final exam & Quizzes before each chapter will consist of ten (10) multiple choice questions: A Scantron is Required for each test & tests will be given at the beginning of class-These are OPEN NOTE/NOT OPEN BOOK! Exams will consist of multiple choice, true/false, and fill-in-the blank answers. Check all tests when they are handed back, I WILL NOT make adjustments on tests after the day they are returned. MAKE SURE TO CHECK BOTH SIDES OF EXAMS & CHECK ALL ANSWERS. Once you have turned in a test YOU CAN NOT GET IT BACK-even if you forgot to finish or check both sides. NO EXCEPTIONS!!!!! Also, test questions marked with more than one answer will be MARKED WRONG! If you need to LEAVE during a test (including trips to the restroom, to answer phone calls, etc) consider your test “Turned In”, this includes emergencies- NO EXCEPTIONS. Remember to check all answers. I DO NOT DROP THE LOWEST SCORE for any work received.

Reading Assignments

- All relevant chapters from assigned text will be assigned over the course of the semester to be completed before each subsequent class
- Other supplemental materials (i.e. scenarios, case studies, short stories, editorials, news articles, and/or other academic writings)
- Scholarly Journals for research

Writing Assignments

- Critical thinking written assignments that meet a total of eight pages minimum in which students evaluate concepts and theories. These papers should meet the expectations of a college level freshman composition.
- A minimum of two examinations or equivalent

Required Speaking Assignments

- A minimum of one content based oral presentation.

Returned Work

**Just a reminder to students… I will not be keeping any assignments, quizzes, exams, or in class materials that were required to be turned in, when the semester comes to an end or if you decide to drop the course, it is up to you to make sure that you are returned any documents that you would like to keep. Any materials and/or documents mentioned above will be shredded and thrown away at the close of the last class meeting.
Please keep track of all returned assignments; it is your responsibility to keep track of your grades. Doing so will ensure that you are aware of your progress or the need to withdraw from the class should you need to. Keeping all assignments will also ensure a speedy grade review at the end of the semester. NO NAME WORK WILL RECEIVE A FAILING GRADE for that assignment. I do not analyze handwriting and regardless, if you want credit for your work you will PUT YOUR NAME ON IT!! I will make every effort possible to get your work back to you in a timely manner.

NOA Cards: Each student will receive a “golden Ticket” at the beginning of the semester. This will allow the student to turn in ONE homework assignment, ONE class session late. These are a privilege and can be revoked at any time. Make sure to keep it safe-I do not replace lost cards. If you do not use your card it may be worth 5 Points in extra credit at the end of the semester. Rules and guidelines are discussed and printed on the back of each card.

Academic Support: Available to all students through services provided on campus learning resource centers. Inquire at center for hours of operation and specific subjects for which tutoring is available.

Center for Communication Excellence
The Center for Communication Excellence (CCE) is open to any student seeking help for presentations, speeches and other communication related assignments. The CCE is staffed with Speech Communication professors and instructors that can help you with all of your communication needs. Be sure to bring your assignments and other relevant information when visiting. All students welcome...tell a friend! Room AD 125

Format of Assigned Work
I expect that all of you will use standard 12 font size, Times New Roman script on work turned in. 1 inch margins as well as double-spacing of work is required. If you are unsure about formal requirements make sure to speak with instructor before turning work in to be graded. I only need your name at the top of every assignment. Please do not include date, time, class, school, etc to fill up space and make your work appear longer than it is. Remember, I do not just grade on length, but depth of discussion. Do not start your paper 3 inches down from top, triple spaced, 12.5 font and add all of the above mentioned titles thinking I will not notice that your paper is only ½ page in discussion length. I WILL NOTICE and YOU WILL BE MARKED DOWN! Check packet for example work and make sure to be in class when I discuss requirements for assignments to ensure your success. ASK QUESTIONS if you are unsure at any time. Sample formats available and found in course packet.

Journals & Papers
Journals and papers should incorporate the use of chapter terms and sample dialogue when needed. I will be grading on comprehension and depth of discussion. I will be looking for understanding and placement of thoughts on paper. Do not turn in a paper that is lengthy, but meaningless. Double-check all work to make sure it makes sense to even you.

Chapter Terms: Incorporate some of the terms from course chapters into your work to show comprehension and understanding of what you are reading and how you are relating it to the current assignment. Do not use more than 5 in one journal assignment total and no more than one chapter term per sentence. Do not offer a definition to the word to simply take up space. Incorporate its use into what you are explaining. See packet for more grading scale discussion.

Sample Dialogue: Used to gain meaning and understanding of events taking place. Used to further your point being made in your discussion. For example:

As I guided my partner along the pathway, she stated “I find it easy to trust those I can relate to.” When she said this I knew I had to make sure to keep talking and open up to her throughout the walk. She seemed Apprehensive about letting me guide her, so I tried my best to make her feel safe during the walk.

Office Hours & Instructor Correspondence
I DO NOT have an office. This may make it difficult for you to get a hold of me and/or have the ability to speak with me before and after class. I will try to make an effort to be available 10-15 min before and after class. Always remember that you can email me at any time. I check my emails daily-emails will be answered from 8am-6pm Mon thru Thurs. You may not receive an immediate response, but I will make every effort to answer emails promptly but do not promise “next-day” service. I may not respond to emails sent Fri-Sun. The best way to ensure your message is received is to be present in class. You are responsible for making sure that I receive an email. If I do not respond-you will need to make every effort to ensure that your homework, assignment, and/or work is received. I answer the email(s) address given at the top of this syllabus. It is best to make sure that any attachment sent via email is in MICROSOFT WORD format-I have had trouble in the past opening emails with other forms of attachments. If I am unable to open the attachment I will email you back letting you know and it will be UP TO YOU to get it back to me before the end of class: Otherwise it will be considered LATE. Always save
your work!! Graded and Returned work should be kept in a secure place and saved until after the final day of class. If you require additional time we may be able to schedule an appointment to meet.

I DO NOT have a secretary. Directly speaking with me is the best way to ensure that I receive a message. If you should be absent or need assistance you will need to see me during class or send me an email. Please do not turn in work, clear an absence, etc with anyone other than the instructor. I do encourage students to get to know other class mates for if you are absent and need information they may also be able to assist you. But remember, as always, YOU ARE RESPONSIBLE for this class and need to make every effort possible to do your best. I will not be held responsible for misinformation given unless it came directly from me. Although, I do not promise to return assignments by the next class meeting, Please DO NOT send emails to the school email listing-I answer only the personal email address given at the top of this syllabus. Always save your work!

***Extra Credit***

Please note that any extra credit assignments are given at the discretion of the instructor. They are offered to secure a grade, NOT MAKE ONE! If you miss class, you may miss Extra Credit offered-the instructor reserves the right to offer extra credit ONLY on certain days of class-Don’t miss out!

Welcome……….Congratulations on selecting this course. It will be of immediate practical use in your own daily life. We all communicate…..why not communicate effectively??!! I look forward to exploring Interpersonal Communication with you this semester!

<table>
<thead>
<tr>
<th>Calculate Your Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A= 100 – 89.5%</td>
</tr>
<tr>
<td>B= 89.4 – 79.5%</td>
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<tr>
<td>C= 79.4 – 69.5%</td>
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<tr>
<td>D= 69.4 – 59.5%</td>
</tr>
<tr>
<td>F= 59.4% - Below</td>
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</tbody>
</table>

**Note: This is not a Traditional Scale**

Feel free to follow me and other classmates on FaceBook-I will confirm friend requests as the semester progresses. Instructor reserves the right to Deny requests, remove any posts, and remove you as a contact. Remember to be PROFESSIONAL with all postings! This is a great way to keep in touch with individuals you’ll meet in this class and build rapport with classmates. This is NOT a requirement and students should participate at their own risk & discretion.
## Grading Scale

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>120 (10 points x 9 Chapters)</td>
</tr>
<tr>
<td>&quot;Who am I&quot;</td>
<td>10</td>
</tr>
<tr>
<td>Course Goals</td>
<td>10</td>
</tr>
<tr>
<td>Self Portrait</td>
<td>40</td>
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<tr>
<td>“I” Language</td>
<td>10</td>
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<tr>
<td>Research Paper</td>
<td>50</td>
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<tr>
<td>Group Chapter Work</td>
<td>100</td>
</tr>
<tr>
<td>Group Final (Chpts 10-12)</td>
<td>40</td>
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<tr>
<td>Journal I</td>
<td>10</td>
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<tr>
<td>Journal II</td>
<td>10</td>
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<tr>
<td>Journal III</td>
<td>10</td>
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<tr>
<td>Journal IV</td>
<td>20</td>
</tr>
<tr>
<td>Movie Analysis</td>
<td>25</td>
</tr>
<tr>
<td>Perception Homework</td>
<td>10</td>
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<tr>
<td>Nonverbal Homework</td>
<td>10</td>
</tr>
<tr>
<td>Listening Homework</td>
<td>10</td>
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<tr>
<td>Relationship Homework</td>
<td>10</td>
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</table>

| Course Work Total                             | 495    |

| Participation Total Semester Points           | *TBD*  |

Packet work is graded along with participation, be sure to complete when assigned. Instructor reserves the right to alter, change, delete, or add work on this grading scale.

*Participation points will coincide with length and time of class. Please note that the first day of class is counted and Holidays & Spring Break are not included in the tally of participation points.

**This grading scale is not SET IN STONE: It may be altered by the instructor at any time in the semester-always make yourself aware of these changes. Total Semester Points will be determined each semester.
Interpersonal Communication Grade Breakdown

*Instructor Reserves the right to change, alter, delete, or edit any portion of this grade sheet. Must be turned in & COMPLETELY filled out on Final day-No final grade will be given without it/and its review*

Student’s Name:_________________________ Semester/Year:________________

Quizzes

Quiz 1 ___/10  Quiz 7 ___/10  Group Final ___/40
Quiz 2 ___/10  Quiz 8 ___/10
Quiz 3 ___/10  Quiz 9 ___/10
Quiz 4 ___/10  Quiz 10 ___/10
Quiz 5 ___/10  Quiz 11 ___/10
Quiz 6 ___/10  Quiz 12 ___/10

Coursework

Who Am I ___/10  Group Chapter Work ___/100
Course Goals ___/10  Perception Hmwrk ___/10
I Language ___/10  Listening Hmwrk ___/10
Self-Portraits ___/40  Nonverbal Hmwrk ___/10
Research Paper ___/50  Relationship Hmwrk ___/10
Journal: Breaking Bread ___/10  Movie Analysis ___/25
Journal: Words We Buy ___/10
Journal: Confidence Walk ___/10
Journal: Forgiveness Project ___/20

Assignment & Exam Total ___/495
Participation ___/ *TBD

(Possible) Extra Credit

Book Review ___/(up to 15 points)  Movie Critique ___/(up to 10 points)
Tough Guise ___/(up to 5 points)  Music to my Ears Paper ___/(up to 10 Points)
NQA Card ___/(5 Points)

Total Points ___ *Student Estimation

Additional Notes:

Final Percentage ___%*Given by Instructor  Final Grade ___*Given by Instructor

*This grade is not set in stone, it is provided as an estimate. Instructor reserves the right to change and/or alter final grade.