
TEACHING INTERPERSONAL COMMUNICATION ONLINE: EXPERIENTIAL OPPORTUNITIES AND STUDENT ENGAGEMENT

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INTRODUCTORY ESSAY

This undergraduate course introduces students to the various dimensions of interpersonal communication. Students who enroll in the course are largely Communication Studies majors or minors, yet others take the course because of its relevance to nearly every profession. For example, we discuss and learn strategies for effective interpersonal communication in the workplace, such as managing conflict (Wilmot & Hocker, 2013), developing immediacy (Teven, McCroskey, & Richmond, 2006), and supporting others (Hopkins, 2001). Further, students learn about the role of interpersonal communication in forming and maintaining personal relationships, listening, feeling and expressing emotion, using language, self-disclosing, communicating nonverbally, and perceiving others.

I employ a social constructivist approach in the design and delivery of this online course. In particular, students are engaged actively during online activities and discussions through reflection, synthesizing information and drawing conclusions, and applying course material to case studies and their own lives. At the beginning of the week, students read an assigned chapter, review a chapter outline and list of key terms and definitions, and watch an instructional video that corresponds with the week's materials. By Tuesday night, students are expected to make an original discussion post that requires them to delve into and process the course reading, apply concepts to examples, and self-assess their own skills. For example, during week five, we cover the topic of language and interpersonal communication. I provide students with the following directions for the first part of their discussion assignment:

PART 1: SHARE AN ORIGINAL COMMENT (DUE TUESDAY BY 11:59 PM)

GOAL/PURPOSE: The purpose of this discussion is for students to apply and engage in dialogue about course readings, videos, and personal applications about the topic of the week.

GRADING CRITERIA: This discussion activity is worth up to 8 points. You can earn up to 4 points for your original comment and up to 4 points for the responses you make to your peers. See the syllabus for information about how you will be graded, citing sources, and the quality and quantity of posts.

Respond to the prompts below (one paragraph per prompt; each paragraph should be at least 5 sentences in length). Title your post creatively in the "Subject" box. Draw readers to your post with your title (instead of writing "Discussion 1"). Ensure that you use course terminology, demonstrate that you are synthesizing the assigned readings and videos, and use appropriate grammar, spelling, and citations.

- **PARAGRAPH 1 (OPTION A):** Select one direct quote from the reading that you think is particularly interesting. Include the quote in your response (using quotation marks) and a proper in-text citation (see the syllabus for information about citing sources properly). Discuss why you think the quote is particularly interesting.
- **PARAGRAPH 1 (OPTION B):** Apply at least one aspect (e.g., concept, claim) of the reading to your own life. For example, how might a concept or claim from the reading help you better understand a specific previous experience, improve a particular relationship (e.g., with your partner or friend), or make you communicate differently in a certain context (e.g., with friends)? Please be specific, in-depth, insightful, and detailed.
- **PARAGRAPH 2:** Using a scratch sheet of paper, complete the assessment that appears in our textbook on page 167 ("How Well Can You Spot a Confirming Message?"). As a result of this self-assessment, what did you learn about your ability to spot confirming and disconfirming messages? Discuss how you might be able to use (more) confirming messages in your current relationships (e.g., family, friends, co-workers) and/or share a clear example of when you used a confirming or disconfirming message, as well as its effect.
- **PARAGRAPH 3:** Dr. John Gottman's work on relational messages is some of the most popular and well-respected research in the fields of psychology and communication. He has spent years studying the kinds of messages that lead to relational satisfaction and the kinds of messages that lead to divorce. Peruse his [website](#) and skim his [original research](#) to get a sense of his work. [Watch this 20/20 video that summarizes his research methods and fascinating findings.](#) What important or interesting crossover do you notice between the video and the reading due this week? Based on the video, what might you remember or do differently as a relational partner? Your response should be thoughtful, insightful, and interesting, and should avoid obvious, simplistic observations.
- **PARAGRAPH 4:** Watch [this short movie clip from Bend It Like Beckham](#). Illuminate how a concept, term, fact, or research finding from the reading emerges in the clip. In other words, what idea(s) from the reading provide(s) us with a deeper understanding of material in the video? Your response should be thoughtful, insightful, and interesting, and should avoid obvious, simplistic observations. Use proper in-text citations.

After students make their original posts (Part 1), they read their peers' posts and respond to at least three of them. Specifically, they are prompted with the below directions.

PART 2: RESPOND TO PEERS' COMMENTS (DUE THURSDAY AT 11:59 PM)

Read your classmates' original comments. Then, compose and post responses (aka replies) to **at least 3 peers' original comments** (and/or the instructor's original comments) **on at least two separate days** (e.g., two of the following: Monday, Tuesday, Wednesday, Thursday). In other words, posting 3 times in one day and zero times the rest of the week is not acceptable. When you spread out your postings you are able to synthesize other perspectives, demonstrate listening, and contribute to an evolving discussion. Remember to re-check the comments every few days to see if any more have been added and what your peers' are saying about your posts. Each of your responses should be **100-150 words in length**. In your responses, remember to:

- Use course terminology (e.g., concepts)
- Synthesize readings, main concepts, and videos
- Demonstrate that you are 'listening' to peers and synthesizing their comments
- Practice [netiquette](#); be respectful of other students' divergent opinions.
- Take the dialogue to a deeper level (i.e., offering resources, news, links, etc.)

- Give an informed opinion based on rational discourse, readings, videos, the observations of others, etc.
- Use appropriate grammar, spelling, and citations
- Demonstrate organization of thought
- First respond to classmates' postings that have not been addressed by others (i.e., everyone's posting should have multiple replies). In other words, please respond to those with 0 or 1 responses before responding to those with 2+ responses.

In nearly all discussions, students demonstrate an ability to summarize, synthesize, and apply course material. As the instructor, I am able to readily see students participating effectively with one another, extending each other's ideas and making additional connections to course material. Further, many students have reported that the online environment allows them time to process and articulate ideas in an encouraging, participatory environment, as opposed to the fast-paced, "think on your toes" forum of a face-to-face class.

Students also complete a weekly quiz. The quizzes help students to demonstrate their grasp on course material and provide assessment data I use to clarify difficult course concepts. Two sample quiz questions are below.

EXAMPLE QUESTIONS 1: According to Gottman, people engage in which behavior when they insult each other and attack each other's self-worth?

- a. contempt
- b. defensiveness
- c. criticism
- d. stonewalling

Answer: a

EXAMPLE QUESTIONS 2: Jon recently stopped a conflict with his girlfriend, Ana, and said to her, "You don't know how to have a disagreement without losing your temper and swearing!" Ana replied, "Well at least I want to confront the issues instead of avoiding them!" Jon and Ana's exchange is an example of

- a. the content dimension of conflict.
- b. the relational dimension of conflict.
- c. metaconflict.
- d. pseudoconflict.

Answer: c

Finally, students also complete a practical, experiential assignment that requires them to identify at least one occupation of personal interest, articulate an understanding of the job requirements for that occupation, investigate that occupation via a job shadow and interview, identify how course concepts may play a role in that occupation, and plan how to be a competitive job candidate for that occupation. Students have indicated that this assignment helped them navigate their major, minor, and career decisions, and has led to productive networking opportunities, internships, and part-time jobs.

The syllabus offered below includes a course description, course values and objectives, weekly schedule, and course assignments. In light of Wesp, Kash, Sandry, and Patton's (2013) recommendation for

instructors to clarify their classroom expectations in the syllabus, I include information about course policies and expectations. Crispi and Stivers (2015) astutely point out that "syllabi can create a strong first impression" (p. 15). As such, I've ensured that this syllabus is clear, useful, and inviting.

SYLLABUS: INTERPERSONAL COMMUNICATION

WELCOME TO CST 230! I believe that we are all learners and teachers in this class. Your experience and capacities as human beings are valuable resources for us all. I look forward to working with each one of you throughout this session.

COURSE DESCRIPTION: This course will introduce you to the concepts, theories, research, and skills in the field of interpersonal communication. Interpersonal communication can be defined as "communication that occurs between two people within the context of their relationship and that, as it evolves, helps them to negotiate and define their relationship" (Floyd, 2017, p. 21). Interpersonal communication builds and impacts your relationships with family members, friends, romantic partners, and coworkers. This course focuses on how verbal and nonverbal messages impact your relationships, as well as how your personal identities (e.g., gender, culture, ability, race, socioeconomic background) impact how you build and maintain relationships. The material in this course invites you to reflect deeply on your experiences as interpersonal communicators and provides a platform for you to improve your interpersonal skills.

REQUIRED BOOK: Floyd, K. (2017). *Interpersonal communication* (3rd ed.). New York: McGraw-Hill Education.

COURSE VALUES AND OBJECTIVES:

VALUES

1. Content knowledge
2. Self-awareness
3. Other-orientation and empathy
4. Improvement of skills

OBJECTIVES

As we progress and by the time you complete this course, you should be able to:

- Name, explain, and identify key terms, theories, and research findings in the field of interpersonal communication.
- Demonstrate an increased awareness of and sensitivity toward your own and others' interpersonal communication.
- Demonstrate an ability to better understand and adapt to other communicators.
- Apply principles of effective interpersonal communication to your personal, academic, and professional life.

5. Career preparation

Identify at least one occupation of personal interest, articulate an understanding of the job requirements for that occupation, investigate that occupation via a job shadow and interview, identify how CST 230 course concepts may play a role in that occupation, and plan how will you prepare yourself in the best possible manner to be a competitive job candidate for that occupation.

WEEKLY SCHEDULE

Week	Module	Topics	Readings and Resources	Instructional Activities/Videos (all are associated with their corresponding discussion for the week)	Assignments Due
UNIT I: FUNDAMENTALS OF INTERPERSONAL COMMUNICATION					
1	About Communication	Why We Communicate The Nature of Communication How We Communicate Interpersonally Building Your Communication Competence	Floyd Ch. 1 Chapter Outline, Key Terms, & Definitions PowerPoint Slides	Watch <i>Principles of Interpersonal Communication</i> Watch clip from the movie <i>Life is Beautiful</i>	Discussion #1 Quiz #1
2	Culture and Gender	Understanding Culture and Communication How Culture Affects Communication Understanding Gender and Communication How Gender Affects Communication	Floyd Ch. 2 Chapter Outline, Key Terms, & Definitions PowerPoint Slides	Watch <i>Cross-Cultural Communication: How Culture Affects Communication</i> and/or <i>That's Not What I Meant with Dr. Deborah Tannen</i>	Discussion #2 Quiz #2

3	Communication and the Self	<p>Understanding the Self: Self-Concept</p> <p>Valuing the Self: Self-Esteem</p> <p>Presenting the Self: Image Management</p> <p>Communicating the Self: Self-Disclosure</p>	<p>Floyd Ch. 3</p> <p>Chapter Outline, Key Terms, & Definitions</p> <p>PowerPoint Slides</p>	<p>Watch Dr. Sandra Petronio's interview on communication privacy management theory</p> <p>Watch clip from <i>Miami Ink</i></p>	<p>Discussion #3</p> <p>Quiz #3</p>
4	Interpersonal Perception	<p>The Process of Perception</p> <p>Fundamental Forces in Interpersonal Perception</p> <p>Explaining What We Perceive</p> <p>Improving Your Perceptual Abilities</p>	<p>Floyd Ch. 4</p> <p>Chapter Outline, Key Terms, & Definitions</p> <p>PowerPoint Slides</p>	<p>Watch <i>NBC's Eye Spy</i> about observation flaws</p> <p>Watch the Interpersonal Perception Task-15 (IPT-15) & complete accompanying survey</p>	<p>Discussion #4</p> <p>Quiz #4</p>
<p>UNIT II: INTERPERSONAL COMMUNICATION SKILLS IN ACTION</p>					
5	Language	<p>The Nature of Language</p> <p>Appreciating the Power of Words</p> <p>The Use and Abuse of Language</p> <p>Creating a Positive Communication Climate</p>	<p>Floyd Ch. 5</p> <p>Chapter Outline, Key Terms, & Definitions</p> <p>PowerPoint Slides</p>	<p>Watch 20/20's summary of Dr. John Gottman's research</p> <p>Watch clip from the movie <i>Bend It Like Beckham</i></p>	<p>Discussion #5</p> <p>Quiz #5</p>
6	Nonverbal Communication	<p>The Nature of Nonverbal Communication</p> <p>Ten Channels of Nonverbal Communication</p> <p>Culture, Sex, and Nonverbal Communication</p> <p>Improving Your Nonverbal</p>	<p>Floyd Ch. 6</p> <p>Guerrero Ch. 2 and 3</p> <p>Chapter Outline, Key Terms, & Definitions</p> <p>PowerPoint Slides</p>	<p>Watch <i>The Language of the Body</i></p> <p>Complete the <i>Conversational Skills Rating Form</i></p>	<p>Discussion #6</p> <p>Quiz #6</p>

		Communication Skills			
7	Listening	The Nature of Listening Ways of Listening Common Barriers to Effective Listening Becoming a Better Listener	Floyd Ch. 7 Chapter Outline, Key Terms, & Definitions PowerPoint Slides	Watch Insight Media's <i>Listening</i> Watch clip from <i>Office Space</i>	Discussion #7 Quiz #7
8	Emotion	Emotion in Interpersonal Communication The Nature of Emotion Influences on Emotional Experience and Expression Sharpening Your Emotional Communication Skills	Floyd Ch. 8 Chapter Outline, Key Terms, & Definitions PowerPoint Slides	Watch <i>Emotion</i> Watch clip from <i>Parenthood</i>	Discussion #8 Quiz #8
UNIT III: DYNAMICS OF INTERPERSONAL RELATIONSHIPS					
9	Forming and Maintaining Personal Relationships	Why Relationships Matter The Nature of Personal Relationships Forming and Maintaining Social Bonds Stages of Relationship Development	Floyd Ch. 9 Chapter Outline, Key Terms, & Definitions PowerPoint Slides	Watch Dr. Chuck Berger's interview about uncertainty reduction theory and Dr. Leslie Baxter's interview about relational dialectics Watch clip from the movie <i>My Big Fat Greek Wedding</i>	Discussion #9 Quiz #9
10	Interpersonal Communication & Careers		Duck (2010) chapter on interviewing		Career Assignment is due in D2L Dropbox by November 8 at 11:59 PM Discussion #10

					(no quiz this week)
11	Interpersonal Communication in Close Relationships	<p>Communicating in Friendships</p> <p>Communicating in Romantic Relationships</p> <p>Communicating in Families</p> <p>Communicating in the Workplace</p>	<p>Floyd Ch. 10</p> <p>Chapter Outline, Key Terms, & Definitions</p> <p>PowerPoint Slides</p>	<p>Watch <i>For Better or Worse: A Celebration of Enduring Relationships</i></p>	<p>Discussion #11</p> <p>Quiz #10</p>
		Thanksgiving break – no work this week			
12	Interpersonal Conflict	<p>The Nature of Interpersonal Conflict</p> <p>Conflict in Personal Relationships</p> <p>Power and Conflict</p> <p>Managing Interpersonal Conflict</p>	<p>Floyd Ch. 11</p> <p>Chapter Outline, Key Terms, & Definitions</p> <p>PowerPoint Slides</p>	<p>Watch Insight Media's <i>Interpersonal Communication and Conflict</i></p> <p>Watch clip from <i>Devil Wears Prada</i> and/or Dr. Stella Ting-Toomey's interview on face negotiation theory</p>	<p>Discussion #12</p> <p>Quiz #11</p>
13	Deceptive Communication	<p>The Nature of Interpersonal Deception</p> <p>The Diversity of Deceptive Acts</p> <p>Communication Behaviors and Deception</p> <p>Detecting Lies in Different Contexts</p>	<p>Floyd Ch. 12</p> <p>Chapter Outline, Key Terms, & Definitions</p> <p>PowerPoint Slides</p>	<p>Watch Lie Detection Tests</p> <p>Watch <i>To Tell the Truth?</i></p>	<p>Discussion #13</p> <p>Quiz #12</p>
14	Reflecting on Interpersonal Communication	<p>Articulate Take-Away Points from the Course</p> <p>Principles of Interpersonal Communication</p> <p>Interpersonal Communication and Your Future</p>			Discussion #14

RESOURCES & COURSE POLICIES

SUCCESS AS AN ONLINE LEARNER: Successful completion of the course includes participation in discussions and completion of ALL assignments. While this class is asynchronous (i.e., does not require that all parties involved in the class need to be present and available at the same time), it is not a correspondence or self-paced course. You are expected to "attend class" 4-5 times a week. On each of these days, you should read news items on our D2L course, read and participate in discussions, and keep up to date on readings, videos, and quizzes. As an underlying principle of online learning, successful achievement of course outcomes requires a willingness to **self-reflect** and **self-regulate**. You should also frequently reflect (i.e. think conscientiously) on learning goals, application of outcomes, and how you might apply course concepts in your future career or life in general.

WRITING-IN-THE MAJOR: The Communication Studies Department curriculum is a Writing-in-the-Major Program. Courses in Communication Studies are designed to improve students' writing competencies in a developmental fashion, requiring assignments and criteria appropriate for each course. This course develops skills in application, analysis, and research.

ACCOMMODATIONS: If you need help of any kind, let me know. I am here for you and want you to excel. Any student with a **documented disability** (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center. Information about accessibility with Desire2Learn can be found here: <http://www.desire2learn.com/products/accessibility/>.

MANDATED REPORTER: As a faculty member, your instructor is a **mandated reporter of sexual harassment** (including sexual violence). This means that your instructor IS obligated to disclose any detailed or specific information they receive about such incidents involving a member of this campus while that person is a member of this campus, regardless of whether the incident takes place on campus or off. Your instructor cares about your well-being, and our course assignments sometimes lend themselves to disclosure, but you should not share any details of an incident with your instructor **until you have discussed your options** under the new Title IX guidelines. Your instructor is also happy to help direct you to counseling and support services. Simply ask your instructor to assist you in locating a confidential reporter and they will help you to do so.

VETERANS AND ACTIVE MILITARY PERSONNEL with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to their instructor. For additional information and assistance, contact the Veterans Services Office. Students who need to withdraw from class or from the university due to military orders should be aware of the military duty withdrawal policy.

ACADEMIC MISCONDUCT: Students who engage in **academic misconduct** will be subject to disciplinary action. Academic misconduct is an act in which a student: (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student's academic performance; or (f) Assists other students in any of these acts.

ASSIGNMENT SUBMISSION: All assignments must be completed in order to pass this class. All assignments are due on the date and time specified. All quizzes contained within the class must be completed during the allotted time (the week that content is presented). Assignments cannot be submitted via email.

GRADING INFORMATION: I will generally post grades for assignments within one week of their submission. If you wish to discuss a grade on an assignment, please read all feedback and wait at least 24 hours before communicating with me. If you would like to discuss your grade on an assignment or in the course, feel free to do so via email.

ASSIGNING FINAL GRADES: Grades will be determined by totaling up the number of points earned and dividing it by the total number of points possible. This will result in a percentage and final grades will be assigned as listed below. However, I reserve the right to adjust final class grades up or down on the basis of your participation, attendance, willingness to work, attitude, improvement, respect towards others, and motivation to learn.

<i>Percent</i>	<i>Points</i>	<i>Letter Grade</i>	<i>GPA</i>	<i>Explanation</i>
93.00-100.00%	279-300	A	4.0	Demonstrates exemplary work; greatly exceeds expectations; outstanding levels of creativity, skill, and/or effort
88.00-92.99%	264-278.9	A/B	3.5	
83.00-87.99%	249-263.9	B	3.0	Advanced performance; exceeds requirements; shows substantial skill, creativity, initiative, and/or effort
78.00-82.99%	234-248.9	B/C	2.5	
70.00-77.99%	210-233.9	C	2.0	Acceptable/required performance; meets, not exceeds, all requirements
60.00-69.99%	180-209.9	D	1.0	Lacking in performance; met some requirements, not all; needs work
00.00-59.99%	0-179.9	F	0	Failure in performance; met few requirements

COURSE STRUCTURE/D2L TOOLS

Your course is organized through Desire2Learn (D2L). Below are the tools in your class, how we will be using them, and expectations associated with each. Take time to acclimate yourself to the tools and contact me if you have questions.

<i>Button</i>	<i>Description</i>	<i>You Should...</i>
Course Home	News Items: Used to post day-to-day course details such as the status of and directions for assignments, discussions and content; additional information or summaries are posted as needed; this feature is used instead of all-class emails so you can find all information in one location	Check the "News Items" regularly, ideally every time you log-in to the course.
	Library Resources: Links to several library resources.	Reference these links when doing research for course activities.
	File Viewers: Helpful links to free downloadable viewers.	Refer to these links if you are having problems downloading a file type.

Content	Course Information	This section has the SYLLABUS - Read it, understand it, refer back to it and ask questions about it if you have them!
	Module folders: These weekly folders contain, at minimum, the reading assignments, course narratives, assignments, links to discussions, and all other links for each module.	Check this area at the start of each module and check back to the resources and narratives as you are completing assignments.
Dropbox	Assignments to be given to instructor or from instructor (if requested) go here	Upload your assignments to this location, as directed; Download assignments/feedback from your instructor, as directed
Discussions	Categorized discussions will be the primary area for class discussion and collaboration between instructor and student, and amongst students	Check discussion frequently to read and respond to posts; consult the "Grading Policies and Assignment Expectations" section of this syllabus for specific information about discussion participation requirements
Classlist	Use this button to send emails, view homepages and profiles of instructor and/or students in the course; view shared locker files	Used only when one of the functions are needed (email, homepage, profile, locker sharing)
Groups	Location for students in small groups to work together on assigned group projects	Enter this area to communicate with your small group members
Quizzes	Used to release course quizzes and self-assessments	Click this area when the course schedule indicates a quiz or self-assessment for the week
Grades	This is the section where instructor will enter grades and feedback about assignments for the course	Check this section regularly to review grades and feedback

COURSE ASSIGNMENTS

<i>Assignment</i>	<i>Points Earned</i>	<i>Point Value</i>	<i>%</i>
Discussion board participation		112 (14 discussions)	37.33
Quizzes		120 (12 quizzes)	40
Career Assignment		68	22.67

Total		300	100

ASSIGNMENT DESCRIPTIONS

QUIZZES

The weekly quizzes will include multiple-choice questions. Material you will see on the quizzes will come from the readings. Each quiz is worth 10 points. You can use the readings and videos to complete the quizzes. Please save your responses as you enter them and submit your quiz once you are complete. During weeks in which quizzes are assigned, you will have access to and must complete them between Tuesday at noon and Thursday at 11:59 PM.

A NOTE ABOUT CHEATING: Students are not allowed to take the quizzes with other students. Students are not allowed to discuss questions/answers or communicate about the quizzes with other students. Doing so will result in a grade of F in the course and further University punishment. Note that the instructor can track computer IP addresses and reserves the right to have students re-take the quiz for any purpose (without the use of books or notes).

IF YOU GET A QUIZ QUESTION WRONG AND feel like an answer option that was deemed incorrect was in fact "the best answer," you may email the instructor with a clear argument stating your case (including evidence in the form of quotes and page numbers from the readings). Ensure that your email is professional, polite, and clear. Quiz question inquiries will be evaluated on a case-by-case basis. Note that it is unlikely that grades will be changed

DISCUSSION BOARD PARTICIPATION

Discussions are your opportunity to interact with other students and share your insights into course topics. For each discussion, I will post directions at the start of the discussion. I will monitor the discussion boards and occasionally add responses as well. Please check the discussion board posts throughout the week and add responses to other students' comments. Students will engage in and be graded on 14 discussions.

QUANTITY OF POSTS:

- For each discussion board, students should first complete "Part 1: Share an Original Comment" (due Tuesdays at 11:59 pm) and second complete "Part 2: Respond to Peers' Comments" (due Thursdays at 11:59 pm).
- For Part 2, students should respond to 3 peers' original comments (and/or the instructor's original comments) on at least two separate days (i.e., two of the following: Monday, Tuesday, Wednesday, Thursday, Friday). In other words, posting 3 times in one day and zero times the rest of the week is not acceptable. When you spread out your postings you are able to synthesize other perspectives, demonstrate listening, and contribute to an evolving discussion. Remember to re-check the comments every few days to see if any more have been added and what your peers' are saying about your posts.

QUALITY OF POSTS:

- Title your posts creatively (in the "Subject" box). Draw readers to your post (instead of writing "Discussion 1")
- Use course terminology (e.g., concepts).
- Synthesize readings, main concepts, and videos.
- Demonstrate that you are 'listening' to peers and synthesizing their comments.
- Practice [netiquette](#); be respectful of other students' divergent opinions.
- Take the dialogue to a deeper level (i.e., offering resources, news, links, etc.).
- Give an informed opinion based on rational discourse, readings, videos, and the observations of others
- Use appropriate grammar, spelling, and citations.
- Demonstrate organization of thought.
- First respond to classmates' postings that have not been addressed by others (i.e., everyone's posting should have multiple replies). In other words, please respond to those with 0 or 1 responses before responding to those with 2+ responses.

THINGS TO AVOID:

- Excessive "I agree" responses without explanation. If you agree or disagree, please provide context.
- Excessive postings in one forum (informally known as "hogging" the discussions). The key here is balance. Remember others have to read through the postings. Stay on topic and let others share their knowledge.
- Lack of respect for divergent opinions. Please show the respect you want bestowed on you. Your comments should be respectful of all individuals, including the general public, non-students, and public figures. I read all the posted comments. If I think your comments are inappropriate, I will delete them from the discussion board. I will also let you know in a private email why I found them inappropriate.
- Off-topic comments. Driving off the path is healthy occasionally but try to be mindful of the discussion at hand.
- Overly long threads. Remember there are more than twenty people in this class; try not to make your responses too long.

CITING SOURCES: Use the below format for in-text citations when you paraphrase, quote, or refer to a reading. You do not need to include a "references section" at the bottom of your posts.

- *Example in-text citation for a **direct quote**:*
 - Floyd (2017) argues that "nonverbal communication should not be studied as an isolated phenomenon but as an inseparable part of the total communication process" (p. 24).
 - I am fascinated by the idea that nonverbal communication is "an inseparable part of the total communication process" (Floyd, 2017, p. 24).
- *Example in-text citations for a **paraphrase**:*
 - Floyd (2017) asserts that nonverbal communication is an inseparable component of the entire communication process.
 - Nonverbal communication is an inseparable component of the entire communication process (Floyd, 2017).

GRADING INFORMATION: Each of the 14 discussions is worth up to 8 points. You can earn up to 4 points for your original comment and up to 4 points for the responses you make to your peers. Contributions per discussion are assessed on the below criteria:

COMPLETELY MEETS EXPECTATIONS (8/8 POINTS)

- Student fulfills all expectations for "Quantity of Posts"
- Student successfully meets all of the bullet points for "Quality of Posts"
- Student does not commit any of the "Things to Avoid"

MEETS SOME EXPECTATIONS (4/8 POINTS)

- Student fulfills all expectations for "Quantity of Posts"
- Student successfully meets 5 of the 10 bullet points for "Quality of Posts" OR
- Student commits 1 of the "Things to Avoid"

DOES NOT MEET EXPECTATIONS (0/8 POINTS)

- Student fulfills only one expectation for "Quantity of Posts" OR
- Student meets 0-4 of the bullet points for "Quality of Posts" OR
- Student commits 2 of the "Things to Avoid"

CAREER ASSIGNMENT

One of the course objectives in CST 230 is for students to "identify at least one occupation of personal interest, articulate an understanding of the job requirements for that occupation, investigate that occupation via a job shadow and interview, identify how CST 230 course concepts may play a role in that occupation, and plan how will you prepare yourself in the best possible manner to be a competitive job candidate for that occupation." For this assignment, you will (1) select a occupation that you would like to obtain and is related to your major and emphasis area (or possible major); (2) interview and job shadow someone that has the occupation in which you are interested; and (3) write a 3-4 page paper that reports and reflects on your investigation. See the assignment description in D2L for specific expectations and requirements.

Bibliography

- Crispi, E. L., & Stivers, J. 2015. "The Syllabus Re-Imagined: From Paper to Website." *Syllabus*, 4(2), 1-11.
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