

COM310: Interpersonal Communication

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

In this course, students examine interpersonal communication within work, family, and social contexts. The course material will cover message development and delivery, listening skills, feedback, causes for communication breakdowns, and other variables impacting the interpersonal communication process.

Course Overview:

In this course, students focus on interpersonal communication that occurs within work, family, and social contexts. The course will focus on message development and delivery, listening skills, feedback, causes for communication breakdowns, and other variables impacting the interpersonal communication process. Students will develop skills in intercultural and cross-gender/sex communication, understand the source of and the solutions to conflict situations, analyze the differences between verbal and nonverbal communication, and develop better listening skills.

Course Learning Outcomes:

1. Define the interpersonal communication process and analyze the role of power and perception.
2. Evaluate and apply appropriate self-disclosure and emotional intelligence in interpersonal relationships, intercultural interactions, and organizational settings.
3. Compare and contrast verbal and nonverbal communication in relationships.
4. Explore effective listening and response strategies.
5. Investigate the role of intra- and interpersonal communication in conflict situations and develop approaches for conflict management.
6. Study cultural influences on interpersonal communication and develop approaches to overcome barriers to communication.
7. Examine the role of technology in mediated communication efforts.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

Wood, J. (2016). *Interpersonal communication: Everyday encounters* (8th ed.). Boston, MA: Wadsworth Publishing; Cengage Learning. ISBN: 9781285445830

Suggested:

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none">• Chapter 1 in: <i>Interpersonal Communication Everyday Encounters</i>• Galanti, G. A. (2000). An introduction to cultural differences. <i>Western Journal of Medicine</i>, 172(5), 335.	<ul style="list-style-type: none">• Discussion (25 points)• Opening Exercise (0 points)

	<ul style="list-style-type: none"> Johnson, B., & Geal, M. (2014). The art of conversation. <i>Training Journal</i>, 22-25. 	<ul style="list-style-type: none"> Mastery Exercise (10 points)
2	<ul style="list-style-type: none"> Chapter 2 & 3 in <i>Interpersonal Communication Everyday Encounters</i> Allen, B. J., & Garg, K. (2016). Diversity matters in academic radiology: Acknowledging and addressing unconscious bias. <i>Journal of the American College of Radiology</i>, 13(12), 1426-1432. Retrieved from: http://www.differencematters.info/uploads/pdf/Diversity%20Matters%20in%20Radiology.pdf doi: 10.3389/fpsyg.2016.00482 Robb, A. (2015, March 19). Why men are prone to interrupting women. <i>New York Times</i>. Retrieved from: http://nytlive.nytimes.com/womenintheworld/2015/03/19/google-chief-blamed-for-repeatedly-interrupting-female-government-official/ 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (110 points) Portfolio Project Milestone (5 points)
3	<ul style="list-style-type: none"> Chapter 4 in <i>Interpersonal Communication Everyday Encounters</i> Kim, Y.Y. (2007). Ideology, identity, and intercultural communication: An analysis of differing academic conceptions of cultural identity. <i>Journal of Intercultural Communication Research</i>, 36(3), 237-253. Nordell, J. (2017, January 11). A fix for gender bias in health care? Check. <i>New York Times</i>. Retrieved from https://www.nytimes.com/2017/01/11/opinion/a-fix-for-gender-bias-in-health-care-check.html 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Portfolio Project Milestone (10 points)
4	<ul style="list-style-type: none"> Chapter 5 in <i>Interpersonal Communication Everyday Encounters</i> Hasler, B., Salomon, O., Tuchman, P., Lev-tov, A., & Friedman, D. (2017). Real-time gesture translation in intercultural communication. <i>AI & Society</i>, 32(1), 25-35. Talley, L., & Temple, S. (2015). How leaders influence followers through the use of nonverbal communication. <i>Leadership & Organization Development Journal</i>, 36(1), 69-80. Retrieved from: http://www.lindatalley.com/leaders-influence-followers-use-nonverbal-communication/ 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (110 points)
5	<ul style="list-style-type: none"> Chapter 6 in <i>Interpersonal Communication: Everyday Encounters</i> Bentley, T. (1993). The special skills of listening. <i>Management Development Review</i>, 6(6), 16. Horowitz, S.S. (2012, November 9). The science and art of listening. <i>New York Times</i>. Retrieved from: http://www.nytimes.com/2012/11/11/opinion/sunday/why-listening-is-so-much-more-than-hearing.html 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (85 points)
6	<ul style="list-style-type: none"> Chapter 7 and "Features of Satisfying Relationships," pp. 219-226, <i>Interpersonal Communication: Everyday Encounters</i> Keong, L. (2014, November 3). The dark side of emotional intelligence. <i>New York Magazine</i>. Retrieved from http://nymag.com/scienceofus/2014/11/dark-side-of-emotional-intelligence.html 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)

	<ul style="list-style-type: none"> Zeidner, M., Matthews, G., & Roberts, R. D. (2004). Emotional intelligence in the workplace: A critical review. <i>Applied Psychology</i>, 53(3), 371-399. [Read only pp. 386-391] 	<ul style="list-style-type: none"> Critical Thinking (65 points)
7	<ul style="list-style-type: none"> Chapters 9 in <i>Interpersonal Communication: Everyday Encounters</i> De Dreu, C.K.W. (2008). The virtue and vice of workplace conflict: Food for thought. <i>Journal of Organizational Behavior</i>, 29(1). 5-18. Retrieved from http://www.jstor.org/stable/pdf/30162614.pdf Peterson, J. (2014, March 28). Why conflict is good for business. LinkedIn. Retrieved from https://www.linkedin.com/pulse/20140328060449-11846967-why-conflict-is-good-for-business?trk=tod-posts-post1-pltl 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)
8	<p>Read the following Communication in Everyday Life: Workplace in <i>Interpersonal Communication: Everyday Encounters</i>.</p> <ul style="list-style-type: none"> Diagnosis: Cultural Miscommunication (Ch. 1) p. 12 Racial Stereotypes in the Workplace (Ch. 3) p. 80 Cultural Differences in Workplace Nonverbal Communication (Ch. 5) p. 143 Japanese and American Styles of Negotiation (Ch. 9) p. 259 Good Listening = Career Advancement (Ch. 6) p. 163 EQ and Career Advancement (Ch. 7) p. 192 EQ on the Job (Ch. 7) p. 204 Scolding Doesn't Motivate (Ch. 8) p. 232 Mentoring Relationships (Ch. 8) p. 234 Conflict in the Workplace (Ch. 9) p. 269 Workplace Friendships (Ch. 10) p. 289 Workplace Romance (Ch. 11) p. 320 Social Media in Everyday Life (Ch. 1) 33-34 Social Media and Personal Identity (Ch. 2) 61-62 Social Media and Perception (Ch. 3) 90-91 Social Media and Verbal Communication (Ch. 4) 123 Social Media and Nonverbal Communication (Ch. 5) 152-153 Social Media and Listening (Ch. 6) 181-182 Social Media and Emotions (Ch. 7) 206 Social Media and Conflict (Ch. 9) 270-272 DeKay, S. H. (2012). Interpersonal communication in the workplace: A largely unexplored region. <i>Business Communication Quarterly</i>, 75(4), 449-452. Groysberg, B., & Connolly, K. (2013). Great leaders who make the mix work. <i>Harvard Business Review</i>, 91(9), 68-76. Retrieved from the http://search.proquest.com.csuglobal.idm.oclc.org/docview/223830650/fulltextPDF/1BC6DBD4B6F04FFBPQ/15?accountid=38569 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Portfolio (335 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

NONE

Module 2

CRITICAL THINKING ASSIGNMENT (110 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Self-concepts, Scripts, and Impression Management in the Workplace Paper

For this assignment, in a 4-5 page paper, you will conduct a self-analysis examining how self-concepts, scripts, and impression management are all insinuated in your current or former workplace experiences.

- This includes your own analysis of your experience and attitudes towards others at work and interpersonal communication influenced by yours and your counterparty's socioeconomic status, sexuality, gender, disability, and/or race/group affiliation, and age. This also includes the usual formations of cliques within the workplace.
- Most of us have experienced some degree of discrimination in the workplace. Some of us have not been the object of discrimination, but we are aware of forms of discrimination that take place in the workplace. Make sure that you analyze one or two instances of workplace discrimination.
- You must demonstrate a thorough knowledge of the concepts associated especially with chapter 2 of the textbook.
- In the argumentative phase of your paper, explain how you negotiated the interpersonal communication of discrimination. Explain whether this negotiation required modifications of any of those self-concepts and identities you perform, the scripts you use, and the ways that you manage impressions in order to negotiate these experiences of workplace discrimination.

Requirements:

- Refer to the Critical Thinking Rubric in the Module 2 Folder for more information on expectations for this assignment.
- Your written paper should be 4-5 pages in length not counting the title and reference pages, which you must include.
- You need to cite at least 2 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Option #2: Perception of a Coworker in Your Workplace Paper

In chapter 2 of the textbook, we learn how we are as individuals malleable, depending on the creation of various self-concepts influenced by "particularized others" and "generalized others." This fractiousness of the self also forms perceptions of others in interpersonal communication. Our perceptions of others is similarly fractious and discursive because we perceive based on our interpretations of the counterparty's physiology, culture, and social roles, which also include socioeconomic status and "race," and different kinds of cognitive complexities discussed at length in Chapter 3 of the textbook.

- Examine how a specific relationship in your workplace with a coworker or boss is perceived by you based on the range of interpretations available to you (these are physiology, culture and social roles, etc.).
- Based on your experience of perception of this counterparty, is there anything you can do differently in order to improve your relationship? In order to answer this last question you need to refer to the various guidelines for improving perception and communication beginning on page 91 of the textbook.

Requirements:

- Refer to the Critical Thinking Rubric in the Module 2 Folder for more information on expectations for this assignment.
- Your written paper should be 4-5 pages in length not counting the title and reference pages, which you must include.
- You need to cite at least 2 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

PORTFOLIO PROJECT MILESTONE (5 points)

There are two options available for your Portfolio Project. Go to the Module 8 folder, read both Portfolio Project descriptions and the Project Rubric, and then choose which project interests you most. You will not complete both projects; you only have to do one. Submit your project selection to the instructor in the designated Module 2 folder.

Module 3

PORTFOLIO PROJECT MILESTONE (10 points)

Based on your choice between option #1 or option #2 for the Portfolio Project, find one peer-reviewed source to support any of your claims and provide an annotation of your reference. Please make sure that your annotation is no more than a short paragraph without in-text citations. Refer to the guidelines for writing annotated bibliographies in the CSU-Global library.

Module 4

CRITICAL THINKING ASSIGNMENT (110 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Interpersonal Observation Primary Research Paper

Locate a public place where you are able to observe a variety of people interacting in an interpersonal manner. (Hint: coffee shops and food courts are great locations.) In a 4- to 5-page paper describe the types of nonverbal communication that you are seeing, the contexts in which they occur, and how you and other people respond to these. Look at the types of nonverbal communication in Chapter 5 as a reference.

Requirements:

- Refer to the Critical Thinking Rubric in the Module 4 Folder for more information on expectations for this assignment.
- Your written paper should be 4-5 pages in length not counting the title and reference pages, which you must include.
- You need to cite at least 3 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Option #2: Nonverbal Interpersonal Communication in the Workplace Research Paper

Analyze nonverbal interpersonal communication in your workplace by choosing a routine interaction you have with a coworker or a boss. In a 4- to 5-page paper (not counting the title and reference pages that you must include), describe the types of nonverbal communication that you are seeing, the contexts in which they occur, and how you and others in your place of work respond to these interactions. Look at the types of nonverbal communication in Chapter 5 as a reference.

Requirements:

- Refer to the Critical Thinking Rubric in the Module 4 Folder for more information on expectations for this assignment.
- Your written paper should be 4-5 pages in length not counting the title and reference pages, which you must include.
- You need to cite at least 3 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Module 5

CRITICAL THINKING ASSIGNMENT (85 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: The Importance of Listening and the Problems of Non-listening in the Workplace

Reflecting on the importance of listening as a way to improve interpersonal communication, the emphasis in chapter 6, describe specific circumstances in which non-listening, distorted, or damaged interpersonal relations with colleagues and/or bosses. Perhaps you engaged in non-listening yourself. How can you improve your listening skills, based on these experiences?

Requirements:

- Refer to the Critical Thinking Rubric in the Module 5 Folder for more information on expectations for this assignment.

- Your written paper should be 3-4 pages in length not counting the title and reference pages, which you must include.
- You need to cite at least 3 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Option #2: Personal Listening Profile Paper

Click on the link in the Module 5 folder to take the "Personal Listening Style Profile" quiz.

- Reflect on your score and write a 3-4 page paper that describes your strengths and challenges in this area and how you can improve your abilities as an active listener.
- In addition to materials covered in the class readings and lecture pages, your paper must incorporate at least three peer-reviewed scholarly articles that are not assigned as readings in this course.

Requirements:

- Refer to the Critical Thinking Rubric in the Module 5 Folder for more information on expectations for this assignment.
- Your written paper should be 3-4 pages in length not counting the title and reference pages, which you must include.
- You need to cite at least 3 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Module 6

CRITICAL THINKING ASSIGNMENT (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Applying Goleman's Emotional-Intelligence Domains to Workplace Experiences

Referring to the interactive lecture for module #6, explain how your workplace experience has implicated each of Goleman's four domains of emotional intelligence. Provide four short paragraphs of no more than 130 words each explaining how you successfully applied or failed to apply:

1. Self awareness
2. Self management
3. Social awareness
4. Relationship management

Requirements:

- Refer to the Critical Thinking Rubric in the Module 6 Folder for more information on expectations for this assignment.
- Your written paper should be well-written and 2-3 pages in length not counting the title and reference pages, which you must include.
- Four short paragraphs of no more than 130 words each.
- You need to cite at least 2 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Option #2: Identifying Obstacles to Communicating Emotions Effectively in the Workplace

Chapter 7 of our textbook discusses various obstacles to communicating emotions effectively. Explain how a workplace experience has implicated four of the several obstacles discussed by Wood in pages 200-206. Choose only four of these obstacles and provide a short paragraph of no more than 130 words for each of these obstacles that have caused the most problems for you in your place of work.

Requirements:

- Refer to the Critical Thinking Rubric in the Module 6 Folder for more information on expectations for this assignment.
- Your written paper should be well-written and 2-3 pages in length not counting the title and reference pages, which you must include.
- Four short paragraphs of no more than 130 words each.
- You need to cite at least 2 sources for this assignment, outside of the textbook. These should be scholarly or peer reviewed resources. The [CSU-Global Library](#) is a great place to find resources.
- Your paper must be formatted according to [CSU-Global Guide to Writing and APA Requirements](#).
- If you need assistance with your writing style, start with the links under the Research Help and Writing Help tabs on the [CSU-Global Library's](#) homepage.

Module 7

NONE

Module 8

PORTFOLIO PROJECT ASSIGNMENT (335 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

Option #1: Interpersonal Communication in the Workplace

Consider an interpersonal relationship you have had in the workplace. For this assignment you are asked to analyze the relationship using the following questions:

1. What was the nature of the relationship?

2. How does this relationship impact your perception (selection, organization, interpretation) impression management, the performance of your self-concepts– including some of the different strategies of interpersonal communication discussed throughout the course?
3. What intercultural barriers are present within this relationship (consider factors of gender, sex, ethnicity, and age, for example)? How did you address these barriers?
4. What are the verbal and nonverbal challenges within this relationship? How do these affect the relationship?
5. What conflict, if any, has occurred and how have you managed this?
6. What strategies can you employ to enhance this relationship?

Final Paper Instructions:

1. Include an introduction. It must provide a clear statement of your position on the topic.
2. Your paper must be at 8-10 pages in length, not counting the title and reference pages, which you must include.
3. Examine each area of the consultancy report by providing citations from at least 5 sources. The CSU-Global Library is a great place to find sources.
4. A credible source is defined as:
 - a. a scholarly or peer-reviewed journal article
 - b. a government – based website or publication
 - c. a trade or industry journal article, publication, or website, including those from trade organizations such as SHRM.org and TD.org
5. The paper shall comply with the requirements defined within CSU-Global APA Guidelines.
6. Refer to the Portfolio Project rubric for grading criteria.

Your paper is expected to have depth and offer a thoughtful analysis. The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example) and should support your claims with evidence.

The most common mistakes in writing an essay are (a) simply summarizing the topic and not analyzing it or discussing your views and (b) failing to relate the subject to the broader context as discussed in class and as found in the readings.

The paper and preliminary deliverables must be well written and formatted in conformity with the [CSU-Global Guide to Writing and APA Requirements](#)

Option #2: Resolving Interpersonal-Communication Conflict in the Workplace

For this assignment, you are asked to describe 10 strategies you would use to build a healthy interpersonal relationship with a business colleague with whom you experience conflict. When creating your strategies you must address the following:

- the type of conflict (expressed tension, interdependence, etc.)
- the ways in which verbal and nonverbal communication shaped your perceptions
- the ways in which listening and/or non-listening impacted your interpersonal communication
- the extent that emotional intelligence was either lacking were problematic

Final Paper Instructions:

1. Include an introduction. It must provide a clear statement of your position on the topic.

2. Your paper must be at 8-10 pages in length, not counting the title and reference pages, which you must include.
3. Examine each area of the consultancy report by providing citations from at least 5 sources. The CSU-Global Library is a great place to find sources.
4. A credible source is defined as:
 - a. a scholarly or peer-reviewed journal article
 - b. a government – based website or publication
 - c. a trade or industry journal article, publication, or website, including those from trade organizations such as SHRM.org and TD.org
5. The paper shall comply with the requirements defined within [CSU-Global APA Guidelines](#).
6. Refer to the Portfolio Project rubric for grading criteria.

Your paper is expected to have depth and offer a thoughtful analysis. The paper should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example) and should support your claims with evidence.

The most common mistakes in writing an essay are (a) simply summarizing the topic and not analyzing it or discussing your views and (b) failing to relate the subject to the broader context as discussed in class and as found in the readings.

The paper and preliminary deliverables must be well written and formatted in conformity with the [CSU-Global Guide to Writing and APA Requirements](#)

Course Policies



Course Grading

20% Discussion Participation
 0% Opening Exercises
 8% Mastery Exercises
 37% Critical Thinking Assignments
 35% Final Portfolio Project

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see [CSU-Global Guide to Writing and APA Requirements](#) for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information

on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.