



PSYC222: Interpersonal Processes (Online)

Course Syllabus

Course Description

A study of the elements of effective communication. Increasing self-awareness and improving personal effectiveness are emphasized. Consideration of cultural traditions as they impact communication styles is included.

Course Outcomes

Upon satisfactory completion of this course, you will be able to:

1. Identify and explain elements of a communication model.
2. Identify elements of effective and appropriate interpersonal communication.
3. Analyze mediated communication and social media as channels with benefits and drawbacks.
4. Analyze problems in the communication process of self and others and suggest solutions.
5. Apply basic communication skills in his/her own interpersonal communication settings. Identify and apply elements in successful conflict resolution.
6. Compare and contrast cultural differences in the areas of verbal & non-verbal communication.
7. Evaluate his/her own strengths and weaknesses in communication, emotional expression, cultural sensitivity, and empathy.
8. Articulate the integration of Christian faith and behavior effectively into communication.

Course Materials

Required Material(s)

Students must purchase:

Adler, R., & Proctor II, R. (2016). *Looking out looking in*. (15th ed.). Boston, MA: Wadsworth. ISBN 978-1305645349.

You will access the textbook, and videos through the MindTap. You MUST purchase the code for MindTap to access these materials.

All other required materials are provided as PDFs or links in Moodle. See the weekly schedule for more complete information on course readings.

Class Policies

You are expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each.

Attendance and Participation

Because online courses require significant interaction between students, you must upload a current photo of yourself to your Moodle profile. The image should be a headshot with your face clearly visible (no pets, group photos, or cartoons).

You are not required to be online at the same times as your classmates. However, you should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. You must check in regularly and contribute to the ongoing conversation, posting on the number of required days.

See the Online Discussion Guidelines for more details.

Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term.

Note: If you are off campus for any Jessup-sponsored extracurricular activity, you are still required to maintain and follow the due dates outlined in this syllabus. If you have an exceptional instance where internet access is not present either in your transportation and/or accommodations, you will need to have your supervising individual (professor, coach, etc.) inform your instructor to receive additional time on an assignment.

Netiquette

Netiquette, or the rules that surround good communication on the internet, is very important in online courses that are based on high levels of interaction and communication between students and professors at a distance.

Some basic rules to guide you in your online communication (see the Online Student Orientation for a longer, expanded list):

1. **Be thoughtful, kind and courteous in your communication.** Avoid language that may offend others and be cautious when using sarcastic language. In addition, respect your classmates' privacy by not asking them to share more than they would be comfortable doing.
2. **Proofread your writing so it is clear and easy to read.** Avoid acronyms (including text speak), do not use ALL CAPS, and do not overuse exclamation marks (use *italics* for emphasis). Write in short paragraphs and use plenty of white space (extra space between paragraphs) as that makes text easier to read on a webpage.
3. **Engage with your classmates.** Make sure your writing communicates what you intend, ask clear questions of your peers and always be aware of your audience when you are writing in the online classroom.

Written Work Guidelines

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the APA link located on the main page of the course in Moodle.

The Writing Center is available to all Jessup Online students for help with writing papers as well as APA formatting. You can contact them at writingcenter@jessup.edu or schedule a session through the WJU Student Services Scheduler.

Assignments

Submission Format

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, you should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Use the "How to Submit Pages Doc (Mac) to Turnitin" link on Moodle when uploading documents in Mac format.

Late assignments

Whether instructors accept late work or not is up to their discretion.

In the case that they do, late work may be penalized 10% of the possible points for the assignment for each day, or part thereof, that it is late. *Work may not be submitted more than a week late.*

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

NOTE: The professor is not obliged to accept any late work after the final day of the class session unless prior arrangements have been made.

Feedback and Grades

You can expect to receive written feedback and grades on each weekly assignment via Moodle within 72 hours of the due date for submission.

For larger assignments (research papers, projects, etc.), you can expect to receive feedback within a week.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course (including a different section of the same course). While the paper may be considered your original work, resubmitting it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Student Complaints

For complete information about WJU and how to file a complaint as a student please see the Consumer Information section of the Jessup website.

If a distance education student who lives outside the state of California believes that the university's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, there is a link on the Jessup website with Student Complaint Information by State and Agency.

Discussion Forums

Discussion Forums are an integral part of every Jessup Online course. A high percentage of learning in an online environment comes through the dialogue that takes place in Discussion Forums. You should think about the discussion questions in this class as an opportunity for you, your classmates, and your instructor to enter into an interesting conversation about what you are studying. Therefore, you are encouraged to jump into the discussion as often as you'd like. This ensures that everyone will benefit from a variety of opinions and insights on the topics at hand. In other words, your contribution is valuable and important! Since this is a conversation, it's also important that you read the *entire* forum; not only are your contributions important, but you'll find that your classmates' contributions are as well!

Substantive Posts

A substantive post is one that contributes something significant to the academic conversation using academic language (avoid "text speak" or other informal language in your discussion posts). You must post **at least 3 substantive responses** each week. To be substantive and earn full credit, a post should:

1. **Be of appropriate length** (initial = 250-400 words; secondary = 125-225 words).
2. **Engage with the course materials** (lecture, texts, videos, etc.) in such a way that it is evident that you have integrated the course content into your thinking.
3. **Demonstrate critical thinking skills.** In other words, your substantive posts should reflect that you have carefully considered the discussion question and have put effort into writing a response that makes a relevant contribution to the conversation.

Requirements

Since discussion questions are usually given a lot of weight in terms of the final course grade, there are also academic expectations. These are as follows.

You must be active in the discussion forum **at least 3 days per week**. This means that you must post a response on 3 of the 7 days each week of the course in order to receive full credit. Do not write all of your forum posts on one day – that eliminates the opportunity for dialogue with classmates.

NOTE: All Discussion due dates/times are for the Pacific Time Zone.

For weeks with one discussion question:

1. You must post your **initial response** to the question by **Wednesday @ 11:59 p.m.**
2. By **Sunday @ 11:59PM**, you must post (at minimum) **two secondary posts** (posts responding to your classmates' comments or to your instructor's prompts) for a **total of three posts**. All posts must be substantive to receive full credit.

For weeks with two discussion questions:

1. You must post your **initial response to DQ#1 by Wednesday @ 11:59 p.m.**
2. You must post your **initial response to DQ#2 by Friday @ 11:59 p.m. (please attempt to post prior to Friday to allow for greater discussion time on DQ #2)**
3. By **Sunday @ 11:59PM**, you must post (at minimum) **four secondary posts** (two for each question; responding to your classmates' comments or to your instructor's prompts) for a **total of six posts**. All posts must be substantive to receive full credit.

Grading (Discussion Questions)

You are encouraged to take part in the weekly dialogue as much as you would like. Your instructor will rate your discussion posts according to the following guidelines:

Initial posts = 0 – 4 points each

- Points can be deducted for posting late (after the stated deadline), and/or for your post not meeting the requirements for being substantive (see above).

Secondary posts = 0 – 3 points each

- Points can be deducted for your post not meeting the requirements for being substantive (see above).
- All secondary posts are due each week by Sunday night @ 11:59 p.m. No credit will be given for late discussion posts after this time.

Each discussion question is worth 10 points [4 pts. for your initial post; 3 pts. for each secondary post]. Therefore, for weeks with **one discussion question**, you can earn up to a total of **10 points**. For weeks with **two discussion questions**, you can earn up to **20 points**.

These totals will be accumulated throughout the week in your gradebook as your instructor rates your posts. Your **final grade** [0 – 10 or 20] for the entire week will be reflected in your gradebook **no later than Wednesday of the following week**.

Services for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, WJU Disability Support Services office (DSS) provides eligible students with a variety of individualized, reasonable accommodations. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Recent (within 3 years), verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

Approved accommodations will be provided for students who present instructor with a copy of their Faculty Notification Letter (issued by DSS).

For more information, please visit the Disability Support Services website.

Disability Support Services Contact Information:

WJU Disability Support Services

(916) 577-2253
dss@jessup.edu

Technology Requirements

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. The following list will help ensure that you are adequately equipped.

Supported Operating Systems

- Windows 8 and Windows 10
- MacOS is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

Productivity Tools

Microsoft Office (this software is available to students at deeply discounted pricing through Microsoft or JourneyEd.com.).

WJU Email Account

All students are provided with a WJU email address. It should be used for all course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an "edu" email address. You can access your Jessup e-mail account at my.jessup.edu.

Supported Browsers

- Google Chrome
- Mozilla Firefox

Browser Settings

Please refer to your browser's Help features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

Plug-ins

The most recent version of the following plug-ins is required for many of the resources available in your online courses:

- Adobe Acrobat Reader
- Apple QuickTime Player
- Java SE 8 or higher

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

You can also contact the Jessup HelpDesk (which is not 24/7) through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

Course Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

A = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.

B = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.

C = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.

D = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.

F = Work is not passing. Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

Final Grade Calculation

<i>Assignments</i>	<i>Value</i>
Assignments	30%
Quizzes	30%
Discussion Questions	30%
Final Exam	10%
TOTAL:	100%

Course Outline

Week 1	Details	Due	Demand Hours	Course Outcomes
Weekly Topics & Learning Goals	<p>Communication Basics & Social Media</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Identify and evaluate elements of the Transaction Communication process. Identify and apply communication principles and communication myths. Identify effective and appropriate Social Media use. Identify and apply the concepts of Permanence and Disinhibition in the Mediated Communication process 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Alder, R., & Proctor II, R., <i>Looking Out, Looking In</i>. Read Chapters 1 & 2 Elmore, T., The Unintended Consequences of Multi-Tasking Luna, J., A Clarification on Alder & Proctor's Environment Multitasking in the University Classroom. International Journal for the Scholarship of Teaching and Learning 		6.0 hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Week 1 Overview Additional Videos: <ul style="list-style-type: none"> "Connected but alone?" 		1.0 hours	
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p>	See Discussion Guidelines	6.0 hours	

	<ul style="list-style-type: none"> • DQ1: Communication <ul style="list-style-type: none"> ○ The textbook states that, “It’s impossible not to communicate” (Alder & Proctor, 2017, p. 1-3a). What does this statement mean? ○ Do you agree with it? Why or why not? • DQ2: EMC <ul style="list-style-type: none"> ○ What are some positive effects of Electronically Mediated Communication (EMC) on a person’s life? ○ Has EMC (and especially Social Media) had any negative effects on people’s lives? Give examples. ○ In secondary posts, comment on your classmate’s examples. 			
Quiz #1	<p>Complete</p> <ul style="list-style-type: none"> • The quiz will cover terms and concepts from this week’s course materials. You will have 40 minutes to complete 20 multiple choice questions. 	23:59 PT on Sunday, at the end of Week 1	2.5 hours	
Assignment #1	<ul style="list-style-type: none"> • Read complete directions here. • Upload the link to your video with the "Add Submission" button. • Here is an example video from Mr. Luna. 	23:59 PT on Sunday, at the end of Week 1	2.0 hours	
Assignment #2	<p>For a three day period this week keep track of your time spent on all Electronically Mediated Communication (EMC). Write a 1-2 page reflection paper that answers, "Do you think your current EMC or Social Media usage benefits or hinders the quality of your life?" Briefly explain why you feel this is the correct answer.</p> <p>APA format, no abstract or references needed.</p>	23:59 PT on Sunday, at the end of Week 1	2.5 hours	
		TOTAL HOURS FOR THE WEEK:	20.0 hours	

<i>Week 2</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	<p>Interpersonal Communication and the Self & Perception</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Identify and apply Self-Concept and Self-esteem as communication principles. Identify and apply the steps in the perception process Apply Perception Checking to common communication interactions. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Alder, R., & Proctor II, R., <i>Looking Out, Looking In</i>. Read Chapters 3 & 4 		3.5 hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Week 2 Overview Additional Videos: <ul style="list-style-type: none"> Optical Illusions Shows How We See 		1.5 hours	
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ1: "Self-Fulfilling Prophecy" <ul style="list-style-type: none"> The textbook describes the phenomenon known as a "Self-Fulfilling Prophecy." Do you believe these exist? Why or why not? DQ2: People's perception of themselves <ul style="list-style-type: none"> The text argues that people's perception of themselves often differs from others' perceptions. Do you agree? Why or why not? 	<i>See Discussion Guidelines</i>	6.0 hours	

Quiz #2	<p>Complete</p> <ul style="list-style-type: none"> The quiz will cover terms and concepts from this week's course materials. You will have 40 minutes to complete 20 multiple choice questions. 	23:59 PT on Sunday, at the end of Week 2	2.5 hours	
Assignment #3	<p>Watch this video in MindTap, do not answer the questions in MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: Appropriate and Inappropriate Self-Disclosure Video Activity</p> <p>Answer the following questions in complete sentences.</p> <ol style="list-style-type: none"> Use the definition of self-disclosure in the textbook's Chapter 3 to identify the times during this conversation when Ramon disclosed personal information to his boss Julie. Which of the disclosures were appropriate? What effect does Ramon's nonverbal behavior have on Julie's reaction to his disclosures? How would you apply the Guidelines for Self-Disclosure to Ramon's situation in this scenario? 	23:59 PT on Sunday, at the end of Week 2	2.5 hours	
Assignment #4	<p>Watch this video in MindTap, do not answer the questions in MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: Perception Checking in Everyday Life Video Activity</p> <p>Perception Checking: After watching the videos of a perception check. Consider the following scenario. Identify the steps in a perception check, and write a one page paper that includes exact language you would use for a perception check.</p> <p>Your roommate is in charge of paying most of the bills for your apartment. You pay your share but sometimes you don't give him/her the money as soon as your roommate would like. Lately your roommate seems to be distant with you and you notice that stack of bills has been put right on display in the kitchen.</p> <p>You are not sure if he/she is trying to tell you something? Are you late in paying? Is he/she mad at you? How could you open a line of dialogue with your roommate on the subject, and what would you say?</p>	23:59 PT on Sunday, at the end of Week 2	2.5 hours	
		TOTAL HOURS FOR THE WEEK:	18.5 hours	

<i>Week 3</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	<p>Emotions & Language</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Identify and evaluate factors that affect emotional expression. Identify and apply relative language and concrete vs. abstract language. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> Alder, R., & Proctor II, R., <i>Looking Out, Looking In</i>. Read Chapters 5 & 6 <i>Types of Persuasive Communication</i> Rhetoric as Communication Cross Cultural Variation in Emotion Regulation: A Systematic Review. 		6.5 hours	
Video Resources	<p>View</p> <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Week 3 Overview 		0.5 hours	
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ1: Emotional expression <ul style="list-style-type: none"> Does a person's emotional expression tend to enhance relational satisfaction or detract from it? Why or why not? Give examples from your own life, or use course materials to explain your view. In secondary posts: question your classmate's views and explain why you agree or disagree. 	<i>See Discussion Guidelines</i>	6.0 hours	

	<ul style="list-style-type: none"> • DQ2: Communication debate <ul style="list-style-type: none"> ○ There is a debate in the field of language and communication as found in this week's readings: one side argues that all communication is persuasive in nature the other side claims that some communication is informative or unintentional. ○ Describe your perspective on this. Explain why you feel this way using examples and/or course materials to explain your view. ○ In secondary posts: question your classmate's views and explain why you agree or disagree. 			
Quiz #3	<p>Complete</p> <ul style="list-style-type: none"> • The quiz will cover terms and concepts from this week's course materials. You will have 40 minutes to complete 20 multiple choice questions. 	23:59 PT on Sunday, at the end of Week 3	2.5 hours	
Assignment #5	<p>Watch this video in MindTap, do not answer the questions In MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: Rational Thinking in Action Video Activity</p> <ol style="list-style-type: none"> 1. What fallacy is illustrated by the following statement? "I'm sick of working with the public. People are just obnoxious!" 2. What fallacy is illustrated by the following statement? "The customers should be more polite." 3. What fallacy is illustrated by the following statement? "This work is driving me crazy!" 4. What fallacy is illustrated by the following statement? "I can't quit: I'll never find another decent job." 	23:59 PT on Sunday, at the end of Week 3	2.0 hours	
Assignment #6	<p>Watch this video in MindTap, do not answer the questions In MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: "I" and "You" Language on the Job Video</p> <ol style="list-style-type: none"> 1. Identify the parts of this conversation in which Rebecca uses "I" language, and the parts where she uses "you" language. (Hint: The pronouns "I" and "you" don't have to be present to make a statement operate as an "I" or "you" message.) 2. How much of the "you" and "I" messages come from Rebecca's nonverbal behavior? 3. How does Tom's favorable reaction by the end of the conversation illustrate the transactional nature of communication, as explained in Chapter 1? 	23:59 PT on Sunday, at the end of Week 3	2.0 hours	

	4. What are the alternatives when someone responds defensively to your "I" statements? What are the likely consequences of each one?			
		TOTAL HOURS FOR THE WEEK:	19.5 hours	

<i>Week 4</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Non-Verbal & Listening By the end of this week, you should be able to: <ul style="list-style-type: none"> Identify and apply good listening skills. Identify common pitfalls to effective listening. Identify and evaluate aspects of non-verbal communication Evaluate the factors that impact non-verbal expression (culture, gender, context). Apply listening concepts to an individual's relationship to God. 			
Reading Assignments	Read Read <ul style="list-style-type: none"> Alder, R., & Proctor II, R., <i>Looking Out, Looking In</i>. Read Chapters 7 & 8 View <ul style="list-style-type: none"> C-A-R-E Listening PowerPoint 		4.0 hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Week 4 Overview 		0.5 hours	

Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ1: Listening in Interpersonal Relationships <ul style="list-style-type: none"> ○ Chapter 8 argues that listening is the most important interpersonal communication skill. ○ Do you agree or disagree? Why? • DQ2: Communication debate <ul style="list-style-type: none"> ○ Your text describes non-verbal communication as ambiguous (7-1h). ○ Do you agree with this? Compare and contrast non-verbal communication with verbal. Provide real world examples of non-verbal communication that others have incorrectly interpreted. ○ In secondary posts, analyze your classmate's examples. Do you agree or disagree with them? Why? 	<p>See <i>Discussion Guidelines</i></p>	<p>6.0 hours</p>	
Quiz #4	<p>Complete</p> <ul style="list-style-type: none"> • The quiz will cover terms and concepts from this week's course materials. You will have 40 minutes to complete 20 multiple choice questions. 	<p>23:59 PT on Sunday, at the end of Week 4</p>	<p>2.5 hours</p>	
Assignment #7	<p>Listening to God.</p> <ul style="list-style-type: none"> • Read 1 Kings 19. It will be helpful to consult a commentary to get the back story. A link to the commentary is provided in Moodle. • Write a 2-3 page paper identifying and evaluating how this biblical passage connects to listening to God. How might this passage be used in helping professions (counseling, coaching, teaching, pastoral ministry, etc.)? • Your paper should include 1 peer-reviewed source, and mention which version of the Bible you used. Search the WJU library with the "peer-reviewed" 	<p>23:59 PT on Sunday, at the end of Week 4</p>	<p>2.5 hours</p>	

	<p>button clicked to find these sources. Library links are in the Student Resources link on the main page of this course. The “peer reviewed” button is available on the left of your screen after you do your first search.</p> <ul style="list-style-type: none"> • APA format, no cover page or abstract required. • This 1 Kings 19 Commentary will be helpful. 			
Assignment #8	<p>Watch this video in MindTap, do not answer the questions In MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: Recognizing Nonverbal Cues Video Activity (Chap. 7)</p> <p>Chapter 7 explains that nonverbal communication serves many functions, including substituting, accenting, regulating, and contradicting. Identify examples of each function in one or both of the scenarios.</p> <ol style="list-style-type: none"> 1. Describe specific ways in which Kim's nonverbal behavior differs in each version of the scenario. Pay attention to her body orientation, posture, gestures, facial expression, and paralanguage. 2. Chapter 7 explains that nonverbal communication is ambiguous. Identify nonverbal behaviors of Kim (in each version of the scenarios) that could be interpreted in more than one way. 	23:59 PT on Sunday, at the end of Week 4	2.5 hours	
Assignment #9	<p>Watch this video in MindTap, do not answer the questions In MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: Paraphrasing on the Job Video Activity (Chap. 8)</p> <ol style="list-style-type: none"> 1. Besides paraphrasing, what other helping styles does Mark use? 2. Find situations where Mark reflects Jill's feelings, as well as her thoughts. 3. Why do you think Mark's responses were more helpful than offering advice to Jill? 4. Apply the criteria for choosing whether to paraphrase, found in the textbook's Chapter 8, to evaluate whether this was an appropriate time for Mark to paraphrase Jill's concerns. 	23:59 PT on Sunday, at the end of Week 4	3.0 hours	
		TOTAL HOURS FOR THE WEEK:	21.0 hours	

<i>Week 5</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	Relational Dynamics & Close Relationships By the end of this week, you should be able to: <ul style="list-style-type: none"> Identify and evaluate models of Interpersonal Relationships. Evaluate the effects of relational terminations. 			
Reading Assignments	Read <ul style="list-style-type: none"> <i>Looking Out, Looking In</i> Read Chapters 9 & 10 Attachment at Early School Age and Developmental Risk: Examining Family Contexts and Behavior Problems of Controlling–Caregiving, Controlling–Punitive, and Behaviorally Disorganized Children 		5.0 hours	
Video Resources	View <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Week 5 Overview Additional Videos: <ul style="list-style-type: none"> Ten ways to have a better conversation 		1.0 hours	
Discussion	Discuss You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context. Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion): DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm <ul style="list-style-type: none"> DQ1: Relational Cut-Offs (Terminations) <ul style="list-style-type: none"> After considering the reasons for relational terminations, can cut-offs improve an 	<i>See Discussion Guidelines</i>	6.0 hours	

	<p>individual's mental, relational, spiritual health? Why or Why not?</p> <ul style="list-style-type: none"> • DQ2: Forgiveness <ul style="list-style-type: none"> ○ Does forgiveness deter or encourage repeat offenses? ○ Defend your answer/ Give examples. 			
Quiz #5	<p>Complete</p> <ul style="list-style-type: none"> • The quiz will cover terms and concepts from this week's course materials. You will have 40 minutes to complete 20 multiple choice questions. 	23:59 PT on Sunday, at the end of Week 5	2.5 hours	
Assignment #10	<p>Step 1: Fill out the Relationship Worksheet, found here. Step 2: In a 3-4 page paper, identify patterns in the relationships on your worksheet. What cultural similarities/differences exist in your relationships? Explore and analyze what this worksheet might have looked like 2 or 3 years ago. What might it look like 5-7 years from now?</p>	23:59 PT on Sunday, at the end of Week 5	5.0 hours	
		TOTAL HOURS FOR THE WEEK:	19.5 hours	

<i>Week 6</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	<p>Communication Climates & Managing Conflict By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Identify, evaluate, and apply the most common conflict styles. • Identify defensive-arousing behavior. • Apply techniques to receive criticism non-defensively. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Alder, R., & Proctor II, R., <i>Looking Out, Looking In</i>. Read Chapters 11 & 12 • Conflict Resolution: Cultural Intelligence 		4.5 hours	

Video Resources	View <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Week 6 Overview 		0.5 hours	
Discussion	Discuss <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> DQ1: Conflict Styles <ul style="list-style-type: none"> Based on the descriptions in Chapter 12 - What do you think is the best conflict style? The worst? Defend your position. Do you think there is a distinctly Christian way to approach conflict? Why or why not? DQ2: Defensiveness <ul style="list-style-type: none"> The textbook authors argue that we can accept criticism, even unfounded, without become defensive? Do you agree with this argument? Why or Why not? 	See <i>Discussion Guidelines</i>	6.0 hours	
Quiz #6	Complete <ul style="list-style-type: none"> The quiz will cover terms and concepts from this week's course materials. You will have 40 minutes to complete 20 multiple choice questions. 	23:59 PT on Sunday, at the end of Week 6	2.5 hours	
Assignment #11	<p>Watch this video in MindTap, do not answer the questions In MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: The Assertive Message Format Video (Chap. 11)</p> <ol style="list-style-type: none"> After reviewing these examples of the Assertive Message Format, identify the scenario that is most relevant to you and explain why it's relevant to your life. Identify a specific situation where you might apply the lessons in this video, and consider if you employed any of the elements of the Assertive Message Format, perhaps without even realizing it. Which of the following elements, if any, did you use: 	23:59 PT on Sunday, at the end of Week 6	2.0 hours	

	behavior, interpretation, feeling, consequence, intention?			
Assignment #12	<p>Watch this video in MindTap, do not answer the questions In MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: Responding Nondefensively to Criticism Video Activity (Chap. 11)</p> <ol style="list-style-type: none"> 1. Which of the Gibb categories does the boss exhibit when she criticizes the employee's behavior? 2. Does the employee ever seem defensive during this discussion? How successful is her defensive reaction? 3. Why can it be a good idea to use non-defensive responses in the face of unjustified attacks, such as the way the boss unfairly blamed her employee for following store policy? 4. What kind of non-defensive responses did the employee use in this dialogue? How did her responses affect the conversation and her relationship with her boss? 	23:59 PT on Sunday, at the end of Week 6	2.0 hours	
Assignment #13	<p>Watch this video in MindTap, do not answer the questions In MindTap. Answer the questions below in a 1 page Word or PDF document you create and submit via Moodle. 1 page, APA format, no cover page or abstract needed.</p> <p>In Real Life: Win-Win Problem Solving Video Activity (Chap. 12)</p> <ol style="list-style-type: none"> 1. How was the solution Terry and Chris developed a win-win one? 2. How would the win-win outcome of this video been different if the outcome had been a compromise? 3. Describe some win-lose outcomes, where one person prevailed over the other, that might have been less satisfying in this situation. 4. How might the win-lose outcomes you listed turn into lose-lose situations? 5. Do you think win-win outcomes are always possible in situations like the one in this video? 	23:59 PT on Sunday, at the end of Week 6	1.5 hours	
		TOTAL HOURS FOR THE WEEK:	19.0 hours	

<i>Week 7</i>	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>	<i>Course Outcomes</i>
Weekly Topics & Learning Goals	<p>Planning Looking Ahead: Improving Interpersonal Communication</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Apply communication principles and skills to evaluate satisfying interpersonal relationships. • Apply biblical concepts to evaluate relational reconciliation. 			
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • Improving Classroom Dynamics to Support Students' Learning and Social Inclusion: A Collaborative Approach. Support for Learning, 21(1), 5–11. • "I'm Hoping That I Can Have Better Relationships": Exploring Interpersonal Connection for Young Men • Creating Good Relationships: Responsiveness, Relationship Quality, and Interpersonal Goals 		5.0 hours	
Discussion	<p>Discuss</p> <p>You must check in regularly and contribute substantive comments to this discussion forum. "Substantive" means that the focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. Be sure to engage with the course materials in your responses. If you use an outside source, please include the bibliographic information at the end of your post, so others can see the original context.</p> <p>Initial Response Due Dates (please attempt to post prior to the deadline for optimal discussion):</p> <p>DQ #1 = Wednesday 11:59pm; DQ #2 = Friday 11:59pm</p> <ul style="list-style-type: none"> • DQ: Relational Reconciliation <ul style="list-style-type: none"> ○ Tell the short story of a relationship reconciliation you have experienced or have observed in others. ○ What were the factors that led to the reconciliation? How did the relationship change after the reconciliation? ○ In secondary posts, comment on one of your classmate's stories. Why do you think it happened the way it did? What might you have done differently in that situation? 	<i>See Discussion Guidelines</i>	3.0 hours	

Assignment #14	<p>Plan for Relationship Maintenance/Improvement</p> <p>Integrating the assignments, reading, and discussions. Write a 5-6 page paper that identifies a plan (4 or more steps) for maintaining and/or improving your interpersonal relationships. Your paper should have at least 12 citations from your textbook (one per chapter). However, your paper <u>must not have more than 3 direct quotations</u>. Include at least 1 <u>peer reviewed</u> source outside your textbook. APA format, no abstract required.</p>	23:59 PT on Sunday, at the end of Week 7	8.0 hours	
Final Exam	<p>Complete</p> <ul style="list-style-type: none"> You will have 2 hours to complete 50 multiple choice questions about the entire course. 	23:59 PT on Sunday, at the end of Week 7	4.0 hours	
Course Evaluation	<p>Evaluate</p> <ul style="list-style-type: none"> Please follow the prompts when you log in to Moodle to fill out the anonymous Course Evaluation survey. NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. We use the reports to guide our decision-making for future courses. After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement. 	23:59 PT on Sunday, at the end of Week 7		
		TOTAL HOURS FOR THE WEEK:	20.0 hours	