Speech 218 CRNS: 46425 & 42375
Interpersonal Communication
MWF 8-8:50 & 9-9:50
Kimberly Burdon
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The best way to reach me is by e-mail rather than phone.
Office South Santiam Hall 210
Office phone 917-4836, Office Hours 11:00-11:50 MW

MATERIALS TO PURCHASE FOR THIS COURSE
- 3 Scantron forms (100 question forms) possible 2 extra for make-up exams
  Belmont CA. Thompson Learning, Inc. ISBN 0-534-63628-4

COURSE DESCRIPTION:
The focus of this course is the practical application of theories of human communication, (i.e.,
interpersonal, small group, public speaking, organizational, and social settings). Students are
provided with a variety of opportunities to learn and improve their abilities to communicate with
other people in face-to-face communication situations. In addition to text book material the course
will cover some areas by the use of lecture that is not covered by the text.

LEARNING OUTCOMES:
After completing this course, you should be able to:
1. Develop practical skills to enhance your interpersonal relationships within various life roles by
   examining and altering your interpersonal communication.
2. Recognize and describe the relationship between nonverbal communication and oral
   communication.
3. Develop skills to maintain associations in an interpersonal relationship.
4. Recognize factors of self concept and perception and how they influence communication.
5. Understand the role of self disclosure in relationships.
6. Practice and apply effective active listening skills.
7. Practice construction of clear messages

SPEECH COMMUNICATION GENERAL EDUCATION OUTCOMES:
Outcomes are measurable activities and or assignments which will be assessed. In this class we will
explore one of these outcomes.
As a result of successfully completing this class students will construct clear messages.

INSTRUCTOR PHILOSOPHY: Learning Environment
I love teaching this class! This is a class, which can be perception altering and even life changing. I
look at our time together as an exciting adventure! I value the opportunity to be a part of this
experience. We all learn from each other. I look forward to what you will teach me, and what you
will teach each other. Some suggestions to make your learning experiences more meaningful take
time to process and think reflectively about the communication choices, skills, and experiences you
have had. Take time to practice areas in your communication you would like to improve. Take time
to share both failures and successes as together we engage in this process we call interpersonal
communication.
CLASS PREPARATION AND PARTICIPATION: Learning Environment/Instructional Design & Assessment

Coming to class prepared and participation in class is mandatory for successful completion of the course. Preparation means completing any assigned work and the reading in your textbook before class and being prepared to ask questions, answer questions, and participate in a discussion about the readings, videos, or small group activities of the class session. Participation means being present the entire class period, participating fully in your group, paying attention to what is going on in class, and being involved verbally and mentally in the class discussion. It also means demonstrating the interpersonal communication skills you are learning in class. For example: listening skills, appropriate self-disclosure, perception checking, and change are some of the skills you should be gaining in this class. The instructor values the participation of all class members; therefore, a class roll will be taken. Class participation can take a variety of forms. It could be small group activities, dyadic exercises, role-plays, participative lectures, games, or writing activities. Points will be deducted for non-participation. Class participation scores are based on 1) the quality of each student’s contribution to the classroom discussion, 2) attendance, and 3) classroom conduct. In short, you cannot hide in the back of the class and not say anything. Full participation points must be earned. If a student comes to class each day, is polite, but does not make a strong effort to contribute, then that student will earn few participation points. In short, you cannot hide in the back of the class and not say anything, text your BFF, or complete other homework and still expect to earn participation points for the day. If you are struggling with shyness please see me-this will be a great class for you! Please note just coming to class does not mean that you are participating in class!

Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course.

All class activity roll sheets accounted for equal +30 points (The 30 points include 5 bonus points, the maximum with excused absences 25 points.)

One class missed and or non participation =25 pts
Two classes missed and or non participation =20 pts
Three classes missed and or non-participation =15 pts
Four classes missed and or nonparticipation =10 pts
Five classes missed and or nonparticipation = 5 pts

A NOTE ABOUT MISSING CLASSES: Instructional Design/Learning Environment

Attendance and respectful participation in class is a way that you can positively influence your grade. Should you miss class, it is your personal responsibility to get notes or handouts from classmates. Your instructor will neither repeat lectures nor provide you with a private lecture. Missing handouts can often be found on your instructor’s Website, you can send me an e-mail or drop by my office hours.

GRADING SYSTEM: Assessment

✔ Test #1 50 pts
✔ Test #2 50 pts
✔ Final Exam 100 pts
✔ Participation 25 pts
✔ Various class assignments 21 pts

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Total points possible: 246 pts

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>246-221</td>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>220-197</td>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>196-172</td>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>171-148</td>
<td>D</td>
<td>69-62</td>
</tr>
</tbody>
</table>

If projects are assigned or omitted because of time, the point total will be changed so that the same percentage standards are retained. All written work is due on or before the last day of lecture.

Test #1 Chapter 2, 3, & 6
Test #2 Chapters 5, 7, & 8, and pages 305-314 in chapter 9
Final Exam Chapters 10, 11, & Lecture material

Test 1 and 2 grades Final Exam Totals
50-45 = A 44-40 =B
39-35 =C 34-32 =D
100-90=A 89-80=B
79-70=C 69-60=D

*NOTE: Sometimes a student will underestimate the complexity of the textbook material and not devote enough study time for the text. There will be a make-up for those wishing to raise their grades. If a student, for good reason, misses the scheduled test, s/he will be expected to contact me to arrange for a make-up exam. Make-up exams will be in the Student Assessment Center HO-110. Times available for make-up testing: Monday, Wednesday, Thursday and Friday from 9:00 a.m. to 3:00 p.m (Office closes at 5p.m.). On Tuesdays, testing is available from 9:00 a.m. to 6:00 p.m. (Office closes at 8 p.m.) Tuesday’s and Thursday’s have very limited space available.

All tests must be started no later than two hours prior to the office closing. If you have, more than two hours for an exam plan your test accordingly.

TIPS FOR SUCCESS: Learning Environment/Instructional design
1. Attend every class. Make sure to sign in.
2. Take detailed lecture notes. Not all material will be covered in the text.
3. Participate in class, ask questions, make comments, about the discussion topic. In other words, be fully present in the class.
4. Read the text before coming to class so you are prepared for class.
5. Study with others
6. You may not always agree with the opinions of others- that’s ok, listen anyways
7. Be respectful- self-disclosure in class stays in class.
8. Have fun and laugh often.

CLASS ASSIGNMENTS: Instructional Design/ Assessment
There will be roughly an assignment a week. Heading information such as name and course number and school should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. NOTE: Correct spelling, punctuation, and usage are always important. All assignments should be typed (12-point font) double spaced, and proofread for accuracy in both grammar and spelling. The assignments may vary in length and point value. Assignments can be from 1-6 points. If you complete the assignment, the paper is typed and turned in on time you will likely earn the full point value. Late papers may be turned in with a possible reduction in point value.
ARTS AND COMMUNICATION DEPARTMENT STATEMENTS:

Disability Statement
Students who have emergency medical information the instructor should know of, who might need special arrangements in the event of evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, the student should contact LBCC’s Office of Disability Services at 917-4789.

Plagiarism Statement
Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called “Works Cited” in MLA or References in APA) and in-text citations are required whenever you use outside sources, including the Internet.

Incomplete Policy
Incompletes are not provided in lieu of a failing grade. A student will only receive an incomplete if 75% of the work has been completed in the course, and the student has maintained regular participation in the course both verbal and written. Incompletes are granted on a case-by-case basis, incompletes are not automatic. It is your responsibility to communicate with me if you find yourself unable to complete the course and you are past the drop date.

E-mail
Your instructor is teaching this class at a number of different schools, with that in mind I would ask you include your name, class and school in your e-mail. I will not open e-mail without a subject line. Your subject line should include at a minimum, your name and school. Please send e-mail to my e-mail provided. I check my e-mail usually on a daily basis, with the exception of Sunday. I will commit to returning your e-mail within 48/72 hours.

EXTRA CREDIT: Instructional Design/Assessment
Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select three of them to be completed and turned in or electronically submitted (MS Word Only) by last day of instruction. You may hand in the assignment (hard copy), you may turn in a, CD or you may send an e-mail attachment. Written papers should be about you and how you think, feel, and deal with interpersonal situations in your life. Each of these paper options should be 1-2 pages in length unless otherwise specified.

1. Do you feel empowered in conflict situations? How do you verbally respond to conflict situations? How do you nonverbally respond? (Value 2 pts)
2. What are the two main areas of shyness and how do those areas affect a person’s self-concept? In what types of situations do you experience shyness? (Value 2 Pts)

For those of you who would like to explore the web you may choose from several interactive tours and explore various sites.
1. [http://tolerance.org/hidden_bias/index.html](http://tolerance.org/hidden_bias/index.html) This website is dedicated to exploring hidden bias. Some of you may find it very revealing. Take one of the tests, print out the first page or home page of tolerance.org then write a one-page paper discussing the following: how the test revealed each of the panes discussed in the Johari window (Value 2 pts).

2. Our perceptions of the world around us is based our experiences and sensory data we use to make sense of our world. In the above website on the right hand, side is an option to dig deeper. Select the button “Hidden History.” Look at the image and then “dig deeper” What did you learn? Please answer the questions on the bottom of the page. Print out the first page with the image you selected and write a one-page paper about your perception of the object before “digging deeper” and your perception after. Did anything change, if so what? What did you learn from this exercise? (Value 2 pts)

3. [www.pbs.org/race](http://www.pbs.org/race) On this website there are multiple opportunities to explore the concept of race. Select one or more and print out the first page. Address the following question in your 1 to 2-page paper. What did you learn about Race? In what ways does the concept of race perpetuate an illusion? (Value 2 pts)

4. Create a PowerPoint presentation of test questions. Three questions per chapter (covering all of the chapters assigned in class). You should include a title slide which includes: your name, the name of the course and textbook. You should also include title separator slide which would include the chapter number followed by the first question. The first question slide would contain the question, the answer slide should have the answer, chapter and page number where you found it. Questions should be multiple choice, (following the example below). The CD would be due the last day of classroom instruction (Value 5 pts).

**CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation**

Slide 1: Title Slide Chapter 2
Slide 2: Q1 Multiple choice question
Feedback may be all of the following EXCEPT...
A. AUDITORY
B. TACTILE
C. VISUAL
D. COGNITIVE

Slide 3: Answer Slide with Reference information

**D. COGNITIVE** Reference: Chapter 2, pp. 8-9

5. For Non-native speakers or those who can speak another language fluently this is an opportunity to pick up some extra credit. Translate the course syllabus into another language. (USING MS WORD ONLY) I will the post the course syllabus on the web for other students to access. (Value 5 pts). For this assignment, I must receive a CD or electronic copy with the translation in MS WORD.

6. For those of you who have taken or are currently taking an online class, and would like to get some extra credit by sharing that experience with me this is an option to pick up some extra credit points. I have some questions I would like you to address in a short two-page paper.
Send me an email if you want to complete this option and I will send you the questions. (Value 5 pts)

7. **Service Learning**-This option will require some out of class work. At least 8 hours outside of class would be spent volunteering in your community. There are lots of worthy causes who would be grateful for the assistance, to find one go to [www.volunteermatch.org](http://www.volunteermatch.org). You will write a paper about your experience as a volunteer. Let me know early in the term if you are planning to do this early in the term so we can work together on the details. The paper should be at least 4 pages and should include 2 pieces of cited research in APA style. (Value 10 pts).

**EXTRA CREDIT STANDARDS FOR WRITTEN WORK**

Extra credit assignments must be typed and double-spaced. Heading information such as name and course number, and school should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. A cursory attempt at completion of the assignment will not be sufficient.

Please note: All extra credit will be graded on a quality basis. If an extra credit assignment is not up to instructor standard, points may be deducted. **All extra credit assignments must be completed on, or before the last day of instruction. I will not accept late extra credit assignments on the day of the final exam or after.**

**COURSE OUTLINE:** (Instructional Design) Each person reads at a different speed. You are responsible to manage your time and complete the chapter reading before the tests. Each chapter is between 35-45 pages in length. I do not cover the textbook material chapter by chapter.

**THE FIRST UNITS OF THE CLASS WILL EXPLORE INTERNAL FACTORS THAT INFLUENCE COMMUNICATION PATTERNS. NOTE THE COURSE OUTLINE IS SUBJECT TO CHANGE WHEN I THINK IT MAKES GOOD EDUCATIONAL SENSE TO DO SO.**
SELF-CONCEPT-SELF ESTEEM AND PERCEPTIONS ARE THE BUILDING BLOCKS FOR THE REST OF THE COURSE. THE ABOVE IS TENTATIVELY THE MATERIAL THAT WOULD BE COVERED ON TEST 1 CHAPTER 2, 3, & 6

Connotation –Denotation
Inclusive and Exclusive Talk
Sex and Gender in communication
Allness
“You” and “I” Statements
Shyness
Sapir-Whorf Hypothesis
Implicit personality theory
Fact inference Confusion
Active listening
Listening practice
Listening
Families
Adoption
Communicating with the disabled
Maintenance
Deterioration
Anger
Power in relationships
Power in language

Stages in a relationship
Intimacy
Equity Theory
Symmetrical Relationship
Complementary Relationship
Social Exchange theory
Social Penetration Theory
Attraction Theory
Equity Theory
Rules Theory
Cost benefit analysis
Social Penetration
Boundaries
Proxemics
Termination

REVIEW OF THE MATERIAL FOR THE SECOND TEST, WHICH WILL COVER CHAPTERS 5, 7, & 8 and pages 305-314 in chapter 9

THIS LAST HALF OF THE COURSE WE WILL FOCUS ON RELATIONSHIP DEVELOPMENT AND CONFLICT AS IT BECOMES EVIDENT IN OUR RELATIONSHIPS.

Harassment
Sexual Harassment
Domestic Abuse
What is Conflict?
Slide program “On things men do”
What’s your conflict style?
Barriers to communication
Handling difficult situations
Dealing with anger and hostility in others
Conflict management
Dating preference worksheet
U.S. Dialects
Failure
Parenting
Families

OTHER TOPICS OF COMMUNICATION THAT MAY BE DISCUSSED INCLUDE THE UNIQUE MODES OF COMMUNICATION THAT OCCUR AT OUR PLACES OF WORK.
THE FINAL EXAM CAN BE CONSIDERED COMPREHENSIVE. ANY LECTURE MATERIAL COVERED IN CLASS IS FAIR GAME FOR THE FINAL AS WELL AS CHAPTERS 10, 11.

Options for Final Exam: Assessment

You have a choice to take the regular multiple choice/short answer test, or you may design a project or research paper with a length of no less than 5 pages and requiring a minimum of 6 accurately cited sources using APA format. Only one source may be your textbook. Lastly, you may give a speech in place of the exam. Regardless of the choice, all alternatives to the regular final exam, must turn in (copies of) all dated lecture notes- one letter grade deduction may follow, if no dated lecture notes are provided at the time the assignment is due.

The point value is 85 points. The dated lecture notes are worth 15 points. You must inform me at least FOUR weeks in advance if you decide to complete the speech. Speeches are to be given during the 8th week of the term. Papers are to be turned in the 10th week.

SPEECH ALTERNATIVE TO MULTI-CHOICE FINAL:

The student may elect to give a speech in lieu of the final examination.

MASK SPEECH: 85 points speech 15 points for dated lecture notes

Time limit: 5-8 minutes

Masks we wear speech

Each student will construct a mask of some kind for this speech. It could be made out of plastic, paper, feathers your options are limited only by your imagination. The mask represents you, and the identities you share with others. One is your perceived self, which is the person you believe yourself to be in moments of candor and honest reflection. This is a private self. Another side is your presenting self this is the public image, the way we want others to view us. It is the socially approved image (i.e. hard working student, loyal friend etc.) Pick one aspect of your perceived self and one of your presenting self and share it with the class. Keeping in mind the appropriateness of the self-disclosure and the setting in which it will be disclosed. A variation on this theme is to discuss the four (or more) aspects that make up your self concept as discussed in lecture using your mask. The speech may be delivered w/ or without notes, but not from a manuscript. The speech must include the following items:

An outline and your mask is required on the day you are to speak. I will not accept late outlines, Dated lecture notes are due the last day of the 10th week of class. A note on your mask (visual aid):

✓ Visual aids should truly aid the speech and audience understanding who you are and some factors that shaped you into the person you are now.
✓ They should be large, visible, and as professional in appearance as possible.
✓ Volunteers from class, role-plays, overheads, actual objects, models, PowerPoint, short videos, photos are all options for visual aids.
✓ Be creative! Have fun!

**FAMILY HISTORY SPEECH: 85 points speech 15 points for dated lecture notes**

Time limit: 5-8 minutes

Family History speech: The following information should be presented in oral form:

1. Origins of family history and when they arrived in the USA
2. Places of arrival, locations, and travel routes while in USA
3. Three family stories and or traditions that can be shared with the class
4. Names, birth dates, death dates (If applicable) and occupations of parents, grandparents and great parents
5. Information that links heritage with person that family is most proud. Outline is required!
   Visual aids may be used but are not required.

**THE STANDARD SPEECH OUTLINE TO BE USED IN THIS COURSE! (Assessment)**

*General Purpose:* To Inform

*Specific Purpose:* To inform my audience….(what do you hope to accomplish in your speech)

**INTRODUCTION OF SPEECH**

I. Attention getting material
II. Relate to the audience (tell them why this is important to them)
III. Establish credibility (tell them why they should listen from your own experience or from research)
IV. Central idea may be combined with preview of the speech (What is the most important aspect of the speech and in which order will you discuss your main points)

*Note a preview is required. It may occur in the IV section of the intro. or, in the first transition into the body of the speech.*

**TRANSITION:**

**BODY OF THE SPEECH** (Usually has three main points)

I. (What do I want to say? How can I order my main ideas?)
   A. Support material
      
      **EXAMPLES**
      1.
      2.

   **TRANSITION: Optional**

   B. Support material

      **EXAMPLES**
      1.
      2.
      3.

   **TRANSITION:**
II. (Second main point in the body of the speech)
   A. Support material
      EXAMPLES
      1.
      2.

   TRANSITION:
   B. Support material
      1.
      2.
      a.
      b.

CONCLUSION OF SPEECH
I. Transition signal
II. Summarize central idea of the speech
III. End memorably

A COMPLETE SPEECH OUTLINE SHOULD FOLLOW THE ABOVE FORMAT, AND IT SHOULD BE TYPED IN COMPLETE SENTENCES. (Assessment)

NOTES TO AID STUDENTS:

TRANSITIONS
I. ADDITION-
   moreover    likewise    next
   further     also       first
   besides     too        finally
   and         in addition last
   and then    equally important initially

II. COMPARISON-
   similarly, likewise, in like manner, in this vein, in the same way, and so forth.

POSSIBLE WAYS TO INTRODUCE YOUR SPEECH
   Startle them, use a quote, use a suspenseful analogy, begin with a rhetorical question, tell a story, share an example, and quote relevant statistic

POSSIBLE WAYS TO CONCLUDE A SPEECH
   Share what you have covered in a clear restatement, end with a quote, relate to your opening story or example in the introduction, or make a dramatic statement. One other tip, the conclusion is not the time to introduce new subjects or information.

TYPES OF SUPPORT MATERIAL
   Examples, quotes, analogies, hypothetical examples, testimony-peer or expert, definitions, stories, and statistics (sparingly used)
POINT SYSTEM FOR SPEECHES: Assessment

Outstanding = 85
Superior = 77
Excellent = 68
Good = 60
Fair = 51

Unprepared 40 (This means that you at least made an effort to give a speech even though it was not successful)

CRITERIA FOR GRADING SPEECHES: Assessment

The grade of “C” is the normal grade for a speech that meets all the basic requirements of the assignment satisfactorily. Specifically, for the grade of “C” a speech should:
(a) conform to the type of assigned speech (inform, lecture, etc.);
(b) conform to the time limit (a 5-8 minutes speech should not be shorter than 4 minutes 30 seconds or longer than 8 minutes 30 seconds;
(c) conform to basic essentials of sound organization--a clear central idea adequately supported by main ideas;
(d) conform to the special requirements for the assignments that maybe made by instructor, such as a number of supporting materials, etc.
(e) conform to reasonable standards of intellectual achievement in the development of subject and support of assertions;
(f) conform to reasonable standards of direct and expressive delivery;
(g) conform to reasonable standards of correctness in grammar, pronunciation, and articulation;
(h) conform to the date for which the speech is assigned and is to be presented

For the grade of “B”, the speech should meet the aforementioned standards AND IN ADDITION IT SHOULD:
(a) contain elements of vividness and special interest in style;
(b) be of more than average simulative quality in challenging the audience to think;
(c) demonstrate skill in understanding difficult concepts, or in winning agreement from listeners initially disposed to disagree;
(d) establish report of a high order through style and delivery which achieve especially communicative response from the audience.
(e) conforms to the delivery method as assigned.

For the grade of “A”, the speech should meet the aforementioned standards AND IN ADDITION it should:
(a) constitute a genuinely individual contribution by the speaker to the thinking of the audience;
(b) achieve a variety and flexibility of mood and manner suited to the multiple differentiations of thought and feeling demanded by the subject and by the speaker;
(c) illustrate skillful mastery of transitions and of emphasis of the speaker’s main ideas;
(d) achieve skillful mastery of progression of thought from resolution that evolves naturally from the nature of the material presented by
the speaker;
(e) be delivered with ease, confidence and with superior poise.

Grade of “D” and “F” will result from speeches, which in relative degree fail to meet the standards outlined for the “C” speech.

**PAPER ALTERNATIVE TO FINAL**

**DIRECTIONS:** Students may elect to write a paper rather than take the final (85 points, 15 points for dated lecture notes). The student may choose between 3 paper alternative assignments, or design one of your own. If you choose to design one on your own make, sure you talk to me first so that we can discuss your ideas in detail. Requirements for the paper: minimum of 5 pages in length, 6 sources, written in APA style; properly formatted including the reference list. NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. A cursory attempt at completion of the assignment will not be sufficient. Please note if you are unfamiliar with APA here are some websites where you can gain some formatting assistance. [http://library.fortlewis.edu/reference/citing/default.asp](http://library.fortlewis.edu/reference/citing/default.asp), [http://www.citationmachine.net/](http://www.citationmachine.net/) or [http://www.calvin.edu/library/knightcite/](http://www.calvin.edu/library/knightcite/) You may also wish to utilize the excellent resources on campus in the writing lab or [http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php](http://lbcc.writingcenteronline.net/WCenterWebTools/OWL/owl.php)

Additionally, please note that Wikipedia should NEVER be used as a source in any written assignment for this class! On that note, consider your audience and what might or might not be accepted as a credible source to use in a final exam research paper. For example, unless you know the credibility of a Blogger, most readers would consider the writing suspect or mere opinion.

**Papers and dated lecture notes are due on the last lecture day of the class.**

**Here are some options for a paper.** In addition to these suggestions, you could also select a topic area covered in your text or lecture and complete additional research. **If you choose to write about another topic area please be sure to discuss it with me FIRST.**

**Option 1**
Two communication scholars (Steven Duck and Mark Knapp) have developed models of how relationships develop. First, briefly describe both theories, then compare and contrast the two models of relationship development. Next, address the questions which relationship model do you believe is more accurate of how relationships work? Does it make a difference if the relationship is intercultural? What challenges are intercultural relationships likely to face that others may not. Be sure to back up your position with at least 6 sources (other than your author)

**Option 2**
Compare and contrast the American perspectives on beauty and attractiveness with another cultures perception of what is attractive. Specifically how is beauty and attractiveness portrayed in the media? What changes if any have been made in both cultures with regard to attractiveness? What have you learned about the differences? There is controversy among communication scholars about the universality of some nonverbal behaviors. Discuss two opposing theories from communication scholars. After your research, what do you believe, why?
Option 3
Communication scholars do not agree in many aspects of gender communication. Some see such stark differences between men and women as to view us as coming from, or living on different planets (the Venus Vs Mars phenomenon). Others see men and women as so similar as to make them almost indistinguishable between the two sexes. Here are a few findings from research on nonverbal gender differences (Burgoon, Buller, Woodall, 1996; Gamble & Gamble 2003, Guerrero, DeVito, and Hecht 1999) (1) Women smile more than men. (2) Women stand closer together than men do and are generally approached more closely than men. (3) Both men and women, when speaking, look more at men than at women. (4) Women both touch and are touched more often than men. (5) Men extend their bodies more, taking up greater space, than women do. What problems might these differences create when men and women communicate with each other? Are there any advantages to the differences? What impacts might these differences have in an intercultural relationship? What impacts might these differences have in a business setting where the woman is the boss or supervisor? Be sure to back up your opinions with research from at least 6 different sources.

**CREATIVE ALTERNATIVE TO FINAL: Assessment**

The student may design a project provided it meets the following criteria:
1) Receives instructor approval
2) Enriches the class knowledge of the subject
3) Relates to this course of study!
Please Note: Each person reads at a different speed. You are responsible to manage your time and come prepared to discuss the material in class as well as, to complete the chapter readings before the tests. Each chapter is between 35-45 pages in length. I do not cover the textbook material chapter by chapter. Do not assume you can sit in the class, take notes, and not read the text. Exams unless otherwise noted will cover the textbook material.

Tentative Course Calendar: Instructional Design

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<th>Week</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Week 1: March 30-April 3</td>
<td>Course Syllabus Textbook Chapter #2</td>
<td>Begin reading textbook and completing the study guide</td>
<td>Read Syllabus Read Ch. 2</td>
</tr>
<tr>
<td>Week 2: April 6-10</td>
<td>Textbook Chapter #3</td>
<td>Take Away Reflection paper p. 42. Also on instructor website</td>
<td>Syllabus Quiz due Monday Take Away</td>
</tr>
<tr>
<td>Week 3: April 13-17</td>
<td>Textbook Chapter #6</td>
<td>Pillow Talk/Empathy reflection paper p.116 Also on instructor website</td>
<td>Perception checking Complete the study guide</td>
</tr>
<tr>
<td>Week 4: April 20-24</td>
<td>Textbook Chapter # 7 Review for Test 1</td>
<td>Pillow Talk/Empathy Review for Test 1 Wed. Friday Test 1 Ch.2, 3 &amp; 6</td>
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<td>Week 5: April 27-May 1</td>
<td>Textbook Chapter # 5</td>
<td>Make-up test 1 Study Guide 2</td>
<td>You and I language Laws of Listening</td>
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<td>Week 6: May 4-8</td>
<td>Textbook Chapter # 8 and p. 305-314 of Ch. 9</td>
<td>Love Language Review for Test 2</td>
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<td>Week 7:</td>
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<td>Test 2 Ch. 5,7, &amp; 8</td>
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<td>Date Range</td>
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<td>May 11-15</td>
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<td>Week 8:</td>
<td>Textbook Chapter #10</td>
<td>Make-up Test 2</td>
<td>Speeches Due</td>
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<td>May 18-22</td>
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<td>Week 9:</td>
<td>Textbook Chapter # 11</td>
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<td>May 25-29</td>
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<tr>
<td>Week 10</td>
<td>Review chapters and lecture material for final exam</td>
<td>Final Exam Ch. 10, 11 and All Lecture Material</td>
<td>Final Papers due All Extra Credit is due this week</td>
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<td>June 1-5</td>
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**School Closure Days**
- April 17- Inservice Day
- May 25- Memorial Day

**Final Exam**
- 8:00 Class Final Time Monday June 8 @8-9:50 AM
- 9:00 Class Final Time Monday June 8 @ 10-11:50