

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013

Discipline: Communication

SEMS 2500-102: Introduction to Interpersonal Communication

Lower Division

Faculty Name: Merissa Ferrara

Pre-requisites: N/A

COURSE DESCRIPTION

Why do we say what we say? From the moment we are born our word choices are socially constructed. In this course we will critically think about how our environment, including culture, gender, and family, influences our verbal and nonverbal communication and relationships. We will explore how our communication choices impact how others see us and we will strive throughout the semester to become more competent communicators whether we are talking face-to-face, texting, or sending an email. This will be accomplished by examining theoretical perspectives and current scholarly research used to explain communication phenomena, socialization, and interactions. Topics include: Social Construction, Uncertainty Reduction Theory, Politeness Theory, Dialectic Theory, Knapp's Stages of Relationships, Symbolic Convergence, Coordinated Management of Meaning, Gottman's research on conflict, Privacy Management Theory, and Message Design Logic. We will examine language and relationships in our lives by utilizing various tools including problem-based learning, films, guest speakers, lectures, in-class exercises and class discussion in both large and small groups.

COURSE OBJECTIVES

Conscientious study and attendance during this semester should provide you with the ability to:

1. explain seminal theoretical constructs related to communication as a symbolic activity, the social construction of meaning, and the development of identity as a communicative act;
2. identify how communication both shapes and is shaped by how we relate to one another and organize ourselves in groups;
3. understand how diverse cultural perspectives influence perception and communication practice;
4. demonstrate understanding of course concepts by effectively solving problems in a team environment;
5. apply these concepts to your life and relationships in multiple contexts
6. gather, analyze and evaluate scholarly research.
7. improve ability to co-create effective communication with others
8. feel confident about knowledge regarding interpersonal interaction

REQUIRED TEXTBOOKS

AUTHOR: Steve McCornack
 TITLE: Reflect and Relate
 PUBLISHER: Bedford St. Martain’s
 ISBN #: 978-0-312-25949-2
 DATE/EDITION: 2nd Edition
 COST: @ \$70.00

AUTHOR: Marvin Harris
 TITLE: Cows, Pigs Wars, and Witches: The Riddles of Culture
 PUBLISHER: Vintage
 ISBN #: **ISBN-10:** 0679724680 **ISBN-13:** 978-0679724681
 DATE/EDITION: 1989
 COST: @ \$10

TOPICAL OUTLINE OF COURSE

Assignment deadlines will be posted on this syllabus and will be adhered to as closely as possible; however, assignments and deadlines are subject to change. A semester long schedule of the topics covered each week will not be posted at any time; instead a week-to-week schedule will be announced before the week begins. Please consult the Registrar’s web site for a list of campus closings, observances, holidays, and breaks.

Class	Topics & Bulleted Questions to Be Addressed	Assignments Due at Start of Class
1	Getting to know you & Syllabus review <ul style="list-style-type: none"> • How to define Interpersonal Communication • Develop a working model of interpersonal communication • Discuss the term “floating signifiers” and how they impact our communication choices • Discuss research on techniques to recall names of people we meet • Class activity learning statistics about relationships – we will explore stats from different countries on our itinerary • Review project assignment 	READ: Syllabus and Chapter One
2	Principles of IPC <ul style="list-style-type: none"> • Master the 5 principles of interpersonal 	READ: Chapter Two

	<p>interactions</p> <p>Social construction</p> <ul style="list-style-type: none"> • Use cultural case study to explore how language and the idea of “what is” are socially constructed • Understand the stages of social construction, the terms binary, and cultural imperialism 	
3	<p>Social Construction and Symbolic Interactionism</p> <ul style="list-style-type: none"> • Connect social construction with symbolic interactionism • Class activity: Use media clips to explore how our ideas of what is right and normal are socially constructed. Also reflect on our memorable messages from a variety of relationships to see how they develop our sense of self and how we view the world 	<p>DUE: Identity Evolution Project Part 1</p> <p>READ: Chapter 7</p>
4	<p>Introductions, Nonverbal Communication & Accommodation Theory</p> <ul style="list-style-type: none"> • Explore the 8 codes of nonverbal communication, the primacy effect and confirmatory bias, ingroup/outgroup, language convergence and divergence • Class activities: use case studies and mini experiments to reflect on effective communication decisions and how decisions should shift when traveling to different countries 	<p>READ: Chapter 5</p> <p>READ: Dainton & Zelle</p> <p>Chapter pgs. 39-42</p>
5	<p>Continued from day 4</p> <ul style="list-style-type: none"> • Propose a problem that they may encounter on a future port. Students will be asked to use their knowledge from class material so far to solve the problem. This activity will help them review the material and will count for a portion of their first exam. 	<p>READ: Pgs 1-100 of Cows, Pigs...</p>

6	<p>Exam One</p> <ul style="list-style-type: none"> • Consists of : multiple-choice (select one or more answers), true/false, matching, and “in two sentences or less” 	
7	<p>Uncertainty Reduction Theory</p> <ul style="list-style-type: none"> • Use previous ports and assimilation to “ship life” to explore the theory assumptions, axioms, and strategies to reduce uncertainty. • Do you believe uncertainty can be reduced? • Discuss Uncertainty Management Theory and debate which theory is more relevant when traveling to different cultures • Discuss what happens when there is uncertainty in ongoing relationships 	<p>READ: Dainton & Zelle Chapter 3 READ: Appendix A Competent Interviewing</p>
8	<p>Hofstede’s Cultural Dimensions</p> <ul style="list-style-type: none"> • Master the 5 cultural dimensions and how they impact interpersonal interactions • Class activity: use the dimensions to compare and contrast countries we have visited and what we may anticipate seeing in future countries 	<p>READ: Chapter 6</p>
9	<p>Expectancy Violation Theory & Message Design Logics</p> <ul style="list-style-type: none"> • Discuss violation valences, theory assumptions, and test the three message design logics • Revisit nonverbal codes as violations • Class activity: role play to test the theories and research 	<p>READ: Chapter 5</p>
10	<p>Politeness Theory</p> <ul style="list-style-type: none"> • Review Goffman’s original concept of face and 	<p>READ: Chapter 3</p>

	<p>discuss Brown and Levinson's theory advancements</p> <ul style="list-style-type: none"> • Class activity: review presentation of self in various contexts 	
11	<p>Politeness Theory</p> <ul style="list-style-type: none"> • Discuss face threatening acts(FTA) that may have happened on voyage so far. Content analyze how people have used strategies to manage FTA's. • Reconnect to Hofstede dimensions and discuss how different cultures handle face 	<p>READ: Remaining pages of Cows, Pigs...</p>
12	<p>Gendered Language and issues of face</p> <ul style="list-style-type: none"> • Identify terms like hedger, disclaimer, tag questions, conversation starters, etc. • Explore how/why each gender used them and the social construction involved in their use 	<p>DUE: Identity Evolution Project Part 2 Due</p>
13	<p>Persuasion & Compliance Theories</p> <ul style="list-style-type: none"> • Explore classic persuasion studies on social proof, reciprocity, low-ball, liking, etc. • Class activity: possibly use ship life to experiment and discuss marketplaces visited 	<p>READ: Weapons of Influence Chapter One</p>
14	<p>Persuasion & Compliance Theories</p> <ul style="list-style-type: none"> • Review Cognitive Dissonance Theory and Leon Festinger's work on When Prophecy Fails • Use voyage experiences to discuss episodes where we have managed dissonance 	
15	<p>Exam 2</p> <ul style="list-style-type: none"> • Consists of : multiple-choice (select one or more answers), true/false, matching, and "in two 	

	sentences or less”	
16	<p>Knapp’s Stages of Relationships</p> <ul style="list-style-type: none"> • Identity communication elements that mark the 5 stages of coming together and the 5 stages of coming apart • Connect to privacy management theory reading • Class activity: play movie clip to discuss stages • Possible out of class activity: karaoke night where we sing songs based on stages 	
17	<p>Attraction Research</p> <ul style="list-style-type: none"> • Explore classic research on mere exposure, liking, closing time effect, scary bridge study • Class activity: discuss varying relationships in modern life- friends with benefits, hooking up, it’s complicated, etc. 	
18	<p>Love and Gender Research</p> <ul style="list-style-type: none"> • Learn 5 approaches to love and how they are manifested in communication • Discuss gender and love research • Discuss how love and relationships are approached differently in various cultures 	Homework: Take love styles survey and have at least two other people take the survey
19	<p>Relational Theories</p> <ul style="list-style-type: none"> • Learn elements of Social Exchange Theory, Relational Dialectic Tensions, and the McCornack/Parks Model of Deception • Class activity: At this point in the voyage we should have all interviewed people from various countries for the field project and will have plenty to discuss regarding previous material. Any spare 	READ: Chapter 10

	time in remainder of classes will be connecting interactions with class concepts, encouraging each other to stretch our understanding of IPC.	
20	<p>Family Communication Styles (based on level of communication and conformity)</p> <ul style="list-style-type: none"> • Learn how conformity orientation and conversation orientation combine to create different family types • Discuss communication elements of each family • Introduce research that shows how family style may impact guilt and anxiety toward keeping secrets • Class activity: play clips from Modern Family 	Take family communication survey
21	<p>Conflict</p> <ul style="list-style-type: none"> • Define conflict and 5 types of conflict styles • Discuss Gottman research on relational conflict and what makes him able to predict divorce with over 90% accuracy • Learn terms like 4 horsemen, kitchen-sinking, love map, flooding. 	
22	<p>Conflict resolution</p> <ul style="list-style-type: none"> • Continue based on Gottman research • Discuss cultural elements that present challenges 	READ: Chapter 9
23	<p>Putting it all together</p> <ul style="list-style-type: none"> • Revisit all of the concepts from the course, connecting to voyage 	Due: Identity Evolution Project Part 3
24	Exam 3	

FIELD WORK

FIELD LAB – This field lab will take place in Cape Town on Day 1, Monday 25 March. Attendance is mandatory.

“Yizani”

Yizani is a welcoming word meaning "Come, everybody". During our Field Work in Cape Town we will be introduced to child advocates: educators who strive to improve child literacy of those impacted by Apartheid, a radio host who will share stories on race and gender, street workers who aim to get children off the streets, mediators that try to reunite homeless children with their families, mothers of at-risk children who learn trades to improve their income, and the children. We will also spend time with an alumna of SAS who relocated to Cape Town after her experience with SAS. She will share her journey as well as answer any questions we have. We will end our day with a wedding planning company that specializes in cross-cultural weddings. They will talk about cultural differences, symbols, rituals, and interpersonal communication important to their success. *Order of events could change as the day approaches. Participants will be debriefed of the actual schedule the morning of the excursion.

FIELD ASSIGNMENTS

You will need to bring a notebook in which to take notes at every port and especially for our field lab. Your notes will be used throughout the semester for class discussion and the ongoing Field Project. You should also collect images (i.e., photos, advertisements), articles from newspapers, blogs, and research, and interviews (i.e., notes from interviews you conducted or actual video footage). By the end of the semester you should amass an impressive set of field notes that provide breadth and depth of your interpersonal communication knowledge and hands-on experiences during the voyage. The Field Project will be an extension of your Identity Evolution Project. Each week questions will be asked to have you reflect and relate your personality, relationships, and communication experiences to class material. You will critically analyze how YOU act in the Identity Evolution Project. For the Field Project you will return to these questions answering them as you travel and discover how other people in various cultures may answer these questions OR how you may have changed or evolved your identity as a result of traveling to these countries. There will be a rubric provided and more ample description during the semester.

For example:

- Identity Evolution Question: Violate one of the nonverbal expectations for nonverbal communication. For instance, if you are a woman, you might try to go a day without smiling or refuse to make eye contact when others are talking to you. If you are a man, you might try to smile constantly or hold very steady eye contact with others in conversation. Notice how people respond, both in things they say to you and in their nonverbal reactions to your behavior. Critically analyze assumptions made and connect to course concepts.
- The Field Project Extension: When you notice someone from another culture violate American codes of nonverbal communication, record the information in your notebook. When you violate their codes of nonverbal communication, record it in your notebook. By the end of the voyage you should turn your notes into a reflective answer addressing questions like: What does this information tell you about yourself? About cultural imperialism? Culture shock? Expectancy violation theory? Are their historical reasons for our differences?

ADDITIONAL RECOMMENDED INDEPENDENT SITE VISITS

- Certain site excursions will focus on interpersonal interactions and relationships (i.e., home visits, interacting with college students, service projects)
- Shopping in the local market or dining out create ample opportunity to observe and interact;
- Even a city tour or a day snorkeling involves a guide that is happy to answer questions. I encourage you to ask questions that provide insight into our course material.

METHODS OF EVALUATION / GRADING RUBRIC

Student Evaluation	% of Grade	Deadline
Exam 1	25	Day 6
Exam 2	25	Day 14
Exam 3	25	Day 24
Identity Evolution and Field Project	25	TBA

Assessment descriptions (more detail will be given during class):

Exams: There will be three exams. They will be multiple choice, true/false, matching, and short answer. They are based 80% on lecture and 20% of reading packet and text information that may or may not be directly covered in lecture. I offer exam reviews prior to each exam but you are always welcome to come to office hours or schedule an appointment to review one on one with me and see previous exams. Prepare by answering the case studies in the text, find solid examples of the concepts within your life, teach others what you are learning, and use the review sheet.

Identity Evolution Semester long project: This project is about self-discovery and growth. Throughout the semester you will have mini assignments that challenge you to explore who you are and how what you say affects your relationships with others. Your objective is to connect theories and research to your interactions. This is a critical analysis project. You will have a detailed assignment sheet and rubric. The project will be discussed in class.

Grading Scale: 100-98 = A+, 97-95 = A, 94-92 = A-, 91-89 = B+, 88-86 = B, 85-83 = B-, 82-80 = C+, 79-77 = C, 76-74 = C-, 73-71 = D+, 70-68 = D, 67-65 = D-, 64-below = F (note: There is not a policy requiring faculty to have a certain scale! I do not round up, but I do offer extra credit opportunities.)

Please note that a grade of “C” will be assigned to average college work. Note: Earning a “C” in this course is not an arbitrary “hoop” to jump through, but an indicator of readiness for the rest of the coursework in the major. Grades in the “B” range signify work that stands above the average, and grades in the “A” range are reserved only for those students who do exceptional work. So, for example, if you only do the minimum that is required in an assignment and you do those things well, you will probably receive a “C” on that assignment. Only if you go beyond average expectations for assignments will you be awarded a grade in the “B” or “A” range. This is not to say, however, that adding additional work to your assignments will guarantee you a grade of “B” or “A.”

Classroom Environment: You likely will hear ideas and opinions very different from your own. You can listen to opposing viewpoints and respect other people's right to hold differing perspectives without compromising your own beliefs or values. Be polite and respectful. Failing to respect the opinions of others and making personal attacks will not be tolerated and you will be asked to leave class if this occurs.

Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and useful comments in a helpful and supportive manner. You will find yourself receiving constructive feedback as well as giving it. Do not overreact to suggestions for improvement. No presentation is perfect and no critique is all knowing. We are all learning as we engage in this experience. In addition, there will be lectures which discuss sensitive adult subject matter; please consult the syllabus for course topics.

Should at any point you feel uncomfortable with a lecture, please feel free to address your concerns with me prior to class or quietly excuse yourself and wait until after class to speak with me regarding missed work.

Questions about grades: You must present your work well (well-written, solid research, and clear organization) in order to earn an above average grade. You must wait 24 hours before discussing any grade with me and while I am always willing to discuss any grade with you, will not consider any grade change after a time period of one week after receipt of the grade. You must identify specifically what you disagree with in the evaluation, why you disagree with the evaluation, and how you think you met the requirements of the assignment. To help both of us clearly understand the issues in question, you must present your concerns in writing.

Participation: In Communication Department Classes you are expected to participate. My definition of participation is defined as the following: attending class, being punctual, not leaving early, not being a distraction (in any manner), contributing to the class discussion by relating the material to the real world or real life, participating in class activities, visiting during office hours, and being actively engaged in all facets of the course. Merely attending class will not help you to earn an "A."

Be courteous to others (including me!): Class time involves focusing on what is being said and contributing. You cannot do that if you are absent, texting, making grocery lists, facebooking, doing other assignments, etc. People who decide to do other things during class will be asked to write a paper on their behavior and attribution or politeness theory. Those who are talking hogs or people attackers also need to remember to check themselves. There are a lot of people in the class with a variety of perspectives and we want everyone to have the opportunity to and feel comfortable in sharing ideas and opinions. You likely will hear class members express ideas and opinions very different from your own. You can listen to opposing viewpoints and respect other people's right to hold differing perspectives without compromising your own beliefs or values. Be polite. Constructive feedback is a balance of honesty, respect, and sensitivity. Provide your classmates with specific and useful comments in a helpful and supportive manner. You will find yourself receiving constructive feedback as well as giving it. Do not overreact to suggestions for improvement. No presentation is perfect and no critique is all knowing. We are all learning as we engage in this experience.

Disruptive behaviors in class are NOT appropriate, since they hinder the ability of your fellow students to learn. I expect everyone in this class to treat each other with respect, and if you fail to demonstrate that respect you will be warned, followed by disciplinary actions if you continue to be disruptive. If you opt to do something disruptive during class time you will be asked to write a 3 page paper on Brown & Levinson's Politeness theory and how it relates to your actions in class and hand it in before I return your next graded assignment.

Enjoy the class: This should be a fun class. Who wants to waste three hours a week in class plus several hours outside of a class on something that is not fun?!? Your contributions will make it fun and relevant. I like feedback so if there is anything I can do/bring to make it more enjoyable please let me know. Have you figured out yet that the key phrase is "communication is fun?!?"

Electronics: The values and behaviors I expect in this classroom include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. You are expected to turn off all cell phones before entering the classroom and use laptops for note-taking purposes only. Checking email, texting, perusing Facebook or updating Twitter is disrespectful to the learning environment.

A specific note: The structure for this course involves gender and culture discussions. I do not intend that my perspective be privileged, and I will not ask you to accept it. I will ask that- in each assignment- you develop a strong thesis and a stronger rationale to support your thesis from personal stories and/or research. This answer is similar to a variety of topics covered in this course (race, status, relationships, etc.).

Attendance: As adults you decide to attend or not. You are responsible for signing the sheet that is passed around. At the end of the semester I will not accept, "I was there, but forgot to sign the attendance sheet." You are responsible for obtaining assignments, notes, and/or information disbursed on any missed days. Missing more than 2 classes for any reason will begin to drop your grade by 3 total points. Missing 8 classes for any reason is an automatic F for the course. **You may opt to make up absences in office hours. You must do so prior to the relevant exam.** Note: you are absent from class when you are not present, regardless of the reason.

RESERVE LIBRARY LIST

ELECTRONIC COURSE MATERIALS

AUTHOR: Dainton & Zelle
ARTICLE/CHAPTER TITLE: Chapter 3 Intrapersonal Communication Theories
JOURNAL/BOOK TITLE: Applying Communication Theory for Professional Life
VOLUME:
DATE:
PAGES: 33-54

AUTHOR: Cialdini

ARTICLE/CHAPTER TITLE: Weapons of Influence
JOURNAL/BOOK TITLE: Influence Science and Practice
VOLUME:
DATE:
PAGES: 1-18

ADDITIONAL RESOURCES

None.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

Reflect Relate Renew. 14 likes. Solutions for caregivers of a relative with a mental disorder. Discover how to transform a stress-filled journey....
See more of Reflect Relate Renew on Facebook. Log In. or. Create New Account. See more of Reflect Relate Renew on Facebook. Log In. Forgotten account? a family type consisting of a group of people who are related to one another such as aunts uncles cousins or grandparents and who live in the same household. blended family. a family type where the husband and wife provide care for one or more children who are not the biological offspring of both adults. (step families). cohabiting couples. two unmarried adults who are involved romantically and live together with or without children. single-parent family. Related titles. Carousel Previous Carousel Next. Principles of Information Systems 13th Edition Stair Solutions Manual. Lily Evans and the Elf-Nymph Necklace, Year One, Chapter Four. Title of Novel. My Favorite Book. Documents Similar To Reflect and Relate an Introduction to Interpersonal Communication 3rd Edition McCornack Test Bank. Carousel Previous Carousel Next. Principles of Information Systems 13th Edition Stair Solutions Manual.