Interpersonal Communication

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TA name
TA email

Check your UF email everyday before class to see if class is cancelled and any additional activities/work that is due.

LECTURES, READINGS, AND ASSIGNMENTS

Week 1 (Aug 21): Course Introduction and Nature of IPC
Week 2 (Aug 28): Nature of Interpersonal Communication
  ch. 1
Week 3 (Sept 4): (No class Mon)
  ch. 7       Listening
Week 4 (Sept 11): Self Concept: Development and Maintenance
  ch. 3       Extra Credit due Friday Sept 15
              (ch 1,3,4,7)

*****Email your extra credit to your TA by 9 A.M. the day it is due (in the subject heading put your name AND attendance number) AND bring a hard copy to class. You may email it to your TA and turn it in early to your teacher if you wish. Follow these procedures all semester.

Week 5 (Sept 18): M Perception
  ch. 4       W Pick Groups and Discuss Final Project
  F Exam I on Friday Sept 22(chs 1,3,4,7)

*****NO questions about the test material will be answered on the day of the test in my office or via email. Plan ahead.

Week 6 (Sept 25): Relational Development all week
  ch. 9

Week 7 (Oct 2): M Verbal versus Nonverbal Comm and Gesture
  ch. 5,6       W Gesture cont’d and Space
  F Homecoming-No Class

Week 8 (Oct 9): M Touch
  Extra Credit for Exam II due Monday Oct 9
  (ch 2,5,6,9)
  ch.2       W Culture and discuss Intercultural Paper
  F Deciding Nonverbal Activity/ Work in groups.
  Friday Bring textbook to class
Week 9 (Oct 16): M Nonverbal activity around campus first 30 minutes of class. Come to class 15 minutes before class ends to discuss results.

W Exam II on Wed Oct 18 (covers chs 2,5,6,9)

F Intimacy Barriers

Ch.11

Week 10 (Oct 23): M Intimacy, Trust, and Communication Climate ch. 12

W Finances and Interpersonal Relationships

F Conflict and Negotiation Extra credit for Exam III is due Fri Oct 27 (ch. 10,11,12)

Week 11 (Oct 30): M Conflict and Negotiation

W Healthy Communication/Activity Groups turn in typed checklist of specific concepts Wed Nov 1. Put group number and area of concentration at the top center and each group member’s name and attendance number top right -see addendum for an example-remember to put each person’s name beside each concept he/she completed)

F Group Work

Week 12 (Nov 6): M Intercultural paper due Wed Nov 8 In class, everyone take turns describing the person interviewed and the cultural differences found.

F Veteran’s Day-No Class

Week 13 (Nov 13): M Activity

W Exam III Wed Nov 15 (covers ch. 10,11,12)

F Group Work- All work must be finished today! Run through group project to practice Bring any visual aids (powerpoint/videos)

Week 14 (Nov 20): M Groups 1 & 2

W NO CLASS-Thanksgiving Holiday

F NO CLASS-Thanksgiving Holiday

For Final Group Projects, make sure every group comes in with its typed list of specific concepts, listed in the exact same order as they will be presented throughout the class period. I use this as my grade sheet. If concepts are out of order, or missing, I take points off for those errors. Make sure every group member has a copy of the checklist! Week 15 (Nov 27):
Week 16 (Dec 5):

- **M** Activity
- **W** Activity
- **F** No class—Reading Day

There is no exam during final exam week. Your last test is exam III.

Explanation of Assignments:

**Extra Credit:**

*Type* 25 questions **FROM THE BOOK.** (NOT from lecture).

Use multiple choice, true/false, and matching types of questions ONLY.

Either indicate the answers on your test, or include a separate answer sheet.

Application questions are the type of question I use most often. Example:

1. Clifffy and Muffy are holding hands. This is an example of haptics.
   
   A. TRUE  
   B. FALSE

You must turn in a **hard copy to me on the day it is due** AND you must email it to your TA by 9 A.M. on the day it is due. If you are smart, as soon as you finish it, send a copy to your email. If you forget to bring a copy to school the day it is due, you can always go print out a copy before class.

**Intercultural paper:**

You are expected to turn in a 2-3 page **typed** paper. Interview someone from a different culture than your own for 45 minutes and discuss how communication is different. Use concepts discussed in the book in chapters 2 (p 43-48) and ch 6. Compare and contrast how your culture is different from the other person’s through out the paragraphs listed below.

In the first paragraph, discuss why the person you interviewed feels part of a certain culture. The next five paragraphs should cover the five cultural norms discussed in chapter 2 (p 43-48). For example, the second paragraph would cover low versus high context, the third would cover individualism vs collectivism, the fourth would cover power distance the fifth would cover uncertainty avoidance and the sixth would cover achievement versus nurturing. The last paragraph should include any nonverbal differences and any other interesting information you found. The paper is worth 15 points. It is graded as either 15 points (great job) or 0 points (poor job and/or late). **NO LATE PAPERS ACCEPTED.**

**Group Project:**

At the end of the semester each group is to take a maximum of 20 minutes
to demonstrate what has been learned over the course of the semester. Each group should demonstrate proficiency in one major area of concentration. (For example - One major area of concentration could be Relationship Development). The form of the project is up to each group. Be creative. Use combinations of skits, a few YouTube clips, game shows etc. to get your knowledge across to the audience. You are more than welcome to get the audience involved through games, etc. You are NOT allowed to lecture (for example, stand up and just read a definition of each concept). I have already done that this semester. Do something different!!!!!!! During each skit, or talk show etc, it is necessary to both show the concept and then tell the audience how what they just saw was an example of the concept. Be specific in your explanation! During the skit, Muffy could approach a bench Cliffy is sitting on and say, “Hello Boyfriend” and smile. Cliffy could respond, “Hello Girlfriend!” smile and pat the bench next to him. Muffy could sit very close to him and they both smile at each other. Right after the skit a group member could freeze the scene and say, “That was an example of intimate space. Only people who know each other very well should sit 0-18 inches apart. When Muffy said, “Hello Boyfriend!” and Cliffy cheerfully responded “Hello girlfriend” and then she sat very close to Cliffy and they both smiled, that is an example of intimate space. Boyfriend and girlfriend sitting mere inches from each other on a bench and their smiles show they are both happy to sit so close. Okay, back to Cliffy and Muffy.” You MUST stop and explain after each concept. So you will stop 21 times. Do NOT try to show and explain two concepts at once. Have a different example for each concept. It makes it less confusing for the audience. In other words if your theme is conflict do not have 21 skits about whether the toilet paper roll should be placed over or under. Have 21 different conflict scenarios - only one of which is about toilet paper, for example.

Typed list of specific concepts—First and Final Draft:

The check list of concepts should be easy for me to quickly check that you have correctly demonstrated the concept.

- Make the font size at least 14.
- At the top put your area of concentration (Conflict, etc) AND every person’s name and attendance number.
- Actually put a box for me to check in front of each concept.
- Number each concept from 1-21, and bold the concept.
- Put person’s name in charge of each concept to the right of the concept.
- Underneath and tabbed to the right I want three items:
  1) DEF—a brief definition
  2) SHOW ME—tell me how you are specifically going to show the concept (be detailed!!!!) DO NOT write a web address of a video—explain in detail what I will see/hear the characters doing during the video.
  3) EXPLANATION—State the name of the concept (both write it and say it out loud during your presentation) Briefly define the concept (say this out loud for the audience). Then explain to the audience specifically how what they saw/heard showed your concept (again be detailed). You must specifically say the words and/or actions in the SHOW ME that exemplify the concept. It is better to have too much than too little. A sample entry is below (it needs a box in front of the number one but I don’t know how...
to make the computer make one!

1. Intimate Distance (Muffaboo)

**DEF** - Use of space 0-18 inches, usually reserved for people in a very intimate relationship.

**SHOW ME** - Muffy says, “Hello Boyfriend!” She smiles as she approaches Cliffy who is sitting on a bench. Cliffy responds, “Hello Girlfriend!” and pats the space right next to him on the bench. She sits five inches away from him and they smile at each other.

**EXPLANATION** - This is an example of intimate distance. Intimate distance is 0-18 inches and used by people in an intimate relationship. Cliffy and Muffy have identified they are in a close relationship by calling each other “girlfriend” and “boyfriend.” Muffy sat within five inches of Cliffy and based on both of their smiling faces, this was appropriate use of intimate interpersonal distance.

What **NOT To Do** on your group checklist:

- Intimate Distance
- Def how people use space
- Show me seinfeld video [www.youtube.com/13889](http://www.youtube.com/13889)
- Explanation video showed intimate distance

**While Presenting Your Group Project:**

1) Each group member may have info written on **one side of half of an 8 by 11 piece of paper**. Failure to comply will result in 20 points being subtracted from your individual group grade!! (for example, if your group earns 90 points, but you use the entire 8 by 11 piece of paper, your grade will drop to a 70!!!)

2) **You must identify for the audience every concept covered EXACTLY when it occurs.** Do this through powerpoint slices or “Voice overs” etc. You cannot put up a powerpoint slide with more than one concept written on it. Thus, you will stop 21 times and explain specifically through words or actions what parts we just saw/heard were example(s) of the concept.

3) **On the day of your group speech-Each group must also turn in a typed sheet that has each concept in the order it will be demonstrated. Be detailed!** This is the sheet I will use to grade you. Make sure you do not switch the order of the concepts or leave one out during your presentation or points will be deducted. Remember to be detailed!
4) **Your group must go on the day you are assigned.** Be prepared to go even if a group member does not show up. I cannot grade you without a grade sheet, so make sure you do not rely on just one person to bring this the day you are to present. In case of equipment failure, make sure you can do your assignment without powerpoint, and/or make sure you can explain your video clips even if we can’t see the video clips in class.

5) **DO NOT READ ANYTHING!!!!** Not your half sheet, not the computer screen, NOTHING!!! You must follow the rules of this class during the group project. So if you are playing a newscaster, in real life a newscaster would read from a screen or cue cards. YOU ARE NOT ALLOWED TO READ!!! You can use your half sheet of paper to prompt you, but DO NOT read it. Any powerpoint slides you have are for the audience, DO NOT LOOK AT THEM! DO NOT sit behind the computer screen and read, DO NOT turn around and look at the powerpoint slides. DO NOT READ!!!!! I will dock your group grade 20 points!!!

6) Your group presentation can be less than 20 minutes, but you will be stopped at exactly 20 minutes. No credit for any material you ran out of time and could not say.