Course Syllabus

COM 530 – Interpersonal Communication in Science and Technology Organizations

Section 601

SUM2 2012

3 Credit Hours

Course Description

Course Catalog Description

Blends theory and research to understand and analyze interpersonal communication practices and issues within organizations, including managing impressions and conversations, engaging in active listening, managing conflict, influencing others, and communicating in teams. Focus on developing and maintaining effective interpersonal relationships at work and improving student's communication competence.

Learning Outcomes

- Describe the importance of interpersonal communication for professional and personal success
- Identify effective communication responses within various interpersonal communication scenarios
- Apply communication strategies or approaches within interpersonal interactions
- Analyze interpersonal communication dilemmas within their profession
- Evaluate various interpersonal communication practices, strategies, and responses to problems
- Demonstrate increased awareness of their own communication tendencies and develop strategies for improvement
- Express greater confidence in their interpersonal communication abilities

Course Structure

This course is hosted in Moodle, and all required activities will take place online. For each course topic, lecture slides, readings, and videos will be posted. Discussions will take place within Moodle Forums, and assignments will be created and submitted in Moodle. Depending on student interest, chats over material or targeted problem sessions may be held online, using Moodle Chat, Elluminate, Blackboard Collaborate, or Skype.

Instructors

Dr. Kelly Albada (kalbada) - *Instructor*
Email: kalbada@ncsu.edu
Phone: 919-370-1401
Fax: 919-515-9745
Office Location: Virtual!
Virtual Office Hours: Tues. and Thurs., 10-11 am, Sun. 8:30-9:30 pm, and other times by request

Course Meetings

Meeting Notes

Students are welcome to attend online chat sessions, wherein we will address a particular communication challenge and have the opportunity to workshop responses to that challenge. Other chat sessions may be focused on the weekly readings. The schedule will be announced in advance. I will make efforts to hold chat sessions at various times of the day to accommodate, as best I can, students' schedules.

Course Materials

Textbooks

None. See course schedule.

Expenses

None.

Materials

Headset with microphone - $60
This material is optional.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details

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Interpersonal Communication Self Improvement Paper	**30%**	Students will identify an undesirable communication pattern or lacking skill for targeted self improvement. After noting the various ways in which this pattern or lacking skill is manifested in their professional lives, students will articulate a plan for improvement based upon course readings and additional research. Their additional research may include secondary and primary research. The students will then "try on" a new strategy or approach and provide a summary of the experience.
Case Study Analyses	**40% (4 @ 10% each)**	Students will read and provide a written response to four case studies. The case studies will be provided by the professor, along with the questions to consider in the analysis. Each case study analysis paper should be no longer than 4 pages.
Discussion Posts	**10%**	For each course topic, students will be provided with a question prompt in the Moodle Forum. They will then post their response or expand upon another student's post. Posts must be completed each week (by Weds. at 11:55 pm) to be considered on time. Students may continue to post as they wish or discuss the material with their classmates, but the additional posts will not be graded.
"Try it Out" Exercises	**20%**	Students will be provided with 4 opportunities (one per week) to try out a communication strategy, response, or approach. They will then write a brief summary and commentary on their experience (approximately 1 page). Each activity will be due on Weds. at 11:55 pm. Participation in a problem session may count as a try it out activity, but the summary must be submitted in order to receive credit.

Letter Grades

This Course uses Standard NCSU Letter Grading:

97 ≤ **A+** ≤ 100
93 ≤ **A** < 97
90 ≤ **A-** < 93
87 ≤ **B+** < 90
83 ≤ **B** < 87
80 ≤ **B-** < 83
77 ≤ **C+** < 80
73 ≤ **C** < 77
70 ≤ **C-** < 73
67 ≤ **D+** < 70
63 ≤ **D** < 67
60 ≤ **D-** < 63

$0 \leq$ **F** < 60

Requirements for Credit-Only (S/U) Grading

Performance in research, seminar and independent study types of courses (6xx and 8xx) is evaluated as either "S" (Satisfactory) or "U" (Unsatisfactory), and these grades are not used in computing the grade point average. For credit only courses (S/U) the requirements necessary to obtain the grade of "S" must be clearly outlined.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php.

Policies on Incomplete Grades

If an extended deadline is not authorized by the Graduate School, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) by the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php. Additional information relative to incomplete grades for graduate students can be found in the Graduate Administrative Handbook in Section 3.18.F at http://www.fis.ncsu.edu/grad_publicns/handbook/

Students must have completed over 50% of the course assignments AND have a passing grade in the course to be considered for an incomplete grade. Incomplete grades are typically granted in cases of medical emergencies, family/personal crises, military assignments, and legal issues, when the timing of these issues prohibits the student from completing the requirements of the course by the end of the semester. Incomplete grades are not typically granted when the student has been unable to participate in the course throughout the semester due to these issues. A withdrawal is the more likely recommendation in those situations. Students must provide documentation verifying their reasons for requiring an incomplete grade.

Late Assignments

Late assignments will be accepted up until the last day of regular class if they are accompanied with documentation that is consistent with the university's excused absence policy. These assignments will not be penalized. Late assignments that are submitted without documentation or are not due to a situation that is considered "excused" will be accepted, but 10% will be deducted from the student's assignment grade for each day the assignment is late. Given that this is an online course and due dates are typically due date "windows," late work should be quite an unusual occurrence.

Attendance Policy

Attendance

NO ON CAMPUS MEETINGS ARE REQUIRED. ATTENDANCE AND PARTICIPATION IN THE COURSE, HOWEVER, IS STILL REQUIRED AND IS FULLY EXPECTED!

Plan on being online "attending class" each week day as you would a regular face to face class in the summer session (i.e., about one hour a day). This may sound strange to you.

After all, you signed up for an online course. Isn't the whole online course thing supposed to be more flexible? Yes and No…

Think about what you do in a face-to-face class. You listen to the instructor review the material, take notes, answer questions, ask questions, watch video or listen to audio, engage in individual or group exercises, present material, and so on. Online courses should not be thought of much differently in terms of your role and level of engagement. One of the main differences is that you have more choice regarding the time that you "meet" and "participate" in the course. You can spread the participation out a bit, rather than attend the class on M-F from 9:00-10:00 or on Tuesdays and Thursdays from 6:00-8:45 pm. You could spend 30 minutes on Monday watching course videos and reading slides. You could spend another 30 minutes on Tuesday posting on the discussion board and reading over some posts. You could spend another 90 minutes on Saturday, engaging in an activity, reading weblinks, or watching video clips. With the exception of the noted due dates, you have more choices over your engagement in the course. This flexibility can cause some students to procrastinate and fall behind in the course. Some students enjoy going through material at their own pace and reflecting independently on it. Some students find the face-to-face classroom environment energizing, while other find it somewhat distracting. Therefore, it is important to reflect upon your strengths and weaknesses as a student. Are you a good time manager; are you organized; are you easily bored with reading or video; do you learn best through writing, talking it out, or doing something? Are you taking a heavy load, working, or have other scheduling constraints that need to be considered? Taking this inventory may help you make decisions about how you will manage your participation in the course.

So what does it mean to attend and participate in an online course? This time should be spent watching course lecture videos; answering discussion questions or posting comments; engaging in a class activity; reading slides; reading fellow students comments/posts; catching up on announcements, due dates or assignment descriptions; chatting with the professor or other students about material; or raising a question. Reading the required materials should be done in preparation for that day's meeting.

Keep in mind that this online courses is not a self taught, self paced course. You must attend and participate in order for learning to occur; you will be guided and prompted and required to pace through the course over 5 weeks, participate to some level, and ponder certain topics. You have due dates for assignments. These are due date windows in most cases and fixed dates in other cases, but they are not negotiable.

Absences

None.

Makeup Work

Extensions beyond posted dates posting discussions and submitting assignments will be made **ONLY** when a University-excused absence causes a student to need additional time. Extensions will be limited to one week. Appropriate documentation **MUST BE PROVIDED** to the instructor for an extension to be granted.

Examples of excused absences include student illness or injury, or death of an **immediate** family member. These facts **must** be documented by Student Development and/or an attending physician (receipts from Student Health are **not** appropriate documentation). Consult the following site for additional information regarding University policy:

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at
http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Academic Honesty

See http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Electronically-hosted Components: Since this course is delivered via the Internet and hosted in Moodle, most, if not all, of the communication that takes place in the course will occur through electronic tools. Students will be asked to post to discussion forums. Lectures, readings, and course slides will be posted in Moodle. Students will submit assignments via Moodle. Students may also initiate chat or send a mail message to each other or to the professor. Grades and feedback on assignments will be posted in Moodle but will not be accessible to anyone other than the student. Group problem sessions may be held through Elluminate, Skype, or Blackboard Collaborate, video conferencing software.

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (http://www.ncsu.edu/dso) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is

also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

Course Schedule

*Most readings and case studies are posted in .pdf or .html format on the course website. Students may purchase their own copies of the two books that we will read if they wish. The book, **Advocacy: Championing Ideas and Influencing Others**, is available at the NC State library as an e-book. We are only limited to how many people can be reading it at the same time. Login with your unity ID and read away. You can also buy your own copy at Amazon.com ($22.12 paperback or $18.59 Kindle version) or other retailers. **The Difficult Conversations** book is available through Amazon.com ($9.41 paperback or $12.99 Kindle version) and other retailers. I am also posting a **Harvard Business Review** summary and a youtube clip that will convey the bulk of his ideas. It's an easy read and pretty affordable so you may want to have your own copy for reference. If not, the summary and clip should suffice. You have time to get the books if you are ordering as we won't take them up until week 3.*

Please check on Moodle for the weekly readings and cases. Readings may be adjusted as the course progresses (if I come across something really interesting).If you see something interesting, please post it in the discussion forum, or let me know and I'll direct your classmates to it.

Week 1: Background on and Key Components of Interpersonal Communication — 06/28/2012 - 07/04/2012

- Key components, propositions, and assumptions of interpersonal communication
- Personality/individual/cultural influences
- Self perception and other perception

READINGS

Berger, C. (2005). Interpersonal communication theory: Theoretical perspectives, future prospects. *Journal of Communication*, *55* (3), 415-447. DOI: 10.1111/j.1460-2466.2005.tb02680.x

Burgon, J., Berger, C., & Waldron, V. (2000). Mindfulness and interpersonal communication, *Journal of Social Issues, 56* (1), 105-127. DOI: 10.1111.

Choi, I., Nisbett, R., & Norenzayan, A. (1999). Causal attributions across cultures: Variation and universality. *Psychological Bulletin, 125* (1), 47-63.

CASE STUDY
Erickson, T. (2009). Gen Y in the workforce. *Harvard Business Review*, 43-49.

ASSIGNMENTS by July 4, 11:55 pm

Discussion post, see Moodle for topic
Case analysis

Try it out exercise, see Moodle for details

Week 2: Managing Conversations — 07/05/2012 - 07/11/2012

- Language
- Nonverbal Communication
- Listening

READINGS

Rogers, C., & Roethlisberger, F. (November-December 1991). Barriers and gateways to communication. *Harvard Business Review*, 105-111.

Tannen, D. Power of talk. *Harvard Business Review*.

Kegan, R., & Lahey, L. L. (2001). More powerful communication: From the language of prizes to the language of ongoing regard. *Journal of Organizational*, 11-17.

Wheeler, M. (2009). Nonverbal communication in negotiation. *Harvard Business School*.

CASE STUDY
Surviving the Boss from Hell, HBR Case Study

http://web.ebscohost.com.prox.lib.ncsu.edu/ehost/detail?sid=6ef88563-1aba-40a4-9cbe-2c05242443c5%40sessionmgr115&vid=1&hid=122&bdata=JnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=buh&AN=43831016

You may also find the following weblinks on Good Bosses/Bad Bosses interesting:

http://www.bnet.com/videos/good-boss-bad-boss-the-live-one/6246362
http://bobsutton.typepad.com/

ASSIGNMENTS by July 11, 11:55 pm
Discussion post, see topic on Moodle
Case analysis
Try it out exercise, see Moodle for details

Week 3: Relationship Development — 07/12/2012 - 07/18/2012

- Self disclosure, similarity, and reciprocity
- Characteristics of effective relationships
- Developing and maintaining professional relationships

READINGS

Benson, G. (December 2007) Making relationships work: A conversation with John Gottman. *Harvard Business Review*, 45-50.

Uzzi, B., & Dunlap, S. (2005). How to build your network, *Harvard Business Review*, 53-60.

See Chps. 5 and 8 in the *Advocacy* book.

CASE STUDY
TBA

ASSIGNMENTS by July 18, 11:55 pm
Discussion post, see topic on Moodle
Case analysis
Try it out exercise, see Moodle for details

Week 4: Communication Challenges, Part A — 07/19/2012 - 07/25/2012

- Influence in interpersonal relationships

READINGS

Daly, J. (2011). *Advocacy: Championing Ideas and Influencing Others*. New Haven, CT: Yale University Press. ISBN: 978-0-300-18813-4, $22 (Amazon.com)

 Chps. 2, 3, 6, 7, 9, 10, 11, 12

CASE STUDY

TBA

ASSIGNMENTS by July 25, 11:55 pm
Discussion post, see topic on Moodle
Try it out exercise, see Moodle for details
No case analysis this week; case will be posted but students will be given two weeks to complete it so that they can work on their final papers.

Week 5: Communication Challenges, Part B — 07/26/2012 - 08/01/2012

- Power and conflict in interpersonal relationships
- Deception in interpersonal relationships

READINGS

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to address what matters most*. New York: Penguin. ISBN: 0143118447, $10.88 (Amazon.com).
Carney, D. (2009). Powerful people are better liars. *Harvard Business Review*.

Optional readings on conflict and performance appraisals will also be posted.

ASSIGNMENTS by Aug. 1, 11:55 pm
Discussion post, see topic on Moodle
Case analysis
No try it out exercise; work on your paper!

SELF IMPROVEMENT PAPER DUE BY AUG. 3.