

Instructor's Manual and Test Bank

for

The Basics of Interpersonal Communication

Scott McLean
Arizona Western College



Boston New York San Francisco
Mexico City Montreal Toronto London Madrid Munich Paris
Hong Kong Singapore Tokyo Cape Town Sydney

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Preface

This instructor's manual, like the text, was designed with your success in mind. The text can serve as a stand alone, low cost, "nuts and bolts" survey text of interpersonal communication, providing the student the opportunity to prepare for classroom discussion by completing reading and note-taking assignments, and provide a solid foundation for you to build upon, adapt, and/or compliment with additional material depending on your individual instruction methods, goals, or objectives.

This instructor's manual provides you with some of that additional material. Please feel free to arrange the material presented in the order that works for you.

The text itself is clear and concise, so I do not duplicate all the detail in this instructor's manual. In addition, the text in many ways has a "workbook" feel to it. Introductory exercises are followed by discussion punctuated by in-chapter exercises. You may choose to use these exercises in class to facilitate discussion. I note how I use the exercises in the teaching suggestion component that introduces each chapter outline.

Finally, I encourage you to have fun with the material and contact me with your thoughts and suggestions.

Scott McLean
Professor of Speech Communication
Arizona Western College
Yuma, AZ 85365
scott.mclean@azwestern.edu

Introduction

Whether this is the first time you have taught the interpersonal communication course or you're a seasoned professional, I believe this manual has something to offer you. The text itself is brief and straightforward and this manual will continue in that style. This manual will incorporate a "zero-preparation" approach to most activities and lesson plans, to make it quick and easy for you to find what you need and get to work.

Teaching Tips

This section will briefly highlight teaching tips that I have found to work well. For more in-depth information, I encourage you to read: Teaching Tips : Strategies, Research, and Theory for College and University Teachers by Wilbert J. McKeachie, Graham Gibbs. I found this text to particularly helpful as I entered the classroom for the first time. The discussion organization and planning, as well as classroom management, were helpful.

1. People who are safe and having fun learn better

This is tip number one because it provides a foundation for all the rest. People learn best in environments where they feel safe and have fun. I start the class with a survey followed by a quiz on knowledge about communication. The quiz focuses on common myths of communication and serves as an excellent vehicle to introduce the course. It also starts dialog, the first step to building trust. I then focus on "ice-breaker" activities in later classes to help everyone come to know one another. Time invested in this effort early in the course will pay dividends in terms of classroom climate, more student time on tasks, and overall classroom management.

2. People like to have clear expectations

This is the second tip because clear expectations are critical to student success. I use a clear, simple syllabus with an assignment schedule to help communicate expectations. The syllabus covers standard issues, includes a helpful "safe & healthy learning environment" clause, and the assignment schedule clearly makes out work to be completed during the course.

3. People like to learn from enthusiastic people

People naturally learn from one another in life everyday. We tend to gravitate to people who make us feel safe and good about ourselves, or at least people who are passionate about whatever they are into doing. It is no different in the classroom. I believe communication is the most powerful force (perhaps besides gravity) in our lives and I let that be known. I communicate why I studied this discipline and why I think it is fundamentally important that everyone has access to an understanding of communication's basic principals. Activities are designed to gain experience and demonstrate these principals. Students recognize in some cases what they have observed

or thought about but not considered within an objective, academic context. Their sense of empowerment, that they can make a difference in their relationships with others and even themselves, is key.

4. Curiosity is key to learning

You had no trouble learning what you wanted in kindergarten because your sense of curiosity helped you become engaged. Engaging students sense of curiosity about communication, relationships, and the ability to effectively persuade is an integral part of effective learning. People are often attracted to stories and games. I will tell stories of how radio was discovered or how gate-keeping kept part of the story from being told. Students respond well to stories, and the lecture points can be incorporated in such a way that they both remember them in context and find the information relevant. Games are a great way to stimulate curiosity and I find on exit surveys that these are the lessons that teach the material that students are most likely to retain.

5. Organization is everything

I cannot underline enough the importance of organization. If your teaching schedule is like mine (21 credit hours typically, 4 distinct classes and multiple sections + Advisor to Phi Theta Kappa + committees), you have to stay on top of your classes. I offer you several of my organizational tips throughout this manual.

Classroom Management Strategies

If you haven't read Teaching Tips (above), I encourage you to do so now. I will be building on these basic tips to highlight what for me have been effective classroom management strategies.

1. People who know one another are more likely to display respect

While the saying "familiarity breeds disrespect" may have some truth in it, I find that investing time for the students to work in groups or pairs early on in the course is a positive classroom management technique. People who know something about one another treat each other with more familiarity (as one would expect) than people who do not know one another. Since we are communication professionals, we need to instruct through modeling and this is an excellent chance to do just that. Taken slowly, the result is better audiences for student speeches, often better speeches themselves, higher levels of attendance, and a more positive learning climate. There are numerous studies on learning clusters and communities, peer learning and the importance of being engaged which demonstrate a correlation to student success.

2. Reinforce clear expectations

Take time to review expectations clearly delineated in the syllabus and assignment schedule periodically. For example, on my assignment schedule it states “Please arrive to class on time.” In the work world, if you are intermittently late your supervisor will call you on it and it may place your own employment at risk. Habits start young but I can nonetheless reinforce punctuality as I pass around a participation sign-in sheet, and after the first five minutes, I will draw a line directly below the last student’s name. Above that line I write “on-time.” A sign-in sheet is used in every class, and a student often will self-correct behavior after a few times of signing below the line.

3. Safe and Health Learning Environment

This clause I add to my syllabus to help encourage a positive classroom atmosphere. I communicate, for example, that the seven words the FCC does not allow to be broadcast are not to be used in class. When asked what the words are, I respond if they don’t know they should play it safe. When asked why profanity is not allowed or why a student cannot use certain words to communicate ideas, I encourage them to expand their vocabulary. I share that I too have been called into the principal’s office because my children repeated a word they heard at home, but that in work world, professional speech is generally expected and your credibility is key to your success.

Lesson Plans

It is important to have your objectives, activities and goals clear for each class. A lesson plan helps you organize your discussion and activities to cover the material and reinforce learning. There are five main parts for a lesson plan outlined below.

1. Preview

This is your attention statement which informs your students about what will be covered during class. This may involve a list on the board of activities in a time order form, allowing students to forecast what is to be covered when and what is next as they progress. It may also involve a game to stimulate curiosity about a topic or content area, or start with an interpretative question (found at the end of each chapter) which facilitates discussion. Finally, your preview should link to previous material to reinforce learning.

2. Activity

Activities facilitate active learning and can capture curiosity. In our example, you want students to understand and the basic components and models which represent the process of communication.

A. Activity Ask students to draw communication, pretending they will show what they draw to a student who speaks no English to communicate the topic of this class. No words are allowed.

B. Discussion Ask students to explain their drawings to one another and use elements from student drawings to cover the eight components. Here, for example, we see a source. What does a source do in the process of communication? From this discussion you can focus on the basic role and functions of a source before moving to a receiver or channel.

You can instruct students to label the components in their drawing or incorporate missing components and their drawings become their notes, reinforcing the content.

You can then move to the linear model, and build on it, linking it to the interactional, transactional, and constructivist model, perhaps drawing on the board yourself, again asking the students to find elements of each model in their own drawings.

3. Lecture/Discussion

This is your introduction and body of your class. You will have a list of vocabulary words, ideas, concepts, theories or similar material you want to cover in class. For example, you may decide to cover the basic components in the process of communication and the four models. In the above activity, you may use the activity to extend to the discussion, weaving both together to maintain interest and increase retention of the material.

4. Reminders

As in a speech, there need to be reminders which serve as signposts, calling to attention key points which allow the students to recognize the points and reinforce previous material. Make sure you repeat and review to reinforce learning.

Your schedule may look like the sample provided, which serves as a guide to the activities that are assessed in class. Reminding students about assignment due for the next class or the text over a number of chapters and how the present material fits within the larger context can facilitate learning.

5. Summary

As in a speech, a good summary will re-capture and present the main points and reinforce the content. Providing time for a final synthesis of the material within the larger context will help students learn the material. Link the current discussion to the material to be covered in the next class, allowing students to read and prepare for your class.

You may want to follow this simple chart to create lesson plans:

Preview	What we will cover today.
Activity	A game or activity that illustrates the concepts or ideas you are presenting.
Lecture/Discussion	A lecture or discussion, punctuated with actions linked to the activity, can provide a context for the material.
Reminders	Periodic review and reminders that focus attention and remind students of class-specific content within the larger context of the class.
Summary	A clear and concise review of the main points covered in class with a forecast of what is to be covered in the next class.

Sample Syllabus

INTRODUCTION TO INTERPERSONAL COMMUNICATION (Class Code)
Revised 0/00

COLLEGE OR UNIVERSITY

SYLLABUS

(Class Code), INTRODUCTION TO INTERPERSONAL COMMUNICATION
Credit Hours: Lecture 3, Lab 0

PREREQUISITIES AND COREQUISITIES

Eligibility for ENG 101 or instructor's permission.

COURSE DESCRIPTION:

A broad study of how and why people communicate. Emphasis is on the development of basic skills and understanding in interpersonal communication. This course examines the processes involved in face-to-face social interaction and interpersonal relationships. The course will involve theory, application, case studies, discussion and presentations. This course is reading and writing intensive and involves oral presentations.

1. COURSE GOALS This course:

- 1.1 Introduces students to the range and nature of interpersonal communication studies.
- 1.2 Helps students acquire vocabulary and theoretical framework for analytical and critical thinking about interpersonal communication.
- 1.3 Helps students develop and enhance interpersonal communication skills.
- 1.4 Provides for, and helps develop, self-expression and interaction among students.

2. COMPETENCIES: Upon completion of this course, the student should be able to:

- 2.1 Demonstrate analytical and critical understanding by achieving passing scores/grades on exams and writing assignments.
- 2.2 Demonstrate affective skills in public speaking, audience behavior, interpersonal and group communication by participating in presentation, discussions, and class projects.
- 2.3 Receive and practice giving extensive critical evaluation of communication skills of self and others.

3. STUDENT RESPONSIBILITIES:

- 3.1 ATTENDANCE Policy: Under College/University Policy, students are expected to attend every sessions of class in which they are enrolled.
- 3.2 Withdrawal Policy: If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current College/University Schedule of Classes for deadline).
- 3.3 ADA Statement/Special Accommodations: Any student requiring special accommodations to facilitate the learning process should contact the instructor and the Special Needs Coordinator so appropriate accommodations can be made in a timely manner. It is the responsibility of the student to make the instructor and coordinator aware of the need for special accommodations at the beginning of the semester.
- 3.4 Academic Integrity: Any student participating in acts of academic dishonesty – including, but not limited to, copying the work of other students, using unauthorized “crib notes”, plagiarism, stealing tests, or forging an instructor’s signature – will be subject to the procedures and consequences outline in the College/University Student Handbook.
- 3.5 Texts and Notebooks: Students are required to obtain the textbook: The Basics of Interpersonal Communication by Scott McLean.
- 3.6 Preparation: Due dates on papers and presentations are mandatory; grade penalties will be assessed on late work, at instructor’s discretion.
- 3.7 Written Work: It is to be legible, neat, typed and reasonably scholarly. (College/University Writing Guide is standard reference for style.)
- 3.8 Materials: Dark pen(s), letter-size writing paper, pocket binder for notes and handouts, (highlighting marker and blank note cards recommended).

4. METHODS OF INSTRUCTION:

- 4.1 Lecture and discussion
- 4.2 Reading from text and handouts
- 4.3 Audio-visual presentations
- 4.4 Facilitation of group exercises
- 4.5 Critiques on performances by instructor, self and fellow students

5. LEARNING ACTIVITIES:

- 5.1 Reading text and articles in the field of communications.
- 5.2 Guided exercises in discussion, listening and feedback.
- 5.3 Speech preparations, presentations and discussions.
- 5.4 Written case studies
- 5.5 Daily class participation using learned communication skills

6. EVALUATION:

- 6.1 Oral Presentations
- 6.2 Outlines
- 6.3 Class participation and attendance
- 6.4 Exams
- 6.5 Written case studies

The written requirement of this General Education course will be met through outlines, exams, and case study.

Sample Assignment Schedule

(Course) Assignment Schedule: (Semester/Year) NAME: _____

Here is an assignment schedule to help you plan ahead and organize your time.

- All assignments are due at the beginning of class, the first date listed within the week due.
- Self-evaluations are due the next class period after the speech or presentation.
- Brief directions listed on reverse side. Additional directions will be provided.

ASSIGNMENT	DUE DATE	WEEK	POINTS	PTS.
Presentation 1		4	50	_____
Self Evaluation			5	_____
Research Paper		7	100	_____
Presentation 2		9	50	_____
Self Evaluation			5	_____
Presentation 3		12	100	_____
Detailed Self Evaluation			20	_____
Group Presentation		15	100	_____
Detailed Self Evaluation			20	_____
Peer Evaluations			30	_____
Case Study	Case Study 1:	3	20	_____
	Case Study 2:	6	20	_____
	Case Study 3:	9	20	_____
	Case Study 4:	12	20	_____
	Case Study 5:	16	20	_____
2 exams	Test 1:	8	100	_____
	Test 2:	16	100	_____
Participation and Short Quizzes	Varies	Varies	220	_____
EXTRA CREDIT				_____
TOTAL			1000 POINTS	
900 – 1000 = A	800 – 899 = B	700 – 799 = C	600 – 699 = D	599 – 0 = F

COURSE OUTLINE

This is a 16 week model, meeting twice a week. If the class meets only once a week, group sessions one and two, three and four, etc. Please note this schedule does not allow for holidays.

Course Number, INTRODUCTION TO INTERPERSONAL COMMUNICATION
 Credit Hours: Lecture 3, Lab 0
 Instructor: _____
 Dates: _____
 Time: _____

Class	Week	Content	Reading Assignment	Activity & Assignments
01	01	Introduction to Course: Explain Course Goals and Policies, Introduce Instructor, Distribute Course Syllabus, Get Acquainted Exercise, General Question and Answer	Chapter 1	Icebreaker
02	01	Communication Basics (Chpt. 1)	Chapter 2	Draw Communication
03	02	Perception & Listening (Chpt. 2) Introduce Case Study Assignment	Chapter 2	Perception Checking
04	02	Perception & Listening (Chpt. 2) Discussion Informative Speech	Chapter 10	Listening Game
05	03	Introduce Presentation 1	Chapter 11	Topics Exercise
06	03	Presentations	Collect Case Study 1 Preparation	View, Analyze, and Discuss Sample Pres.
07	04	Presentations	Preparation	
08	04	Presentations Research Paper	Chapter 3	Presentations Discuss Research Paper Collect Self Evaluations
09	05	Verbal Communication (Chpt. 3)	Chapter 4	Draw Language Collect Self Evaluations
10	05	Verbal and Nonverbal Communication	Chapter 4	Discussion
11	06	Nonverbal Communication (Chpt. 4)	Chapter 5	Collect Case Study 2
12	06	Interpersonal Communication (Chpt. 5) Introduce Presentation 2	Chapter 5	Barnga
13	07	Interpersonal Communication	Review 1-5	Discuss Presentation Collect Research Paper
14	07	Review 1-5	Review 1-5	

15	08	Test 1	Preparation	
16	08	Presentations	Preparation	View, Analyze, Evaluate Sample Presentation
17	09	Presentations	Preparation	Collect Case Study 3
18	09	Presentations	Chapter 6	
19	10	Relationships (Chpt. 6)	Chapter 6	Introduce Presentation
20	10	Relationships (Chpt. 6)	Chapter 7	Discussion
21	11	IC & Culture(Chpt. 7)	Chapter 7	Group Activity
22	11	Presentations	Preparation	View, Analyze, Evaluate Sample Presentation
23	12	Presentations	Preparation	Collect Case Study 4
24	12	Presentations	Chapter 7	
25	13	Lifecycles of Relationships (Chpt. 8) Introduce Group Presentation	Chapter 8	Group Work
26	13	Lifecycles of Relationships (Chpt. 8) Discuss & Review Group Presentation	Chapter 9	Discussion
27	14	IC & Conflict (Chpt. 9)	Chapter 10 Group Work	Discussion
28	14	Professional & Crisis Comm (Chpt. 10) Discuss & Review Group Presentation	Group Work	View, Analyze, Evaluate Sample Group Presentation
29	15	Group Presentations		
30	15	Group Presentations	Chapter 6-9	
31	16	Review 6-9	Review 6-9	Collect Case Study 5
32	16	Test 3		

CHAPTER FEATURE OVERVIEW

Each chapter is constructed with a similar model to facilitate both learning and instruction. This section will discuss each feature with suggestions for use in the classroom.

Learning Objectives

These state individual objectives to be learned in each chapter. These are an extension of the overall goals outlined in the syllabus, and are helpful when developing an assessment plan.

Introductory Exercises

These exercises introduce the topics of the chapter and stimulate curiosity. You may choose to use them at the beginning of each chapter to generate discussion.

In-chapter Exercises

These exercises reinforce the discussion in the text for the student. You may choose to use some of these exercises as well to generate discussion.

For More Information

This section provides additional links to information. You may choose to assign additional research on the topics to give more depth to the discussion.

Review Questions

This section provides factual, interpretative, evaluative, and application questions which all lend themselves well to a Socratic discussion. You may choose to lead with an interpretative question and find the discussion will come to include many of the main points discussed in each chapter.

Games & Exercises

This section is located after the chapter outlines. Each of the activities lend themselves well to generating interest and involving a more physical response to the content, reinforcing various learning styles.

TEACHING SUGGESTIONS

Chapter 1:

We all communicate and make sense of our world, and students bring a wealth of experience to the classroom. Use it to your advantage. Use the introductory exercises to get the discussion started, and then play the draw communication game, facilitating a discussion where they provide the examples for each of the components of communication. Guide the discussion to the models, and cover the terms as the discussion lends itself to concepts of negotiated meaning and turn-taking, for example. Follow up with a discussion of the contexts followed by the principles, again drawing on student examples.

Chapter 2:

First discuss perception by starting with the introductory exercises. Share how easy the solution is to see once it is discovered, and ask for examples of this process from students – a moment when they discovered something and it became clear. Relate this to perception and introduce the process and elements. Discuss self-concept and self-fulfilling prophecy. Transition to listening, its basic elements and types, and make a clear link to perception. Students can provide examples of empathetic listening (or lack thereof) for example. Use the discussion to introduce the process of listening and ways to improve it.

Chapter 3:

Play with the introductory exercises and then use the draw language exercise as a backdrop to facilitate a discussion on the basic elements, principles, and ways to improve verbal communication.

Chapter 4:

As in the verbal communication chapter, the introductory exercises lend themselves well to the chapter's content. Start out with the movie without sound, play with space, and then begin to explore the principles and characteristics of nonverbal communication. The interpretative questions at the end of the chapter are good for starting discussions. Asking for examples from students will help reinforce the various types. Students will typically be very familiar with nonverbal communication, but may lack the ability to analyze it objectively and see patterns across diverse communication patterns. You can bring to class examples to help illustrate emblems, or artifacts for example, that will help in crease awareness.

Chapter 5:

In this chapter, clear distinction between intrapersonal and interpersonal communication is key. Once these terms are clear to the class, then issues of self-concept, self-fulfilling prophecy can be linked from chapter two. Students will come with a diverse knowledge

base on interpersonal communication from observation and experience, but may lack the objective perspective to see the parts and the whole process. A video clip or sequence of scenes analyzed by the class can facilitate discussion. Discuss the agenda and what needs are met in each interaction, linking the discussion to Maslow and Schutz. The stages of relational development and deterioration is an area you can spend considerable time and anticipate a lively discussion.

Chapter 6:

The introductory exercises will serve you well to introduce issues of basic interpersonal needs and values. You may consider having the class list what is important to them separately, then list on the board illustrating overlap. Each person values are different, but we have many common areas. Extending this discussion to friends shifts the focus from self to others. Describing words for relationships could again be listed and illustrate overlap. By recognizing the experience of students and relating past experience to the content of the chapter, the discussion on interpersonal relationships will be enhanced.

Chapter 7:

This chapter draws from the previous chapters, as all the upcoming chapters will, and illustrates intercultural communication with discussions of perception, listening, verbal and nonverbal communication. I use the introductory exercises to help the class see that intercultural communication is not only international communication, with the student from another country, for example. It also involves moving between co-cultures like home and family, work or school each and every day, moving between the languages, customs and traditions that contribute to these distinct cultures. One exercise asks for words or phrases associated with specific groups (cultures) and another asks for a geographic reference. Students will be aware that language in a hospital is distinct from language at home or at school, and each group or culture has a place associated with it. Once the idea of culture has been explored, we then examine Hall's contribution, the characteristics and principles of intercultural communication. This is a fascinating area of study and can easily be expanded on with video or guest speakers. Finally, we play Barnaga, a game that illustrates intercultural conflict. See games and activities for the reference.

Chapter 8:

I start with the Island Activity (see games and activities) and then debrief, asking if specific roles or patterns were observed. I then use the introductory exercise as backdrop to facilitate discussion on groups, roles, norms, sequences and leadership. This chapter lends itself well to games and can be linked to the group project at the close of the semester (on the assignment schedule). The "Lord of the Flies" is a common reference point for many students and the relational development is aspect that can be explored in class.

Chapter 9:

The introductory exercises will again serve you well. People often discuss conflict and if you frame it by variables such as age or gender, the discussion can get quite lively. Small groups may be an effective opening as they complete exercise #1 and the pairing students randomly for exercise #2. You can also borrow a technique from chapter six and ask people to create a list of describing words from their interactions (group or in pairs) and then list the words, again illustrating common themes that will naturally relate to your discussion of conflict.

Chapter 10:

In this chapter I use introductory exercise #1 as an in-class exercise and #2 as an out of class exercise. The first exercise lends itself well facilitate discussion on communication at work and through the discussion I integrate the content. The next class period begins with a time for sharing results from exercise two and serves to continue the discussion and reinforce learning. You may elect to hold mock job interviews using the in text questions and even have student prepare their resumes based on a list of job descriptions you provide. Inviting your human resource director, local law enforcement or fire science professional to class for this discussion is a great way to extend the discussion and facilitate learning.

GAMES & EXERCISES

Draw communication

In this simple game, I ask students to draw communication, pretending they will show this to a student who does not speak English in order to communicate what class they are taking. You will also find this in the text. The drawings become the base of the discussion and their notes on the basic elements, and I ask that they label each element clearly in their drawing. We then transition to the four models and use the drawings to help reinforce each model.

Tell a story, rotate

Ask students to share a story (most embarrassing moment, first time they rode a bicycle, etc.) with a classmate. Dividing students into pairs and placing them in a circle works well. Give the first pair a unique number (1,2,3, etc.) The classmate then relates the first story shared with them to another student and so on, each classmate sharing and listening. After a series of rotations, have the current student who heard story 1 go back to author 1 and retell the story, story 2 to author 2, etc. This will get chaotic but calms after the sharing. Then ask if there is a difference in the retelling from the original story. Was it reduced? expanded? altered? Explore the notion of fidelity and communication breakdown, and link to issues of perception and listening in the chapter.

Draw Language

Divide students into pairs seated across from each other. Provide one row with blank paper, the other with a magazine advertisement, picture or painting. I use classic prints from Art 101 to create links across classes. Each person with a picture described it to the other student, who draws it according to the description. The student with the picture is not allowed to point or use nonverbal communication, simply their words to convey what they see. The student who draws is free to ask any question about the picture. Allow 10 minutes. Switch roles, rotate pictures. Analyze drawings vs. pictures and illustrate discrepancies, how limiting language can be, and why certain attributes of the picture were emphasized and others ignored, illustrating selection in perception.

Charades/ Movie w/o sound

– see introductory exercise in chapter four.

Barnga

Barnga is an excellent role playing game available for purchase. Do an internet search with the key word “Barnga” for more information.

For more information on games and activities, I recommend the book “Joining Together” by David W. Johnson & Frank P. Johnson. It has quite a range of exercises, games and activities to make your interpersonal classroom more lively.

CASE STUDY ASSIGNMENT

This is your communication project for the rest of the semester. As a part of this activity, you will learn more about your own interpersonal communication style and skills, and about those of others. Use your text as a guide for terminology.

People consider a person with whom you would like to improve your communication. This person you should interact with at least three times a week, preferably more frequently and face-to-face.

Case Study #1: 400 word minimum, total

1. Choose a subject (the person you will study). Try to make yourself an objective observer, not passing judgment on them but rather observing them and recording your observations. You do not want to reveal to them at this point that you are studying them as they will alter their communication with you. Attempt to not form opinions about them or their communication interaction with you, but simply report what you see and hear. Observe and write about the following:

- A. The communication that exists between the two of you. Discuss what you communicate, what you have in common, and what is different.
- B. The barriers that exist. This may include listening, time, or language, for example.
- C. The listening problems you both have.
- D. Observe the non-verbal and verbal communication from both of you.
- E. How is conflict resolved.

Case study # 2: 400 word minimum, total

2. Make a list of specific examples of how you may improve the list of communication problems noted in case study 1.

Case study #3: 400 word minimum, total

3. Write about how you are putting your ideas for improvement to work. Be specific.

Case study #4: 400 word minimum, total

4. Make a list and provide specific examples of ideas that have improved communication, those which have not shown results, and any new ideas you have developed.

Case study #5: 400 word minimum, total

5. Re-read case studies 1-4 and summarize the progress you feel you made with your subject. Extend this discussion to include your view of relationships now and if there have been any changes which may impact or improve your future relationships.

RESEARCH PAPER

One of your assignments (see syllabus) is to research a topic on mass communication. The research essay should reference and use as supporting material at least two sources. Sources can include a magazine article, a newspaper article, an internet website article, a radio broadcast, a television show, a television advertisement, a billboard, a cartoon from a major publication – any source within the realm of mass communication.

Once you find your sources, you will:

- 1) Write a 1000 word essay summarizing the sources (like a book report) and applying what you read to your textbook ideas and concepts.
- 2) The finished product will be typed, use 12 point font, and be double spaced. Use the standard five paragraph essay, with a clear introduction, body and conclusion as your model. The finished product is due at the beginning of class of the date it is due.

SAMPLE OUTLINE/GUIDE

Introduction

Communication is all around us, and how well we communicate makes a big difference in how well we achieve our goals.

1. Everyone communicates
 - A) one on one
 - B) in groups and teams
 - C) across mass media (tv, radio, internet)
2. Everyone shares who they are and forms their picture of themselves through communication
 - A) Self concept – self image & self esteem
 - B) Influencing factors – family, friends, media
 - C) Example: Portrayal of women in the media and the rise of dietary diseases like anorexia and bulimia
3. Communication Skills in Business
 - A) Establish yourself in the work group/team
 - B) Problem solving
 - C) Getting the promotion

Conclusion

Everyone communicates
Communication influences self concept
Communication skills in business

Works Cited

Hasling, J. (1999). Audience, Message, Speaker, 6/E. Boston, Mass: McGraw-Hill, p. 22
Pearson, J. and Nelson, R. (2000). An Introduction to Human Communication. Boston, Mass: McGraw-Hill, p.36.

GROUP PROJECT

The group presentation will present some facet of the topic studied in this course to the class.

In your case, examine ways the guest speakers and the text discussed communication, and apply it to both what you learned as well as your future goals and plans.

A group presentation must include no less than 3 people, no more than 5. The group will meet and plan their:

- 1) thesis or purpose statement,
- 2) supporting evidence, and
- 3) conclusion and prepare this as a group presentation to present to the class

Videotaped presentations are allowed and encouraged. Group members will evaluate each other in addition to instructor evaluation.

Presentation guidelines include:

One week prior to presentation:

1. Meet with the instructor to receive assistance planning your class presentation and discussion.
2. Provide instructor with a bibliography of no less than 5 sources for your presentation.

Day of presentation:

1. Provide each class member with a summary of presentation and bibliography
2. Presentation (no less than 15, no more than 30 minutes in length) should:
 - A. Draw from the text or similar sources
 - B. Include your interpretation of the sources and content
 - C. Include class discussion questions, always including an “applicability to the future” question
 - D. Include visual aids or class exercise to reinforce discussion

If you have any questions – Please ask!

If you need any special equipment – Please advise the instructor the class before the presentation.

PRESENTATION EVALUATION FORM: _____

Name: _____ Date: _____ Time: _____

I. CONTENT	UA	US	S	AS	E
Was the presenter prepared?	1	2	3	4	5
Was the speaker well informed on the topic?	1	2	3	4	5
Was the specific goal apparent?	1	2	3	4	5
Were there specific facts to support statements?	1	2	3	4	5
 II. ORGANIZATION					
Did the introduction gain attention, establish goodwill, and lead into the presentation?	1	2	3	4	5
Was the need and/or motivation to listen clear?	1	2	3	4	5
Were the main points clearly stated?	1	2	3	4	5
Were the transitions between main points smooth?	1	2	3	4	5
Did the presentation lead to the desired conclusion?	1	2	3	4	5
 III. LANGUAGE					
Was the language clear?	1	2	3	4	5
Were terms defined or explained?	1	2	3	4	5
Was the language appropriate for the audience?	1	2	3	4	5
 IV. DELIVERY					
Did the speaker show enthusiasm for and importance of the topic?	1	2	3	4	5
Did the speaker look at and relate to the audience?	1	2	3	4	5
Did the speaker show poise, good posture, and use of body language or gestures?	1	2	3	4	5

The basics of interpersonal communication. Boston, MA: Allyn & Bacon. You read on your cell phone screen that your friends are going to have dinner at your favorite restaurant. Communications expert Leonard Shedletsky examines intrapersonal communication through the eight basic components of the communication process (i.e., source, receiver, message, channel, feedback, environment, context, and interference) as transactional, but all the interaction occurs within the individual. Shedletsky, L. J. (1989). *Meaning and mind: An interpersonal approach to human communication*. ERIC Clearinghouse on reading and communication skills. Bloomington, IN: ERIC. Interpersonal communication skills are the tools we use to let others know what we think, feel, need and want. And they are how we let others know that we understand what they think, feel, need and want. What are the benefits of improving interpersonal communication skills? Even those who are individual contributors in the workplace need to be able to communicate effectively with bosses and customers. By increasing your repertoire of interpersonal communication skills, you can increase your overall effectiveness and perhaps your job satisfaction. Are there specific interpersonal communication skills? Yes. Active listening or assertive communications are two examples of interpersonal communication skills. *The Basics of Interpersonal Communication* is a clear, concise, and engaging text that provides a comprehensive introduction to the field in a low cost format! *The Basics of Speech Communication* is a low cost, clear and concise introduction to the basics of interpersonal communication. This text focuses on the "nuts and bolts" without providing excessive detail, ensuring that students master the fundamentals and allowing instructors ample time to integrate additional materials. With an emphasis on skills and competencies, this text delivers the necessary material without being overwhelming or c... Advantages and Disadvantages of Interpersonal Communication. Open Risk of Physical and Psychological Harm. Family Communication and Conflict. *Basics of Interpersonal Communication*. July 2005. Publisher: Pearson. This study identifies entry-level employment trends in technology, interpersonal, and basic communication job skills over time using classified newspaper advertisements from standard metropolitan statistical areas (SMSAs) in the United States. These skills were selected from a set of workplace know-hows listed in two editions of a U.S. Department of Labor report, the Secretary's Commission on [Show full abstract] *Achieving Necessary Skills (SCANS; 1991, 1992)*. Interpersonal communication is the verbal and nonverbal interaction between two interdependent people (sometimes more). This relatively simple definition implies a variety of characteristics. Often, interpersonal communication takes place face to face: talking with other students before class, interacting with family or friends over dinner, trading secrets with intimates. This is the type of interaction that probably comes to mind when you think of interpersonal communication. But, of course, much conversation takes place online. Online communication is a major part of people's interpersonal experience throughout the world. Such communications are important personally, socially, and professionally.