

CPS 3300 SYLLABUS
 Interpersonal Communication Skills
 Section 006 ~ CRN: 83374
 Fall Semester 2016
 Department of Counseling & Psychological Services
 Georgia State University

Instructor: Location: Phone: E-mail:	Xiaohui Yang 950 College of Education, 30 Pryor Street, Atlanta, GA 30303 404-793-3990 xyang15@student.gsu.edu
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<p style="text-align: center;">Office Hours</p> <p>A telephone conference or meeting may be arranged on an individual basis, should the need arise. All technical questions should be directed to the Faulkner Media help desk at <u>1-855-393-3393</u></p>	<p style="text-align: center;">Class Meetings</p> <p>This is an online course. You are required to utilize online resources weekly. There is no set time for class meetings. There <u>are</u> set dates for completing online exams. <u>ULEARN is not used.</u></p>
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COUNSELING AND PSYCHOLOGICAL SERVICES DEPARTMENT THEME
Developing Professional Skills to Maximize Student's Potential for Learning

I. COURSE DESCRIPTION, GOALS, AND OBJECTIVES

The purpose of this course is to provide an overview of interpersonal communication skills, including how these skills affect individuals and groups in society. Emphasis is on personal and interpersonal strategies for understanding, appreciating, and managing communication skills in personal and career relationships. Attention is given to the nature of communication, verbal and non-verbal communication, interpersonal relationships, and leadership skills. Practical individual and group communication skills are emphasized. There are no prerequisites for this course.

Course Objectives:

The following objectives will be used to guide the structure of the course and evaluate students' performance.

1. Understand the nature of interpersonal communication and how it is associated with building relationships.
2. Describe how self-concept, self-esteem, and self-awareness are instrumental in communication.
3. Explain how types of relationships are affected by communication skills.
4. Recognize the elements of individual perception and how perceptions affect interpersonal communication.
5. Describe how spoken or verbal messages are central parts of interpersonal relationships.
6. Describe how nonverbal messages are part of the communication process.
7. Discuss how self-disclosure influences the development of relationships.
8. List and describe listening strategies and skills.
9. List and describe effective responses that facilitate communication.
10. Describe how communication skills are used in problem-solving strategies.
11. Give examples of how assertiveness affects communication patterns in relationships.
12. Describe how interpersonal conflicts can be managed and resolved through communication strategies.
13. Identify effective group leadership and facilitator strategies and skills.
14. Recognize the value and richness of cultural differences and increase intercultural communication skills.
15. Describe new developments in communication via the Internet.
16. Identify basic communication skills in facilitative and helping relationships.

II. REQUIRED TEXT AND MATERIALS

- A. **Faulkner Press Website & Courseware:** You will use both the Faulkner WEBSITE and COURSEWARE for the successful completion of this course. No other books or materials are needed.
1. WEBSITE: Use this link <http://www.faulknerpress.com/universityGSU.shtml> to register, purchase, and download your courseware. *****Select me as your instructor.**
 - a. *MyAccount* is your personal webpage in the Faulkner Media navigation system. You need to create one the first time you access the website. This is where you will view and verify your exam scores. If your score is posted here, it is also posted to the professor's online grade book. If you do not see your score in your *MyAccount*, then contact Faulkner Media for assistance.
 - b. Helpful videos and tutorials on navigating this course are provided by Faulkner Media and are highly recommended.
 - c. Please note: this course does *not* use ULearn or GSU technical services. Everything is done through Faulkner Media, including *all* technical assistance.
 2. COURSEWARE. Software for this course (i.e., courseware) is downloaded from the website. A description of the courseware can be found below in the section titled "Student Expectations for Succeeding in this Online Course."
- B. **Flash Drive:** Your instructor recommends that you download the software onto your personal computer **AND** onto a flash drive. As computers crash, viruses are transmitted, personal technological devices are stolen, and internet become inaccessible, you should download the software onto your personal computer *and* a flash drive, providing you two options to access the course.
- C. **Financial Aid Disbursements:** If you are waiting on financial aid disbursements before purchasing your courseware, please be advised, you may access a deferment demo on the Faulkner Media site (www.faulknermedia.com) that will allow you to begin studying without purchasing the courseware.
1. Click on deferment demo in the menu at the top of the page and follow the instructions.
 2. Make sure you select the deferment demo for Interpersonal Communication Skills.
 3. Please be advised that the deferment demo option allows you to access the first 3 topics of the courseware for study purposes only. You must purchase and register the courseware to continue with the other topics and complete the exams.
 4. You have to download the course software by September 9, 5:00 PM. If you download the deferment option, you have to contact your instructor and give him/her a date by which you will download the full course software. If you have not downloaded your courseware by the time your instructor needs to verify class rolls for Title IV financial aid disbursements, your instructor will not be able to verify that you have attended the class.
- D. **Faulkner Media Courseware Refunds:** (for students who drop/withdraw from the course): Faulkner Media has agreed to issue refunds for purchased courseware to any student who drops the course within the first week of classes AND emails the Faulkner Help desk during the first week of classes, requesting the refund for their courseware. All withdrawn students are encouraged to seek a refund from Faulkner Media, but they should know that they might not qualify.
- E. **Payment:** Your course software is available through the Faulkner Press secure website. Instant payments are processed through PayPal and they process the following types of payments:
- i. A Personal Credit or Debit card, issued by a financial institution with a logo of Visa, Mastercard, American Express, or Discover,
 - ii. A PayPal account,

- iii. Prepaid Visa gift card from Wal-mart, OR
- iv. A one-time or "virtual" credit card number issued by your credit card financial institution (In lieu of using the number imprinted on the face of the issued card for security purposes.)

Some of these options might take a few days to move funds and/or verify a new account, so please plan accordingly. Due dates will not be modified because of issues related to obtaining and utilizing course work.

Faulkner Press processes payments for courseware purchases securely by taking you to the PayPal website during the software registration process. PayPal keeps your information secure by using industry-leading encryption and fraud prevention tools, and they don't share your financial information with the merchant. For payment questions please contact PayPal Customer Service, 888-221-1161.

Supplemental Books as References (not required):

- Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2001). *Interplay: Process of Interpersonal Communication* (8th edition). Fort Worth, TX: Harcourt College Publishers.
- Beebee, S. Beebee, S., & Redmond, M. (2002). *Interpersonal Communication* (3rd edition). Boston: Allyn and Bacon.
- Devito, J. A. (2001). *The Interpersonal Communication Book* (9th edition). NY: Addison Wesley Longman.
- Devito, J. A. (2002). *Messages: Building Interpersonal Communication Skills*. Boston: Allyn & Bacon.
- Ivey, A. E., Ivey, M. B. & Zalaquett, C. P. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed.). Pacific Grove, CA: Brooks/Cole.
- Myrick, R.D. (2003). *Developmental Guidance and Counseling*. Minneapolis, MN: Educational Media Corporation.

Professional Journal Articles:

Using the GSU library and the Internet, students can be directed to professional journal articles via hyperlinks.

III. COURSE STRUCTURE AND REQUIREMENT

- A. **Communication** for this online course is through university email, News & Events in the Faulkner courseware, and MyAccount on the Faulkner website. The instructor will use direct email communication for mostly contacting an individual or group, the Faulkner Media to post important class announcements. Note: the *News & Events* box on the courseware will only have the most recent posting; for older messages, students need to log on to *MyAccount* and look at the *News & Events* link there. Students can communicate individually with the instructor via university email as needed. **Students are responsible to login and regularly check their GSU email and Faulkner Media's News & Events on a regular basis.**
- B. **Due Dates** are provided in the course schedule for the research requirement and four online exams. Due dates are not considered test days. Completing a requirement on the due date is highly discouraged due to the possibility of technical issues. Technical issues typically are NOT considered an excuse for late work as there is ample time to resolve any issues. Students are at liberty to finish all course requirements prior to the scheduled due dates. It is possible to complete the course within a few weeks by making a concerted effort on the course over a short period of time. **Due dates for the research requirements and exams are fixed and final, and there are no make-ups: THERE ARE NO EXEPTIONS!!!**

C. **Participation** is exhibited by time management and meeting course due dates. Students who fail to meet deadlines and keep pace with the course are not fully participating in the course. Students read reference material, listen to lectures, view slides, and work with practice questions in preparation for the four online exams. The final course grade is derived from the accumulated scores on the four exams and the research requirement. *Students' constructive feedback of this course is valued, so please complete the online course evaluation at the end of the semester.*

a. Please note that in order to verify your attendance in this class (which is subsequently used for financial aid purposes), you must participate in this course. Participation is regarded as having downloaded the courseware, completing assignments, participating in practice tests, and communicating with your instructor. If you do not download the courseware and actively engage with the courseware, we have no record of you attending class, and therefore cannot verify your attendance.

Failure to download the software and communicate (e.g., via email, phone, or in person) with your instructor in a timely manner will not allow us to verify your attendance in the class. If your instructor cannot verify your attendance for any reason within the first 2-4 weeks of the semester, your financial aid may be jeopardized, and the Registrar's office may withdraw you from the course. If this happens, there is no recourse. In addition, purchasing the courseware and participating in the course after your attendance has been verified is not grounds for the CPS department to reinstate you back in the class if you have been withdrawn.

D. **Attendance** is reflected by: purchasing materials, registering courseware with Faulkner Media, taking online exams, and completing the research requirements. Practice tests are for students' use only and are not a factor in determining final grades. However, the instructor may monitor the amount of time students spend interacting with the course materials and using the practice questions.

E. **Commitment:** Students who decide not to continue this course are advised to follow the withdrawal procedure appropriate to the period of time in the semester as outlined in the *2015-2016 Undergraduate Catalog*.

IV. STUDENT EXPECTATIONS FOR SUCCEEDING IN THIS ONLINE COURSE

There are THREE (3) major components to this online course:

1. *Course Contract*
2. *Faulkner Courseware (worth a total of 400 points)*
3. *CPS Department Research Requirement (worth a total of 50 points)*

A. **COURSE CONTRACT:** The very first thing you need to do in this course is to complete the course contract. You can locate this contact here:

https://gsu.qualtrics.com/SE/?SID=SV_6GoY5CHqAdZvZtz

Your course contract is due on Sept. 9, 2016 by 5pm, and is worth 10 points of your overall course grade.

B. **FAULKNER COURSEWARE** (not the website) consists of four components: News & Events, Presentations, Readings, and Assessments. When you open the courseware, you will see:

1. News & Events Tab: General class announcements, online exercise codes, and links to web pages, are stored here. The messages are visible only through your Faulkner account when you are online. (Located: Bottom left of courseware.)
2. Presentation Tab: The course mini-lectures and accompanying slides and images are located here. The presentation for each topic offers additional insights and examples to enhance your understanding. (Located: Top left of courseware.)
3. Reading Tab: The course text and readings are located in the Table of Contents. The Table of Contents menu leads to the 12 topical areas (3 per section). (Located: Center of courseware.)
4. Assessment Tab: This component includes (a) Practice Choice Questions and interactive games that you can use as part of your study and preparation and (b) the four online exams. (Located: Top right of courseware.)
 - a. Practice Choice Questions: Select this option from the Assessment menu to access practice tests for each topic. A practice test consists of 10 items randomly drawn from a pool of items based on the readings and lectures for a particular topic. Each time you take a practice test, the items you answered correctly are removed from the available practice test pool for that topic. The practice tests are not required and are not submitted, but are highly recommended as a study aid.
 - b. Online Exams: Select this option from the Assessment menu to complete the four online exams and submit your scores to the online grade book. An exam covers one section (4 topics) of reading and lecture material. Approximately 50-70% of the items on an exam are randomly drawn from the pools of practice questions for the topics it covers. The other 30-50% are randomly drawn from a different pool of questions that students do not see. Each exam is unique because 50 items are randomly drawn from the hidden and practice question pools. Each online exam is worth 100 points (**400 points total**) toward your final grade for the class. Exams must be completed by the deadlines (see below).

V. RESEARCH PARTICIPATION: INSTRUCTIONS FOR RESEARCH PARTICIPATION ASSIGNMENT

The primary goals of a university are to provide an educational experience for its students while advancing knowledge through research. The Department of Counseling and Psychological Services is committed to each of these goals and believes that one important aspect of your educational experience is to learn, preferably through direct experience, how psychological research is conducted. Thus, the Department requires that students in our undergraduate courses gain research experience in one of the ways outlined below. Either of the two alternatives provided is acceptable; however, by serving as a participant in research (Alternative 1), you will learn about research projects and contribute to the advancement of knowledge. It is often only through research with human subjects that important questions about human behavior can be answered.

A total of 50 points (i.e., 3 credits) toward your final grade is earned by successfully completing some combination of the research-related alternatives described below. This accounts for approximately 11% of your course grade. Additional information about participation in CPS department research is contained in Appendix A.

1. TIMELINE

- **OCTOBER 14: 1.5 Credits** are due by 5:00pm EST (Only applies if you are doing Alternative 1: participation in research).
- **NOVEMBER 18: Alternative 2: Writing Assignment Due** (only applies if you are doing Alternative 2: Writing Assignment)
- **NOVEMBER 18: All Research credits (3 credits)** are due by 5:00pm EST.

2. WHAT ARE MY CHOICES FOR COMPLETING THE ASSIGNMENT?

Alternative 1: Research Participation You may participate in three (3) hours of research approved by the Counseling and Psychological Services Department. This involves completing a general survey and participating in two hours as a participant in research.

- a) **General Screening Survey:** To cut down on completing redundant surveys, everyone can earn one credit by taking the general screening survey. This includes demographic information as well as a few commonly studied personality traits and stress-related constructs such as happiness or meaning in life. The General Survey screen involves two parts. The first screen, titled General Survey, involves a 30 minute survey at the beginning of the semester (.5 credits). You can earn an additional .5 credits if you complete a 10-minute follow-up survey, titled General Survey Part II, towards the end of the semester. Thus, the general survey is worth 1 credit total if you do both parts.
- b) **Research participation:** Each hour of participation earns you 1 research credit. Studies vary in length; you will receive 1/2 credits for every 30 minutes of participation. For example, a study lasting 30 minutes would earn you .5 credits. A study lasting an hour and half would earn you 1.5 credits. Each semester, investigations on a wide range of psychological phenomena are conducted at a variety of times. You should be able to select several studies to fit your schedule. Signing up to participate in approved research projects is done online at the GSU CPS Department Research Participation Pool website (<http://gsucps.sona-systems.com>.) Credit for your participation in experiments will be posted to this website. **Please be sure to register using the correct CRN# (83374) for this class. Otherwise, you will not receive credit.**

Alternative 2: Writing Assignment on Peer Reviewed Article.

- **Guidelines for paper.** You may read a peer-reviewed, empirical journal article and write a critical review. Your paper must be APA style (e.g., title page, no abstract, double-spaced, reference page). The paper should be 600-800 words. Please use the following organization. The first section should include a general summary of the study or studies conducted (less than 200 words). The second section should involve your critical analysis of the article (less than 600 words). Integrate information from your course into the critique of the article. You might discuss the practical significance of the research. The third section will involve your suggestions for future research in this area, based on what you have learned in your course. Please use headings in alignment with APA style (i.e., Summary, Analysis, Suggestions for Future Research). The paper will be graded based on its quality of content and alignment with APA style. Each article *may earn up to three credits* toward your research requirement. You must turn in **both your summary/analysis of the article and a pdf of the article (or link to the article if a pdf is not available)** when you submit your work for this alternative. Be sure to write your paper in your own words! Using actual phrases from the article without quotes is plagiarism. Paraphrasing sentences (e.g., substituting words here and there) is also plagiarism. Using the authors' ideas without providing credit is also plagiarism. You also may not plagiarize your own work from another course. ***Any plagiarism will result in zero credit for the assignment.***
- **If you are taking more than one online course, you cannot submit the same paper for two different courses. You will need to use a different article and write a separate paper for each online class you are taking.**

If you choose alternative 2, the deadline for this option is NOVEMBER 18 and your paper needs to be submitted to me via email at xyang15@student.gsu.edu

3. HOW DO I REGISTER ON SONA?

Register for an account immediately. Regardless of which option you choose, it is very important that you register for an account through SONA systems. To do so, please follow these instructions:

1. Visit this webpage: <http://gsucps.sona-systems.com>
2. In bottom left, click “request an account here.”
3. Create your own ID and password. Please use your GSU email. Don’t forget to include @student.gsu.edu (last semester some students just entered @gsu.edu.)
4. If you are taking multiple CPS courses this semester, you only need one account in SONA to manage your research participation.
5. Frequently Asked Questions (FAQ) are available in this syllabus and on the SONA website to help you navigate it. **Please read as your questions are most likely to be answered.** Otherwise, contact the CPS SONA administrator with your questions at cpssona@gmail.com

We use this system to record your grade for this aspect of the course. You will also receive reminders or other announcements related to the research requirement through this system, so if you are not registered then you will not get these emails. **Please do not confuse the SONA webpage used by the Psych department courses for webpage used by the CPS department. It is a separate webpage and you will not find CPS courses listed. Again, the CPS SONA website is <https://gsucps.sona-systems.com>** If you complete research opportunities for the psychology department you will not receive any credit for your research participation.

A total of 50 points toward your final grade is earned by successfully completing some combination of the research-related alternatives described above. This accounts for approximately 11% of your course grade.

Please note that you have to complete 3 credits of research for EACH COURSE you are taking. Therefore, if you are taking 2 CPS online courses, you have to complete 6 credits. If you are taking 3 CPS online courses, you have to complete 9 credits of research. If you are taking multiple CPS online courses or have taken CPS online courses in prior semesters, surveys may be limited to you. Therefore, Research Alternative #2 may be the best option for you to complete.

CPS SONA-Frequently Asked Questions

Can I reassign credit from a previous semester course to a current semester course?

No. The credits do not transfer between semesters. At the end of each semester, the credits are archived. You cannot reassign credit earned from a previous semester to a currently enrolled course. However you can reassign credit between courses that you are actively enrolled in the present semester. See the FAQ entry to learn how.

Can I submit the same essay for different courses?

No. Entering the same essay for two or more different courses may be considered a form of plagiarism. If you find an article that would work for more than one course content, that is fine. However, you must write completely separate essays to correspond to each class. GSU Academic Honesty Policy states: Multiple Submissions It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. <http://codeofconduct.gsu.edu/files/2013/03/2013-14-Academic-Honesty-Policy-Only-Revised-March-15-2012.pdf>

Do I need a separate account for each CPS class?

No. The system allows you to include multiple CPS courses and track the credit earned for each class requirement. You can add multiple courses by selecting "My Profile" from the Main Menu. Select the "Change Courses" option under the list of existing courses you are in. Select from the available list of courses while holding the "Ctrl" control key and update the changes.

How do I apply credit from the General Survey to all my CPS classes?

Each part of the General Survey is worth 0.5 credit for 30 minutes of participation. You can only apply earned credit toward one single course. If you are enrolled in multiple CPS courses, you may only apply the credit earned from the general survey to one of the courses but not to all.

How do I assign credit from one course to another?

If you belong to multiple courses in the same semester, you may reassign a credit from one course to another. To do this, simply use the "Reassign" link that appears when you view your progress under "My Schedule & Credits" tab. The link appears under the course entry for each item in your progress listing. You may not split a credit between two courses, for example by assigning 2 credits of a 3-credit study to one course, and 1 credit from that study to another course.

How do I select multiple courses?

In the initial set up of the account, the "Courses" dropdown allows you to select multiple courses by holding the "Ctrl" key while you select the courses. After the initial set up: If you are trying to add another course, go to "My Profile" from the Main Menu. Select the "Change Courses" option under the list of existing courses you are in. Select from the available list of courses and update the changes.

I accidentally selected the wrong professor for my course. Is it possible to change the account to the right instructor?

Go to "Change Courses" underneath your current course listing and remove the existing course. Then add yourself to the correct course and instructor. Credits that were assigned to the previous course will not be automatically reassigned to the new correct course. You should receive a warning about this and taken to the page where you may reassign your earned credits.

I completed a survey but have not received credit. Why?

Most surveys offered through SONA are set up to grant credit automatically once the survey is complete. Some studies are set up so that the researcher manually enters the credit within 48 hours once he or she verifies completion. Best thing to do is (a) make sure you sign up for the study first (b) then complete the study through the end and submit before exiting the survey (c) contact the SONA administrator for assistance if you still haven't received credit.

I don't see Psych courses listed.

The Psych courses are not going to be listed in the Counseling & Psychological Services (CPS) SONA site. To sign up for the GSU Psychology Research and Testing Site go to <http://gsu.SONA-systems.com> and contact gsusona@gmail.com for assistance with their department SONA site.

Is it necessary to take the General Survey for each CPS course this semester?

The General Survey is a prerequisite that must be completed before you can participate in other research studies during the semester. Once the survey is completed one time during the semester, you are allowed to sign up for other studies in SONA.

What does the general survey mean by providing three "informants"?

Informants mean three people you know that would feel comfortable participating in a separate survey, upon asking them. Once you provide the contact information for the 3 individuals, the researcher will contact them separately at a later time. The participant does not receive credit for providing three informants. As noted in the syllabus, here's how a student earns their 1 credit for the general survey: "The first screen, titled General Survey, involves a 30-minute survey at the beginning of the semester (.5 credits). You can earn an additional .5 credits if you complete a 10-minute follow-up survey, titled General Survey Part II, towards the end of the semester. Thus, the general survey is worth 1 credit total if you do both parts."

What is considered Plagiarism for the essay?

GSU Policy on Academic Honesty defines Plagiarism as: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a

form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. **The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.** <http://codeofconduct.gsu.edu/files/2013/03/2013-14-Academic-Honesty-Policy-Only-Revised-March-15-2012.pdf>

I emailed the CPS SONA email address and received an un-deliverable message. What should I do?

On rare occasions, students may experience this problem due to copying and pasting the cpssona@gmail.com address into the address bar. If this is the case, type the email address directly into the address bar and see if it transmits. If you still experience issues, forward the email to your instructor and request that they contact the SONA Administrator directly. This will ensure a timestamp of your correspondence.

VI. EVALUATION AND GRADING CRITERIA

The four online exams AND the research component determine final grades for the course. Each exam is comprised of 50 items worth two points each. Thus, each exam is worth 100 points. The research component is worth 50 points. **The total number of possible points for the course is 460.**

You CAN complete all the modules and their exams EARLY if you would like, but you MUST complete the exams no later than the due dates listed below or you will receive a ZERO score for that exam regardless of the exam score received from and reported on the Faulkner Media courseware. Online exam scores are reported in percentages (i.e., 92% = 92 points). Final grades are based on the scale below according to GSU policies. The +/- system is not used for this course.

Points	Grade	Evaluation	Possible Points
414 – 460	A	Exam 1	100
366 – 413	B	Exam 2	100
315 – 365	C	Exam 3	100
270 – 314	D	Exam 4	100
0 – 269	F	Research Option	50
		Course Contract	10
		Total	460

VII. COURSE SCHEDULE AND TIMED ONLINE EXAMS

All course requirements must be completed by their respective due dates!!! As mentioned, *due dates for the research requirement and exams are fixed and final, and there are no make-ups.* Again, students are at liberty to complete the research requirements and take exams prior to scheduled deadlines. However, exams must be submitted **BEFORE** midnight (i.e., 11:59 EST) of the final day of the exam period to be counted. NOTE: the last day to withdraw without academic penalty is OCTOBER 11, 2016. The following reflects the Course Schedule for this semester. **THE EXAM DEADLINES ARE FIRM**

Course Schedule

SECTION I	<i>UNDERSTANDING THE BASICS OF INTERPERSONAL COM. (Topics 1-4)</i>	
	Topic 1: Nature of Interpersonal Communications Topic 2: Communication and Self Concept Topic 3: Communication and Relationships Topic 4: Interpersonal Perception	
SECTION II	<i>SENDING AND RECEIVING MESSAGES (Topics 5-8)</i>	
	Topic 5: Verbal Communication Topic 6: Non-Verbal Communication Topic 7: Self-Disclosure Topic 8: Listening	
✓ EXAM ① ✓ EXAM ②	<u>Both exams 1 and 2 must be completed by this deadline.</u> (EXAM 1 CODE: <u>AKL</u>) (EXAM 2 CODE: <u>FPL</u>)	DUE DATE: <u>SEPT. 30</u> 11:59pm (EST)
SECTION III	<i>RESPONDING TO MESSAGES AND MANAGING RELATIONSHIPS (Topics 9-12)</i>	
	Topic 9: Responding Topic 10: Problem Solving Topic 11: Assertiveness Topic 12: Conflict Management	
<i>COMPLETE AT LEAST 1.5 RESEARCH CREDITS BY 5:00PM EST ON OCTOBER 14</i>		
SECTION IV	<i>EXPANDING COMMUNICATION HORIZONS (Topics 13-16)</i>	
	Topic 13: Communication in Groups Topic 14: Diversity and Communication Topic 15: Cyberspace Communication Topic 16: Helping Relationships	
✓ EXAM ③ ✓ EXAM ④	<u>Both exams 3 and 4 must be completed by this deadline.</u> (EXAM 3 CODE: <u>GMW</u>) (EXAM 4 CODE: <u>KLU</u>)	DUE DATE: <u>DEC. 2</u> 11:59pm (EST)
<i>RESEARCH REQUIREMENT:</i>		
OPTION 1: <i>Research Participation</i> : the remaining hours must be completed by : <u>NOV. 18</u> OPTION 2: <i>Paper on Peer-Reviewed Article</i> : assignment must be submitted by: <u>NOV. 18</u>		

VIII. TECHNICAL ASSISTANCE:

****Very Important**--Please do NOT contact the instructor or GSU regarding technical issues** as these are most likely due to specific issues with students' PC/laptop and the courseware and the instructor cannot answer these questions. The instructor and GSU will not be responsible for any issues or problems students have with downloading or using the Faulkner Media courseware. **All technical assistance is channeled through Faulkner Press.** Allow Faulkner enough time to respond. Do not try and access the courseware at the last minute to take an exam and expect the help desk to be immediately able to fix any technical problems. Faulkner manages multiple online classes with hundreds of students, and resolving technical issues can take some time.

Help Desk: Technical questions, such as issues with downloading, navigating the courseware, and accessing and/or verifying exam scores, need to be directed to the Faulkner Media Help Desk:

1. *Online:* Go to faulknerpress.com/gsu and select Help Desk; the Faulkner Media Helpdesk staff can provide technical assistance.
2. *Email:* send questions to questions@faulknerpress.com
3. *Phone:* Call the toll-free number 1-855-393-3393. This is the least preferred method as students may have to leave a message.

IX. DEPARTMENTAL POLICY ON CULTURAL AND ETHNIC DIVERSITY:

The department of Counseling and Psychological Services (CPS) values diversity and is committed to fostering and maintaining an educational environment which appreciates individual differences in all areas of departmental operation including selection and admissions, hiring, classroom instruction, texts and materials, clinical practice and supervision, research and departmental administration, and policy formation. To this end, CPS will not tolerate or condone any actions, practices, or processes by any CPS faculty member, staff person, or student which discriminate against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

X. ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS:

Students with disabilities requiring accommodations must be registered with the Office of Disability Services at Georgia State before an instructor can modify instruction or expectations. The Office of Disability Services may be contacted at (404) 413-1560. Any student with a disability who may require special accommodations is requested to make an appointment with the instructor at the beginning of the class session. Bring a copy of the Student Accommodation Form to the meeting. Students must self-identify so that arrangements can be made according to the University's policy and guidelines provided by the Office of Disability Services (Suite 230 New Student Center).

XI. E-MAIL COMMUNICATION ETIQUETTE

E-mail to a professor should be treated like a business letter: You will not err if you are too formal, but there is the possibility of committing many gaffes if you are too informal. **Address your professor respectfully.**

The subject header should be informative: Write a few words indicating the purpose of your message: "Request for a space in your class," for example.

Do not expect an instant response. Although we have all become accustomed to the instantaneous quality of electronic communication, your professors want you to know that they simply cannot always answer a message quickly. Allow them a day or two, or even more, to respond. You can re-send the message if you haven't heard back in five days or so.

Email Style

Do not treat email as if it is an instant-message exchange.

Do not use smiley faces or other emoticons when e-mailing professors, and don't use all those internet acronyms, abbreviations, and shortened spellings (e.g., LOL, or "U" for "you"). Similarly, don't confuse email style with txt style. All of that electronic shorthand signals a level of intimacy that is inappropriate for exchanges with your professors.

Write grammatically, spell correctly, and avoid silly mistakes. Proofread. Use the spelling checker. Especially double-check for embarrassing errors in your subject header. Show that you care about how you present yourself in writing to your professor.

Use paragraph breaks to help organize your message. It's hard to read a long unbroken stream of words on a screen.

Email content:

Do not use e-mail to rant or whine: Sometimes the very appearance of a message can signal "rant": very long paragraphs, no capital letters, no sentence breaks. These are not fun to read, and may well elicit the exact opposite response that you intend.

Keep most messages to under a screen in length: Be sure to include enough information so that your reader can understand what you are requesting. Provide a bit of background or context if necessary. State your request clearly.

Take extra steps to minimize the e-mail exchange: For example, if you are requesting an appointment, state your purpose and name the times that you are available in your initial message. Your respondent may then be able to answer you with only one additional message.

Quote selectively and briefly from any prior messages to provide context and background. Although sometimes it's good to quote an entire exchange so as to keep a record of what's been said and decided, often that's unnecessary and simply ends up making a message too long and cluttering the screen.

Finally, be respectful, and think about what kinds of things might sound odd or offensive to your professor.

This course syllabus provides a general plan for the course; deviations may be necessary. Your instructor may make changes at his/her discretion. Different instructors may have different policies to teach and run their courses.

Appendix A: Additional Information on the Research Requirement

What if the student or researcher is unable to keep the appointment?

If a student is unable to make a participation time that he/she has signed up for, it is his/her responsibility to notify the researcher via email or by telephone at least 24 hours in advance of the scheduled time. Both the contact number and email address for each researcher are given on the page for his/her study on the GSU Research Participation Pool website.

If the researcher cancels the appointment more than 24 hours in advance, the student will not receive the research credit. If the appointment is cancelled within less than 24 hours, the student will receive credit. In the event that a researcher is not present at the scheduled location and time and has not cancelled the appointment, the student should notify his/her instructor within 24 hours.

Rights of the Students Relative to the Requirements

1. **Autonomy**: Students are free to elect any of the alternatives listed above in order to complete their research requirement.
2. **Informed Consent**: Students who elect Alternative 1 are entitled to receive, before they consent to participate, as much information as is needed for them to make an intelligent decision as to whether or not to participate. Students should receive a print copy of the informed consent agreement for each study in which they volunteer to participate.
3. **Right to Withdraw**: Students may drop out of any study at any time after showing up and learning about the research and what their participation will entail. You will not earn credit towards your research requirement for a study from which you withdraw.
4. **Right to Respect and Dignity**: Researchers will treat all students who volunteer to participate in their projects with respect and dignity.
5. **Debriefing**: Students who elect Alternative 1 will receive an explanation from the researcher regarding the purpose of the study and the role that the student played in it. In some cases, this explanation may be postponed until after the student's participation in the research is complete, so as not to affect the student's behavior during the study.
6. **Recourse**: If a student feels that his/her rights have been violated, or that he/she has been treated unfairly or in any other way harmed by means of participation in research, he/she should register a complaint with one of the following individuals: (1) his/her course instructor, (2) the CPS undergraduate course coordinator, Melanie Varney, or (3) the Director of Undergraduate Studies, Dr. Chris Goode.