

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number COMM 241 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add COMM 241 to the social and behavioral science menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	9-15-2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Social and Behavioral Science Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Social and Behavioral Science Description

Courses within this domain help students examine behavior and interactions among individuals, groups, institutions, and events to understand the complexities of social systems.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be based on the rubric submitted as part of this course application.

Subject code, course number, and title of course:	COMM 241, Interpersonal Communication
Terms offered:	Fall, Spring
Catalog description:	Skills and theory of interpersonal relationships, including marriage, family, and work. Deals with communication variables that influence dyads.
Course prerequisites:	None
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	COMO 241
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Social and Behavioral Sciences Menu (200 words or less).

The course provides an introduction to the field of interpersonal communication and includes many of the major topic areas of the discipline. At the individual level, students learn about intrapersonal and interpersonal communication (e.g., identity development, perception checking, emotional intelligence, relational management, listening, nonverbal communication, etc.). On a group and institutional level, students learn about intercultural influences on relationships, the role of technology/media interpersonally, relational dynamics, and managing conflict. Each area of course content is drawn from readings grounded in major social science research findings from interpersonal scholars.

Course Content

Using your syllabus as evidence, demonstrate that either the majority of course content or the majority of graded student work adheres to the Social and Behavioral Sciences description above (200 words or less).

There are 3 course objectives. All of them speak directly to the Social and Behavioral Sciences description above. Course objective 1 introduces students to interpersonal communication theory and research and the implications for communication practices in interpersonal relationships. Second, course objective 2 increases students' awareness, knowledge, and understanding of the many facets of communication processes and their role in interpersonal interaction. Finally, course objective 3 improves students' diagnostic and analytical skills for identifying, analyzing and evaluating communication processes in interpersonal relationships. All course assignments (exams and individual and group projects) assess these objectives.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Social and Behavioral Science menu must address at least one performance indicator from each of the following areas:

- Social and Behavioral Sciences Subject Matter
- A2: Listen to, understand, and critically evaluate rhetorical claims.

- C1: Evaluate widely disparate sources of information and competing evidence to form their own reasoned positions.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each performance indicator. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
SBS subject matter	Final exam
Outcome A2	Nonverbal societal norms paper
Outcome C1	End-of-semester case study
Outcome C2	End-of-semester case study

Please use the following rubric to perform assessment each year. If a performance indicator is not assessed, please write “Not Assessed” in the “Meets Expectations” section. The last two pages have rubric examples for your reference; these pages may be deleted before submitting your application.

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Fewer than 84% of students will earn a "C" or above on the exam.	84% of students will earn a "C" or above on the exam.	90% of students will earn a "C" or above on the exam.

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Fewer than 84% of students understand intent of source.	84% of students understand intent of source.	90% of students understand intent of source.
Interpret source within rhetorical context			
Evaluate relevance of source within multiple contexts			

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic			
Develop and express an evidence-based viewpoint on a topic	Fewer than 84% of students develop and express an evidence-based viewpoint on the topic.	84% of students develop and express an evidence-based viewpoint on the topic.	90% of students develop and express an evidence-based viewpoint on the topic.
Synthesize information from multiple sources			

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Fewer than 84% of students have drawn informed conclusions from published writing and observed phenomena.	84% of students have drawn informed conclusions from published writing and observed phenomena.	90% of students have drawn informed conclusions from published writing and observed phenomena.

Example Shortcomings

- Students answer fewer than 75% of test questions correctly
- Students provide inaccurate or incomplete response to essay prompts
- Students fail to reference source material in defense of their own position, or misuse source material
- Students take ideas/information from only a single source to form a position

Example Interpretations for Meets Expectations

- Students correctly answer 75% or more of test questions focused on Social and Behavioral Sciences subject matter
- Students respond accurately and completely to an essay prompt targeting Social and Behavioral Sciences subject matter
- Students accurately paraphrase source material in their own words
- Students use source material to defend their own position
- Students take ideas/information from multiple sources to form a position
- Students correctly answer questions about data
- Students accurately draw conclusions about data

Example Points of Excellence

- Students correctly answer 90% or more of test questions focused on the subject matter above
- Student response to prompt is especially thorough and/or imaginative
- Student response to prompt successfully integrates knowledge from other courses
- Students recognize the conflict between multiple sources and build a position that solves that conflict

Example Rubric

Social and Behavioral Science Subject Matter

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand and/or investigate behavior and interactions among individuals, groups, institutions, events, and social systems	Students correctly answer fewer than 75% of SBS test questions in Exam 1	Students correctly answer 75% or more of SBS test questions in Exam 1	Students correctly answer 90% or more of SBS test questions in Exam 1

Student Learning Outcome A2 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand intent of source	Students have errors in their paraphrasing of source material in Essay 2	Students accurately paraphrase source material in their own words in Essay 2	N/A
Interpret source within rhetorical context	Students ignore or misrepresent context of a source in Essay 2	Students identify relevant aspects of context for a source in Essay 2	Students correctly use the context of a source to explain their own position in Essay 2
Evaluate relevance of source within multiple contexts		Not assessed.	

Student Learning Outcome C1 (select at least one)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Compare and contrast multiple viewpoints on a topic		Not assessed.	
Develop and express an evidence-based viewpoint on a topic	Students cite evidence from one or fewer sources in Essay 2.	Students cite evidence from two or more sources that effectively supports their position in Essay 2	Students cite evidence from four or more sources that effectively supports their position in Essay 2.
Synthesize information from multiple sources		Not assessed.	

Student Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Read and interpret data in a form that is appropriate for the discipline	Students answer fewer than 50% of test questions on data correctly in Exam 1.	Students answer the majority of test questions related to reading data correctly in Exam 1.	Students answer 80% or more of test questions related to reading data correctly in Exam 1.

Course Syllabus

[Jump to Today](#)

Edit

Coms 241 Interpersonal Communication

Department of Communication and Sociology

College of Arts and Sciences

Abilene Christian University

Sheila Ritchie, M.A.

Office: Sherrod 206

Office Phone: 325-674-2387

Email: sheila.ritchie@acu.edu . I attempt to answer all emails within 24 hours. ***Please keep in mind I take time for rest, worship and family time on weekends and holidays, so I may not be able to answer questions within the 24-hour time limits during those times. Also remember that on weekends when I am traveling with the Debate Team, there could be a significant delay in how quickly I can respond.***

Office Hours: Sherrod 218

Monday & Friday - 1:00 - 2:00 pm

Tuesday & Thursday - 2:30-4:30 pm

Wednesday - 3:00 - 4:00 pm

Available at other times by appointment.

Course Materials:

Adlers, Ronald B. and Russell F. Proctor II. *Looking Out, Looking In*. 15th Edition. Belmont, CA: Thomson Wadsworth, 2014.

ACU Mission Statement

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

MISSION OF THE COLLEGE OF ARTS & SCIENCES

To educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Communication Department Mission Statement

To educate students for Christian service and leadership through the world by developing communication skills through analyzing, managing, changing, and advocating for ideas, people, organizations, and culture.

Course Objectives

The purpose of this course is to:

- introduce you to interpersonal communication theory and research, and the implications for communication practices in interpersonal relationships.
- increase your awareness, knowledge, and understanding of the many facets of communication processes and their role in impersonal interactions; and
- improve your diagnostic and analytical skills for identifying, analyzing, and evaluating communication processes in interpersonal relationships.

Academic Accommodation Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, students must be registered with Alpha Scholars Program, and they must complete a specific request for each class in which they need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

Anti-Harassment Policy

ACU strives to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (e.g., Title VI, VII, and IX). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

The [Anti-Harassment Policy \(Links to an external site.\)](#) outlines specific definitions and procedures related to discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence. If you experience harassment in any of these forms, we encourage you to [report it \(Links to an external site.\)](#) so that we can help maintain a work and academic environment free of unlawful harassment.

Electronic Devices

All communication that occurs inside the classroom should contribute to a good learning environment for you and your classmates. If you are using a portable electronic device (e.g. phone, laptop, iPhone, etc), I will assume it is for class purposes. If it is not being used for class purposes there is a good chance I will ask you to leave class. Reading or sending text messages or engaging in other types of wireless chatting, surfing, or

gaming or other kinds of wireless communication are distracting to you, your classmates, and your professor.

Course Calendar

We will abide by the Course Calendar dates as listed in the MODULES portion of the Canvas Course. ***Note, there are assignments indicated within the Modules that ARE NOT LISTED IN THE CANVAS CALENDAR.***

Communication

All written course documentation (e.g., syllabus, assignments, etc.) will be available on Canvas. Additionally, your grades will be available to you under the “Grades” button, and you should monitor your grades throughout the semester. I will notify students of any changes to the syllabus or the course calendar through e-mail. I will also post all changes to this course's Canvas website. So, make sure to regularly check your email. If you are absent, it is a good idea to check your email for any changes to assignments that may have happened in class.

Mask Policy - this will be strictly enforced.

We will follow the university guidelines for masking. This could change throughout the semester based on changes in school policy. Be prepared to follow university guidelines carefully if changes occur.

Attendance and Engagement

The best advice I can give you is don't be absent unless you absolutely must. Due to the fact that we have quizzes, activities, and group work, absenteeism will end up naturally affecting your grade. Plus, there is a participation and engagement portion of the grade for the course (10%).

Class participation/engagement (part of your grade for the class) is comprised of two components: attendance and discussion. In order to receive the highest grade possible in this section, have no absences, be on time, participate in discussions/activities, and stay off your social media.

This is a Tuesday/Thursday course. If you miss more than 6 times (excused or unexcused) you will be at risk of being dropped. Due to COVID, this policy is not absolute, but the only exceptions will be excused absences due to illness or school-sponsored events.

Late Work: *Late work will be penalized.* If an assignment is turned in after the due date, it will receive a 10% deduction for each day (not just class days) it is late. The only time late work will not be penalized is if a student has a documented absence (see attendance policy). If an assignment is more than 10 days late, you will receive no credit for the assignment. At the end of the semester, any late work must be submitted by

11:59 pm on Dead Day to receive any credit whether the 10 days have elapsed or not. Due to the nature of exams, students will not be allowed to make up exams unless the absence is excused.

Make-up Work: If your absence has been excused (see attendance policy), you may turn in the assignment up to one week from the day you return to class. If the work is turned in past the seven-day grace period, it will receive a deduction based on the late work policy above.

Assignments. Expect to spend a few **hours** outside of class reading and/or studying the material or working on assignments each week. You can expect daily assignments. To be best prepared for the RATs, you need to read the chapter once at a good rate of speed, looking for themes, headings, and organization. Then read again at a slower rate, marking key concepts such as definitions. This process takes time! Be sure to review the “Key Terms” at the end of the chapter. Take the practice quizzes found on the text publisher’s website but don’t rely on them.

Assignment Details: All assignments with their details are listed in Canvas.

Grading:

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

- | | |
|---|-----|
| • Individual RATs (Readiness Assessment Tests) | 5% |
| • Team RATS | 10% |
| • Assignments (55% Total) | |
| ○ Chapter 1 Group Assignment on Theories | 10% |
| ○ Chapter 2 Social Media Point/Counterpoint | 5% |
| ○ Chapter 5 Emotional Awareness Reflection | 5% |
| ○ Chapter 7 Nonverbal Societal Norms Paper | 5% |
| ○ Chapter 9/10 Relational Dynamics Presentation | 10% |
| ○ Chapter 12 Conflict Gaming Reflection | 10% |
| ○ Case Study on End of Semester Movie | 10% |
| • Midterm/Final (10% each) | 20% |
| • <u>Attendance/Participation</u> | 10% |

Total points 100%

Grades will be posted on Canvas under the “Grades” button throughout the semester.

ASSIGNMENTS

Readiness Assessment Tests (Individual and Team)

Most weeks we will have a Readiness Assessment Test over the book chapter reading. There will be an individual quiz and then a team quiz. Individual RATs will begin at the beginning of the class. RATs will be given via Canvas so a mobile device is needed to take the quiz. **A student must physically be in class to take the quiz.**

The Team RAT will begin after the individual RAT. Students will work together to take the same quiz. Again, it is taken on Canvas.

Group Assignment - Chapter 1 - Group Presentations will be shown in the classroom

You will have two options for creating a group video. For the first option, your group can create a video that demonstrates **three** of the *Communication Misconceptions* or **three** of the *Communication Principles*. The video should clearly explain the misconception or principle, give an example and then explain why it tends to occur within the disciplines of Communication. For the second option, the group can create a video that demonstrates the *Transactional View of Communication*. The video should clearly explain the model, give an example of the model and give an analysis of the communication episode. Grading details are in the Assignment in Canvas.

Social Media Point/Counterpoint - Chapter 2 - presentations in the classroom

Students have different views on the positives and negatives of Social Media. Each student will choose to either support or condemn the use of Social Media in interpersonal relationships and research justifications to support their claims. In class, students will give "point/counterpoint" arguments in alternating 1-2 minutes speeches, supporting their positions with examples or evidence. Students will turn in a 1-2 page outline of arguments with resources before giving their speech.

Emotional Awareness Reflection - Chapter 5 - We will watch the movie in class

After viewing the movie on Emotions, you will write a 2-3 page reflection paper. This paper will be designed to apply the concepts learned in Chapter 5 to the themes that are presented in the case study movie.

Nonverbal Societal Norms Paper - Chapters 7 - This is a paper and video submission

You will choose a clip from a television show or movie to demonstrate a violation of Nonverbal Societal Norms. You will give some context for the clip and tell how it violated

a nonverbal societal norm. You can use Proxemics, Haptics, Chronemics, Vocalics (paralanguage), Facial Expressions, or Body Movements.

Relational Dynamics Presentation - Chapters 9 and 10 - These will be presented in class

Choosing a famous couple or friend group from history or movies/tv, trace their path of relationship development using Knapp's Model of Relational Development. Students will demonstrate the path of the relationship with an oral presentation, slide show, and video clips. The presentation should demonstrate the identity of the relationship, explain the history of the relationship in enough detail to connect it with Knapp's, and use at least four parts of the model in order to verify the relationship follows the model.

Conflict Reflection Paper - Chapter 12

One week in the course we will play games to help demonstrate how the different components of conflict management, collaboration, cooperation, and compromise work in interpersonal communication situations. Once we have completed our gameplay, you will write a 3-4 page reflection on what you learned and how the concepts discussed in Chapter 12 informed or affected your reactions in the process.

End of Course Case Study

At the end of the semester, we will watch a movie in class for this case study analysis. You will then write a paper that will analyze 8 **different** themes or concepts discussed throughout the course. The focus will be specifically on issues that are problematic and things that the text tells us can improve the quality of relationships or interactions. These could include basic theories, principles, or misconceptions of interpersonal communication from any of the chapters covered during the semester. Your paper will be 4-6 pages with more grading and assignment details in Canvas.

Academic Integrity. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: [\(Links to an external site.\)ACU Policy. \(Links to an external site.\)](#)

Exam Protocol. Lockdown browser will be used for exams. Make sure you have a device that can accommodate that requirement. When an exam begins, you may not leave the room. If you leave the room, you are finished with the exam. Cell phones are to be off during exams.

Appeal Process. If a student wishes to appeal a grade on a paper, homework, or a RAT, the following process must be followed:

- Wait 24 hours before submitting a written appeal.
- In the written appeal, identify the problem with the grading, what one believes to be the correct answer, and reasoning on why the grade should be changed.
- Appeals need to be submitted via email.

The instructor reserves the right to change syllabus policies if needed.

[Collapse All](#)[View Progress](#)[+ Module](#)

Week 1



Tuesday - Syllabus Overview



Readiness Assessment Test Process



Syllabus Review



Thursday - Chapter One



Chapter One Discussion



Start Group Project for Week 3



Powerpoint slides - Chapter 1



Week 2



Tuesday - Chapter One



Finish Chapter One. Questions/clarification on Ch 1 project



Thursday - Chap One Group Project Check-In



Chapter 1 Group Project Workday/check-in

Sep 8



RAT Chapter 1-

Sep 8 | 100 pts



Team RAT Chapter 1-



✂	Sep 8 100 pts	✓	⋮
▼ Week 3		✓	+ ⋮
Tuesday - Chapter One Group Project		✓	⋮
✂ Chapter 1 Group Project Sep 13 100 pts		✓	⋮
✂ Chapter 1 Group Project Evaluations Sep 15 0 pts		✓	⋮
Thursday - Chapter Two		✓	⋮
✂ Readings for Chapter 2		✓	⋮
✂ Powerpoint slides - Chapter 2		⊘	⋮
✂ Pros of Social Media List.pdf		✓	⋮
▼ Week 4		✓	+ ⋮
Tuesday - Chapter Two		✓	⋮
Finish Chapter Two		✓	⋮
✂ Top 7 Impacts of Social Media		✓	⋮
✂ Social Media Sign Up		✓	⋮
Thursday - Social Media Point/Counterpoint		✓	⋮

⋮	 Chapter 2 - Social Media Point/Counterpoint Sep 22 50 pts	✓	⋮
⋮	 Social Media Point/Counterpoint Topics	✓	⋮

⋮	▼ Week 5:	✓	+	⋮
⋮	Tuesday- Chapter Two	✓	⋮	
⋮	 RAT Chapter 2 Sep 27 100 pts	✓	⋮	
⋮	 Team RAT Chapter 2 Sep 27 100 pts	✓	⋮	
⋮	 Start "The Social Dilemma"	✓	⋮	
⋮	Thursday - Chapter Two	✓	⋮	
⋮	 Finish "The Social Dilemma" and Discussion	✓	⋮	

⋮	▼ Week 6	⊘	+	⋮
⋮	Tuesday - Chapter Three	⊘	⋮	
⋮	 Chapter 3	⊘	⋮	
⋮	 Powerpoint slides-Chapter 3	⊘	⋮	
⋮	Thursday - Chapter Three	⊘	⋮	
⋮	 Finish Chapter 3	⊘	⋮	

⋮	🚀	RAT Chapter 3 Oct 4 100 pts	⊘	⋮ -
⋮	🚀	Team RAT Chapter 3 Oct 4 100 pts	⊘	⋮ -

⋮	▼	Week 7	⊘	+	⋮
⋮		Tuesday - Chapter Four	⊘		⋮ -
⋮	📄	Chapter 4	⊘		⋮ -
⋮	📄	Powerpoint - Chapter 4	⊘		⋮ -
⋮		Thursday - Chapter Five	⊘		⋮ -
⋮	📄	Finish Chapter 4	⊘		⋮ -
⋮	📄	Emotional Intelligence Test link	⊘		⋮ -

⋮	▼	Week 8	⊘	+	⋮
⋮		Tuesday - Chapter Five	⊘		⋮ -
⋮	📄	Chapter 5	⊘		⋮ -
⋮	🚀	RAT Chapter 4 Oct 11 100 pts	⊘		⋮ -
⋮	🚀	Team RAT Chapter 4 Oct 11 100 pts	⊘		⋮ -
⋮	📄	Powerpoint Chapter 5	⊘		⋮ -

⋮		Start Emotion Case Study Movie	⊘	⋮
⋮		Thursday - Chapter Five Case Study Movie	⊘	⋮
⋮		RAT Chapter 5 Oct 13 100 pts	⊘	⋮
⋮		Team RAT Chapter 5 Oct 13 100 pts	⊘	⋮
⋮		Emotion Case Study Movie Continued	⊘	⋮
⋮		Chapter 5 Emotional Awareness Reflection Oct 30 50 pts	⊘	⋮

⋮	▼	Week 9	⊘	+	⋮
⋮		Tuesday - Midterm	⊘		⋮
⋮		Midterm- Requires Respondus LockDown Browser Oct 18 100 pts	⊘		⋮
⋮		Midterm Review	⊘		⋮
⋮		Thursday -No Class	⊘		⋮

⋮	▼	SPRING BREAK - MARCH 14-18	⊘	+	⋮
⋮		Have A Great Spring Break!!	⊘		⋮

⋮ ▼ Week 10	⊘ + ⋮
⋮ Tuesday - Chapter Seven	⊘ ⋮ _
⋮  Start Chapter 7	⊘ ⋮ _
⋮  Powerpoint Slides (Chapter 7)	⊘ ⋮ _
⋮  Chapter 7 Slides	⊘ ⋮ _
⋮ Thursday - Chapter Seven	⊘ ⋮ _
⋮  Finish Chapter 7	⊘ ⋮ _
⋮  RAT Chapter 7 Nonverbals Nov 3 100 pts	⊘ ⋮ _
⋮  Team RAT Chapter 7 Nov 3 100 pts	⊘ ⋮ _
⋮  Chapter 7 Nonverbal Societal Norms Nov 6 50 pts	⊘ ⋮ _

⋮ ▼ Week 11	⊘ + ⋮
⋮ Tuesday - Chapter Eight	⊘ ⋮ _
⋮  Chapter 8	⊘ ⋮ _
⋮  RAT Chapter 8 Nov 8 100 pts	⊘ ⋮ _
⋮  Team RAT Chapter 8 Nov 8 100 pts	⊘ ⋮ _
⋮  Powerpoint slide Chapter 8	⊘ ⋮ _

⋮	Thursday - Chapter Nine	⊘	⋮
⋮	📄 Chapter 9	⊘	⋮
⋮	📄 Assign Relational Dynamics Presentation	⊘	⋮
⋮	📄 Powerpoint Chapters 9 & 10	⊘	⋮

⋮	▼ Week 12	⊘	+	⋮
⋮	Tuesday - Chapter Ten	⊘		⋮
⋮	📄 Chapter 10	⊘		⋮
⋮	🚀 RAT Chapter 9 & 10 Nov 8 100 pts	⊘		⋮
⋮	🚀 Team RAT chapter 9 & 10 Nov 8 100 pts	⊘		⋮
⋮	Thursday - NO CLASS - Work on Relational Dynamics Presentation with Group	⊘		⋮
⋮	📄 Extra Credit for Judging IPDA National Tournament - Ballots Nov 14 0 pts	⊘		⋮
⋮	📄 Group work on Relational Dynamics Presentation	⊘		⋮

⋮	▼ Week 13	⊘	+	⋮
⋮	Tuesday - Relational Dynamics Presentation	⊘		⋮

⋮	 Chapters 9 & 10 - Relational Dynamics Presentation Nov 15 100 pts	⊘	⋮ -
⋮	Thursday - Chapter Twelve	⊘	⋮ -
⋮	 Start Chapter 12	⊘	⋮ -
⋮	 10 Second Rule Article	⊘	⋮ -
⋮	 Powerpoint Slides Chapter 12	⊘	⋮ -

⋮	▼ Week 14	⊘	+	⋮
⋮	Tuesday - Chapter Twelve	⊘		⋮ -
⋮	 RAT Chapter 12 Nov 22 100 pts	⊘		⋮ -
⋮	 Team RAT Ch. 12 Nov 22 100 pts	⊘		⋮ -
⋮	 Finish Chapter 12	⊘		⋮ -
⋮	Thursday - Competitive and Cooperative Games	⊘		⋮ -
⋮	 Conflict Theory - Competitive and Cooperative Gaming	⊘		⋮ -
⋮	 Chapter 12 - Conflict Gaming Reflection Nov 27 100 pts	⊘		⋮ -

⋮	▼ Week 15	⊘	+	⋮
⋮	Tuesday - Final Case Study Movie	⊘		⋮ -

⋮		Case Study Movie	⊘	⋮	-
⋮		Thursday - Final Case Study Movie	⊘	⋮	-
⋮		Case Study Movie (cont.)	⊘	⋮	-
⋮		Case Study Dec 4 100 pts	⊘	⋮	-

⋮	▼	Week 16 - Final Exam Friday, May 6, 10:00 - 11:45 am	⊘	+	⋮
⋮		Review for Final	⊘	⋮	-
⋮		Final- Requires Respondus LockDown Browser Dec 9 100 pts	⊘	⋮	-
⋮		Attendance and Engagement Dec 2 100 pts	⊘	⋮	-