

COMM 2210: COURSE REQUIREMENTS & ASSIGNMENTS

Below, you will find a brief description of each of the assignments in this class. Detailed instructions about how to complete the assignments (expectations, format specifications, grading criteria, etc.) will be made available as the semester progresses.

Exams

There will be **three** exams in this course. The goal of these exams is: (1) to assess your understanding of key interpersonal concepts, (2) evaluate the relevance & utility of the course content in refining your interpersonal relationship skills, (3) provide feedback on the utility and relevance of exam questions in assessing your grasp of course materials, and (4) provide objective feedback on the quality & method of instruction in helping you successfully meet course goals. The exams have to be taken at the scheduled time and place. As a general rule, **no make-up or early exams will be offered** (some exceptions apply).

Critical Analysis

Because relationships described in articles in the popular press exert considerable influence on what we come to see as “desirable” and “preferred” in particular types of relationships and serve a socializing function in terms of teaching us what to do and what not to do in our own relationships, the goal of this assignment is to give you the opportunity to use the knowledge gained in class to critically analyze the content of one such article. You are free to agree or disagree with the content of the article, but, either way, you will be required to provide strong reasons in support of your position. [Suggested length: 5 pages (including a cover page), typed (12-pt TNR font), double-spaced]

Case Study Analysis

You will be assigned to teams of 4-5 members. Each team will be assigned a case study on an interpersonal topic to analyze. The goal of this assignment is to give you an opportunity to critically think about important interpersonally-focused issues that most of us face at some time or another over the course of life. It is expected that, upon completing this analysis, you will have gained additional insights into interpersonal communication topics covered in class and come to appreciate the pragmatic utility and social significance of an interpersonal communication course.

Written Reports

- ✓ As a team, you will turn in a 5-page (minimum) written report of your analysis. Questions to think about and respond to will be provided along with the case study.

In addition, ***each team member*** must also turn in a 2 to 3 page report addressing the following questions:

- ✓ Were you able to apply concepts learned in class to analyze your case study? If yes, how so? If no, why not?
- ✓ What new things did you learn working on this case study that were not covered as part of the course?
- ✓ Was completing this case study useful in terms of understanding the practical implications of interpersonal communication theory and research?
- ✓ How was your experience working as part of a group? What things did you like/dislike about working in a group?
- ✓ What are your recommendations in terms of including this assignment in future classes of COMM 2210? Should the requirements of the assignment be modified in any way?

Every team member must also complete a confidential group member evaluation form for each member of the group and turn it in along with the written reports.

Presentation

Each team must prepare a 15-20 minute presentation that summarizes, at minimum:

- ✓ What the case study was about
- ✓ Issues they were asked to address
- ✓ Findings from their analysis
- ✓ Significance/importance of those findings for interpersonal relationships

Class attendance during team presentations is mandatory and every member of the audience **must** complete an anonymous audience rating form evaluating the presentation. In addition to being factored into the team's overall grade, audience evaluations serve the function of providing constructive feedback and facilitating improvement. Most importantly, issues raised during team presentations are fair game for the final exam.

Class Attendance & Participation

The success of this course depends upon thoughtful, quality participation. This means storytelling, example-giving, asking questions, etc. On occasion, I may have you complete activities in class to facilitate better understanding of interpersonal concepts; these will not be graded, but questions directly drawn from classroom activities are fair game for exams. You may also bring in articles or even short video clips that have some relevance to a course topic.

- ✓ ***Attendance:*** I will take roll at the start of every class to assess class attendance.
Note: Students will lose 2 points for each unauthorized absence from class. If you are unable to attend class on an exam day, or the day that an assignment is due in class, because of a university-documented severe illness (you will need to have a note from the Dean's office) or a university-sanctioned activity (such as an athletic competition), you must contact me *prior to* the missed class.
- ✓ ***Participation:*** Class participation will be assessed using in-class activities, quizzes, and index card assignments - details will be provided as the semester progresses