University of Waterloo Department of Communication Arts INTERPERSONAL COMMUNICATION

SPCOM 100 – Fall 2018 – 003 (Thursdays)

Communicating, Understanding & Making Meaning

Instructor: Dr. Sorouja Moll Email: smoll@uwaterloo.ca

Class Schedule: Thursdays 8:30 am - 11:20 am

Room: HH 227

Office Hours: Tuesdays noon – 2pm or Wednesdays by appointment

Office: ML 238

I acknowledge that I am on the traditional territory of the Attawandaron (Neutral), Anishnawbe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

Truth & Reconciliation Response Projects Website

Dear Student:

I am looking forward to our semester together. Please read the following course outline carefully and share any questions or concerns you might have about the document during class time or during my office hours.

COURSE DESCRIPTION

SPCOM 100 is a course that explores interpersonal communications and how people make meaning in one-on-one situations while pursuing the Department of Communication Arts' primary objectives:

- Examine agency and implication
- Support critical and creative competencies
- Practice interpersonal communication skill building, and
- Encourage languages and imaginations for the public good.

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In pursuit of these goals, we will work to understand more fully how we communicate (and are communicated to) in the world we live in and to develop the tools to research, apply, and practice key interpersonal communication concepts in our everyday lives. Students will be encouraged to identify, negotiate, and challenge existing communicative norms as they explore a range of interpersonal issues that include race, gender, sexuality, class, ageism, and ableism, as well as culture, identity, and power. Over the course of the term, through leading workshops, engaging with vocabulary, readings, and media, one-on-one peer work, journal writing, and developing a research-creation project, we will have the opportunity gain a greater understanding, as well as build our skills, in such areas as listening, language, nonverbal communication, expression of emotion, conflict resolution, intimacy, and agency.

COURSE GOALS

- Increase your awareness of interpersonal communication in yourself and others
- Gain a familiarity with theories and vocabulary associated with interpersonal communication
- Reflect on your own oral, nonverbal, and written communication practices and plan and
 practice new strategies to develop your skills and deepen your understanding of the world you
 live in and in your professional careers.
- Design and present on course material to facilitate your own and others' learning
- Learn the key concepts and tools to undertake a critical analysis of interpersonal communication scenarios and experiences
- Collaborate with a partner to creatively and critically examine and engage with interpersonal communication processes.

REQUIRED READING AND COURSE MATERIALS

- 1) Readings, media, and volunteer activity to support your presentations and the course are listed in the course outline. Articles not appearing on the online course reserve are posted on Learn: "Course Content" > "Articles"
- 2) Haddon, Mark. (2004). The curious incident of the dog in the night-time. Toronto: Anchor Canada.
- 3) Robertson, David Alexander. (2012). *Sugar Falls: A Residential School Story*. Illustrator, Scott B. Henderson. Winnipeg: Highwater Press
- 4) Required Attendance: Indigenous Speakers' Series: Lee Maracle Public Lecture on Wednesday, October 3 at 4pm. Speaker's Bio: http://indigenousstudies.utoronto.ca/person/lee-maracle/
- 5) Encourage you to attend the St. Pauls' 15th Annual Pow Wow which will be at Waterloo Park (near the band shell) on Saturday September 22, 2018 with the grand entry at noon and the closing ceremony at 5pm. Website: https://uwaterloo.ca/stpauls/waterloo-indigenous-student-centre/powwow
- 6) Always cite your work. Visit the University of Waterloo library for additional information: https://uwaterloo.ca/library/find-and-use-resources/citing-sources

Notes to required readings, viewings, and events:

- All required articles are listed in the weekly readings and on the UW Library Course Reserve, LEARN, and the Internet.
- The novel and illustrated short story are available for purchase at the UW Bookstore.
- All readings and media appearing in the class schedule are mandatory.

COURSE REQUIREMENTS: <u>Keep copies of all your graded work</u> **Suggested Grade Distribution:** (supporting rubrics available on Learn)

Glossary 10%
Pop Quiz (5 quizzes/highest 4 grades) 20%
4 x Journals (set 1 10% / set 2 10%) 20%
Dyad Presentations 20%
Final Essay / Storyboard (Dyad) 20%
Participation/Attendance 10%

SEMESTER AT A GLANCE

*Any changes to the semester readings and assignments are made with notice to students.

Week	Date (Thursdays)	Area	Themes	Activities and Assignments Due
1	Sep 6	Overview	Introductions Course Overview Schedule Presentations	Find your person. Schedule student presentations
2	Sept 13	Positionality – Writing our selves, journals and interpersonal communication	Interpersonal Process and Communication and the Self	Your historical contexts and interpersonal processes
3	Sep 20	Media	Perceiving Others	Presentation
4	Sep 27	Visual Art / Visual Rhetoric	Emotions	Visit UWAG – "The Closer Together Things Are" Meet at Gallery
5	Oct 4	Poetry	Language	Presentation
Happy Reading	g Week and Inde	pendent Study (Oct	8 – 12)	
6	Oct 18	Illustrated Short Story	Non–Verbal Communication	Presentation 2 x Journals Due Set 1
7	Oct 25	The Novel	Listening	Presentation
8	Nov 1	The Novel	Dynamics of Interpersonal Relationships / Contexts	Presentation
9	Nov 8	Theatre	Communication Climate	Presentation

10	Nov 15	Film	Managing Conflict	Presentation
11	Nov 22	Food	Communicating with Family	Presentation
12	Nov 29	Observations and Reflections	Work, Group and Team Communication	2 x Final Journals Due - Set # 2 Final Assignment Due. Full class extension: due one week after final class
	Dec 6			Final assignment (Extension) Submit to provided drop box

ASSIGNMENT REQUIREMENTS

1) Interpersonal Communication (IPC) Glossary of Key Concepts (10%)

Each week, key interpersonal communication vocabulary will be posted on LEARN, which focus on the specific themes to be discussed during the class. As a weekly homework assignment, you are to reflect upon each key term and provide an example from your personal experience for 3 terms (the student selects the 3). This exercise will enable you to actively participate with the IPC vocabulary and the potential of its meaning, as well as develop a better understanding about how it manifests in your own lives. Your glossary research is to be applied to your partner work, journal writing, mid-term test, individual presentation, and the final essay assignment. The glossary entries are an integral component to your full participation during class time to facilitate discussion. Your finished assignment is to be handed in at the end of each class. Late assignments or emailed submissions will not be accepted. For formal essays the student is to use the citation provided on Learn.

2) 4 Individual Journals (20% total: 10% first submission; 10% second submission)

Students will be required to hold weekly one-hour meetings with their partner–peer to discuss interpersonal communication (a form of meta-communication). You are to write four (4) journal entries throughout the term, from week two to week eleven. This work is to be an extension of your glossary assignment by selecting three terms for each journal. The journals must be submitted twice: once at mid-term (2 entries), and then on the last day of class or week twelve (2 entries). Your entries must be a minimum of 1,000 words per journal (or 4 pages, double spaced). The method of journal writing is to divide your entries into two components (500 words each minimum). "Key Term/Observation" and "Reflection of Self." Utilize at least two (2) references to course reading in your journal. One (1) of your four journals will be a reflection of the Lee Maracle public talk.

Each journal is to be divided into two sections:

- a) "Key Term/Observation": Using three (3) or more key terms, you are to identify and describe how you observed (see) the key concept unfold in your world. Details are important. Use the first person singular experience to describe your role in what you observed. How did the action unfold? What was the outcome? Was it winter? What was the effect? You must also synthesize at least one (1) secondary readings or media from the week into this section of your journal writing.
- b) "Reflection of Self": The reflection portion of the journal provides the student with the opportunity to <u>deeply reflect</u> upon the key concepts and its affect in their own lives. The student is to use a detailed anecdote to synthesize the terminology with not only the experience but <u>how it made them feel about how the event unfolded</u> (affect). What did you learn about yourself when reflecting on the concept and your self? What would you change? How did it change you? This can be as minimal or expansive as you wish.

"Feedback" Journal Entries: Two (2) of your four (4) journal entries will provide written feedback to your partner. One will be due mid term and the second at the end of the semester. Both are to be included with your assigned journals due dates.

Feedback Journal #1 (Due: Mid Semester): You should record observed instances of your partners' behaviours after each meeting so that you have a record of specific examples to draw on for this assignment. Give at least five feedback messages using key terms. Three messages should be affirming (focusing on behaviour you would like the other to continue and why) and two messages should be suggestions to strengthen (focusing on behaviour you would like the other to consider adjusting or reflect upon and why). Each message should note a specific observed behaviour described in a non-evaluative way, your emotional reaction to that behaviour (in the first person, noting how you felt about the behaviour, not what you thought of it), and a specific, helpful suggestion for improvement if relevant. If you submit more than five examples, make sure that you provide more positive than constructive feedback (e.g. two areas to strengthen and three affirming messages). (Format the same as the journals: 500 words (minimum) "Key Term/Observation," and 500 words (minimum) "Reflection of Self").

<u>Feedback/Reflection Journal # 2</u> (Due: Final Class): The second Feedback Journal provides an opportunity to review Feedback Journal #1 and reflect on how you and your partner's behaviour have (or have not changed). Was the constructive feedback addressed? Was this evaluation process helpful? In what way did it help **you** address both positive and constructive feedback? Did you adjust your behaviours from the process? (Format the same as the journals: 500 words (minimum) "Key Term/Observation," and 500 words (minimum) "Reflection of Self").

For the journals, students must integrate marginalia ("doodling" or informal commentary) in the margins of the journals.

Each page should include the person's name on the top right hand corner.

Three (3) copies of Feedback Journal: 1 x to your partner; 1 x for your records; 1 x instructor for both # 1 and # 2 sets.

3) Dyad Presentations (20%)

Students will work as dyads to present a short presentation for the class. The students will work collaboratively and examine 4 glossary terms (2 each) with two of the week's articles or media (one each). The students will create one question from the material as a prompt for class discussion. This will provide students with the opportunity to explore material beyond the readings, as well as work on their individual presentation organization and interpersonal communication skills with their partner. The goal of this assignment is to facilitate insight into a topic for the class in an interactive and creative way.

Purpose and grading

- Work collaboratively as a dyad.
- Critically organize, examine, and articulate a class reading/media while integrating four (4) glossary terms each. Define in your presentation and synthesize.
- Design prompt question for in class discussion.
- Field and answer questions and motivate a discussion from the class.
- Each student will attach their own rough research notes to their summary.

Summary

- The dyad presentations will comprise 2 students who will prepare a presentation comprising an analysis of a major reading / media with 6 glossary terms.
- The presentation will include a summary of the primary work, the area of focus, and the application of the articles. An in class question and discussion will extend and apply the learning focus of the weekly theme.

Engagement & analysis	Grade
 Each student will critically organize, examine, and articulate a class reading or media (1 each) while defining and integrating two (2) glossary terms each (total 4 as dyad). Total time for each student: 5 minutes Use supplementary research to support your observations (eg. academic article, credible media source, etc.). Identify a detail in the article and examine in a close reading. Frame your presentation: a) Brief introduction (summary of material). Identify the week's theme. b) Purpose statement: "In my presentation I will examine" c) Answer the "so what question." d) 2 key areas (using 2 glossary terms / and supplementary research). Cite your sources. Define each glossary term used. Synthesize with primary material. e) Optional - Identify the discourse to focus: gender, class, race, economics, education, mental health, etc. (as discussed in class) e) Conclusion: Wrap up presentation with summary of findings and how this supports your purpose. 	/15
In class prompt critical question and discussion. Take the related readings beyond the material and encourage the audience to think critically about the question. Offer concrete example to encourage discussion. Field and answer questions from the class. Your presentation skills will count toward your success. Review the Speech Skills evaluation sheet as a reference. Summarize in a single page how you worked and delegated the assignment as a dyad with attached research notes and works cited page from each participant. To be handed in after the presentation.	/5

TOTAL: /20

Outcome

Presentation time: 10 minutes (5 minutes each)
In class guestion and discussion: 10 minutes

4) Pop Quiz (5 x 5% - top 4 grades = 20%)

Over the course of the semester students will complete 5 quizzes in order to reflect on specific readings, events, or media. A question will be presented to the class and the response will be in an essay format. *Do not be afraid*. Students will be given 15 minutes to discuss the weekly themes with their peers followed by a 30-minute quiz. It is imperative that students read all the required course material and glossaries each week in order to contribute to class discussion as well as to successfully answer the question. Objective? The in-class exam is to help students keep up with the readings, to track how well you understand the material that we are covering, practice your ability to organize, and critically examine, synthesize, and present vocabulary.

5) Interpersonal Final Storyboard and Critical Essay with your partner: (20%)

The final assignment provides you and your partner the opportunity to reflect on the work over the course of the semester. The students will identify an interpersonal scenario through a discussion with your peer. Identify a "communication barrier" experienced. Utilize the illustrative format from the discussions and analysis of David Alexander Robertson's graphic novel and perhaps the visit to the art gallery. The students' will work together to illustrate a storyboard of not only the process and the scenario identified but also how the "communication barrier" could be shifted to change the outcome as an alternative scenario. The students will work collaboratively to prepare a formal 6-page (1,500 words, double spaced, 12pnt) essay which critically examines interpersonal communication dynamics which you have observed, critically analyzed, synthesized, and articulated. The objective is to critically apply your interpersonal communication vocabulary, synthesize secondary readings, and practice your communication skills as a dyad as you organize and write the essay with a partner. The final assignment will be discussed in class with a detailed rubric on Learn. I highly recommend that the students see the instructor during office hours to discuss their final storyboard and essay (well in advance of the due date). Glossary terms from week 6 -12 are to be utilized and the required secondary readings and media from the semester will be designated. The illustrated storyboard must accompany the final paper.

With the final paper, each student will attach their own a 250—word (1 page) summary describing their interpersonal communication experience while writing the assignment. The students will also be responsible to show the percentage of their contribution (e.g. 50/50, or 60/40, etc.). Please note that if the weight is highly skewed (e.g. 70/30), the student with the higher percentage will also be penalized for not communicating the need to balance or recognize work methods and approaches of the workload distribution during the assignment process. Please speak to the instructor if you are having challenges working with your partner, but I encourage you to work these challenges out together while using IPC methods. All resources must be properly cited, in text as well as with a properly formatted work cited page. Work Cited examples are available on Learn and the University of Waterloo Library website.

The assignment due date is the last day of class; however, a one week extension has been offered and the essay is due in the Learn dropbox on Thursday, December 6 at midnight. Both students will be given a mark of 0% for this assignment if you do not submit the work on the specified due date.

6) Participation (10%)

Attendance will be taken by the instructor at the beginning of each class with late arrivals and absences noted. This evaluation category is based on your attendance and punctual arrival to class and your active participation during class discussions and group activities. Initiating, risk-taking, cooperative behaviour, and the quality of contributions in class are important criteria. Disrespect shown to peers and failure to meet class policies will severely impact this grade.

Students are expected to have read all the assigned readings, completed glossary assignments, and watched specified screenings each week in order to contribute their reflections/questions during class discussions. The classes are structured with the expectation that you have closely read the assigned readings, media, and completed the glossary work. The class structure is a balance of formal lecture, student presentations, and class participation and therefore relies on students' interactive communication processes. A full range of discussion is enabled with counter view points encouraged to create a climate of respect for all students to express their perspectives. Missing some of the earlier readings or lectures will limit your ability to comprehend key concepts presented during subsequent classes.

Attendance, punctuality (5), contributions to class (3), and completed assignments (2) comprise the grade.

WEEKLY THEMES AND READINGS/MEDIA

Week 1 to 4: Foundations of Interpersonal Communication

Week 1: Course Introduction and Overview

What is Interpersonal Communication?

<u>Week 2: Interpersonal Process and Communication and the Self – Positionality and Meaning</u> IP Glossary Assignment

This is a catch up week (with 2 weeks of glossary terms) so get to work early on the glossary assignment. Review all terms and <u>select 2 terms from Week 1</u> and <u>2 terms from Week 2</u> Glossary Terms and describe your personal experience and engagement with concepts.

Read Excerpt: Chandler, Daniel. "Encoding/Decoding." *Semiotics for Beginners*. Retrieved from http://visual-memory.co.uk/daniel/Documents/S4B/sem08c.html

Week 3: Perceiving Others - What is Media?

*Presentation

IP Glossary Assignment

Read: Moll, Sorouja. 2011. "Judith Thompson's Body and Soul: Tactics of Theatre in the Corporate

Strategy." Canadian Theatre Review. V. 148.(1): 43-49.

Read: Lundberg, Christian O. and William M. Keith. (2018). "The Essential Guide to Rhetoric." (excerpt posted on Learn).

Read: Shields, Stephanie A. "Doing Emotion/Doing Gender." Constructing Worlds Together: Interpersonal communication as a relational process.

Week 4: Emotions - Visual Art and Visual Rhetoric

IP Glossary Assignment

Read excerpt from: Hall, Stuart. (1997). "The Spectacle of the Other." *Representation: Cultural Representations and Signifying Practices*. Stuart Hall, Ed. London, UK: Sage Publications, 225-277.

Samples of Visual Art

Week 5 to 7: The Way in Which We Communicate

Week 5: Language - Poetry

*Presentation

IP Glossary Assignment

Read: Lakoff, George and Mark Johnson. *Metaphors We Live By*. Chicago: University of Chicago Press, 2003.

Read: Lee Maracle (2000). "The Language Leaked From My Lips." *The Old Empire's Language, 1* "Turbulent Storm" part of her collection Bent Box. Retrieved from https://zocalopoets.com/2011/08/21/the-old-empires-language1-lee-maracle/

Read: Lawrence, D.H. "The Snake." Retrieved from http://unix.cc.wmich.edu/~cooneys/poems/dhl.snake.html

Week 6: Non-Verbal Communication – Illustrated Short Story

* Presentation

IP Glossary Assignment

Read: Robertson, David Alexander. (2012). *Sugar Falls: A Residential School Story*. Illustrator, Scott B. Henderson. Winnipeg: Highwater Press

Read: Garneau, David. "Imaginary Spaces of Conciliation and Reconciliation: Art, Curation, and Healing." From Arts of Engagement: Taking Aesthetic Action in and beyond The Truth and Reconciliation Commission of Canada. Edited by Dylan Robinson and Keavy Martin. Waterloo: Wilfrid Laurier Press, 2016

Week 7: Listening – The Novel.

IP Glossary Assignment

Read: Haddon, Mark. (2004). *The curious incident of the dog in the night-time*. Toronto: Anchor Canada.

View: View: Brené Brown, "The power of vulnerability." Ted Talk. Retrieved from http://www.ted.com/talks/brene brown on vulnerability

Week 8 to 10: Dimensions of Interpersonal Relationships

Week 8: Dynamics of Interpersonal Relationship - The Novel

IP Glossary Assignment

Read: Haddon, Mark. (2004). *The curious incident of the dog in the night-time*. Toronto: Anchor Canada.

Read: Hartley, "Binary Opposition"

Week 9: Communication Climate - Theatre

*Presentation

IP Glossary Assignment

Read: Goffman, Erving. (2009). "Self as Dramatic." Constructing Worlds Together: Interpersonal Communication as Relational Process. Pearson.

Read: bell hooks. "Talking Back." Living Languages: contexts for reading and writing.

View: Hiwot Adilow. Brave New Voices, 2012. Retrieved from https://www.youtube.com/watch?v=pc6CJ_kUNYc&list=PLayz03qtphcL2V- q422hXg7XidaAX2R_h

Week 10: Managing Conflict - Film

*Presentation

IP Glossary Assignment

Read: Abigail, Ruth Anna and Dudley D. Cahn." A Process View of Conflict," *Managing Conflict through Communication*

View: Shane Koyczan. "To this Day ... for the bullied and beautiful." Ted Talk. Retrieved from https://www.ted.com/talks/shane_koyczan_to_this_day_for_the_bullied_and_beautiful

View: Tough Guise: Violence, Media & the Crisis in Masculinity. Retrieved from https://www.youtube.com/watch?v=3exzMPT4nGl

In-class screening in class: Lumet, Sidney. (1957). *Twelve Angry Men.* United Artists. Read: Mathiesen, Thomas (2004). "Silently Silenced." *Silently Silenced: Essays on the Creation of Acquiescence in Modern Society.* Winchester: Waterside Press, 21 – 36.

Week 11 to 12: Contexts of Interpersonal Communication Week 11: Communicating with Family – Discourse of Food

IP Glossary Assignment

Read: Nye, Naomi Shihab. (1995). "My Father and the Fig Tree." 19 Varieties of Gazelle. New York: Harper Collins. Retrieved from http://www.pbs.org/now/arts/nyepoems1.html

<u>Read</u>: Cohen-Cruz, Jan. "Redefining the private: from personal storytelling to political act." *The Boal Companion: Dialogue on Theatre and Cultural Politics*. New York: Routledge, 2006. (103-114)

Bring a recipe and a story about your association with your selection. *If you bring food, make sure there is enough to share with everyone and that allergies are checked with students.

Week 12: Work, Group, and Team Communication

IP Glossary Assignment

Activity: Media Assignment Feedback/Outline Presentations, Course Reflections & Evaluations.

COURSE POLICIES

Attendance and Punctuality: The interactional and interdependent nature of this course requires your attendance and is mandatory as part of your participation grade. You will lose 2% per absence without legitimate cause. Legitimate reasons for absence include illness significant enough to impede your performance (a doctor's note verifying significance of your illness is required), accidents, co-op interviews, and family emergencies. Legitimate reasons do not include vacations, mismanagement of schedule, or other coursework. More than two absences without cause may result in my asking you to withdraw from the course.

You are expected to arrive to class on time and to remain in class for its duration. I will deduct .5% from your grade for each late arrival or early departure without legitimate reason. If you are late to class, please enter quietly and without disturbing discussions; if you arrive during a presentation, please wait until the presenters are finished to take your seat.

First Week of Class: You are required to attend the first day/week of class. If you do not attend this class, you arrive late, or you leave early, your enrollment status is at risk and you can be dis-enrolled. For those of you who are not enrolled and want to enroll, you will not be considered for enrollment in the course unless you attend the first course day. If you wish to enroll in the course past the first day, you must meet with me first.

Submission of Assignments: All assignments must be submitted at the beginning of class on the due date as indicated in this syllabus. Late submissions will receive a 5% mark down for each day late. In the event of medical emergencies or other special circumstances, students should contact the instructor AS SOON AS POSSIBLE to make special arrangements and/or provide documentation. Documentation does not guarantee a release from the late penalty. All assignments should be typewritten and, unless otherwise specified, double-spaced and free from spelling, punctuation, and grammatical errors. I will not accept emailed assignments.

Research and Documentation: Publications in the Communications field variously stipulate APA, MLA and the Chicago Manual of Style as required research formats. All work must be accompanied with a Works Cited page, as well as in-text citations.

Laptops, Cell Phones, iPods, etc.:

- Laptops are <u>strictly forbidden</u> during presentations, unless used during your own workshop presentation.
- Cell phones should be turned off or turned to silent. There should be no texting or use of cell phones at any time during any class. They should not be visible during class. You may use them during class breaks.
- iPods and MP3 players should not be visible at any time during the class. Ear phones/buds should be removed before entering the classroom.

Being other oriented: Interpersonal communication naturally requires another human being and this class will encourage us to be "other oriented" and to communicate with care, respect, and concern for others. In short, we must be respectful of other students, the instructor, and ourselves in this course. Failure to do so will result in not only a poor participation grade, but also possible disciplinary action. You are expected to treat fellow students and your instructor with respect and conduct yourself ethically in class and during the group project.

A dialogical approach: SpCom 100 works best when everyone is engaged with the discussion. I encourage you to ask questions, share experiences, and seek out help on assignments, preparation, and in-class activities. However, your learning is your responsibility. I want to help you learn, but I cannot do that unless you advocate for your own education in this class and in the university.

COURSE ASSESSMENT AND EVALUATION

All students are expected to follow the policy of academic integrity as a participating member of Waterloo's academic community. All speeches should be written in your own words and quotes, and ideas should be orally cited with author's name and additional information for others to locate the source. Should violations occur you earn a 0 for the assignment and have an opportunity to defend your case to the Associate Dean of Undergraduate Studies.

Grading expectations

A (80-100%)

Exceeds assignment guidelines; consistent submission of work that is error free; strong and consistently applied usage of concepts, terminology, and vocabulary; thoughtful, innovative and creative adaptation of the subject and themes addressed; extends learning by utilizing material beyond the required readings and integrate them into your themes to support your position; subject is developed and organized at every level and articulates a comprehensive and deeper understanding; synthesizes the course material with your own reflections to demonstrate creative and nuanced engagement; effectively and even inventively communicate your observations; cites sources appropriately both in spoken and written work; well-prepared for each class and goes beyond the required materials to contribute to your peer and the classroom environment.

B (70-79%)

Meets assignment guidelines well; work submitted is mostly error-free; fair understanding of concepts, terminology and vocabulary; creative use of subject and supported with specifics as well as generalities; utilizes the class material appropriately and is coherently explained; Citations clearly stated both on the outline and during delivery; speaker submits all required materials. Contributes to class and is prepared by completing readings.

C (60-69%)

Meets assignment guidelines; adequate use of format, organization, and content to meet the course requirements; demonstrates some problems with vocabulary, content, organization, and concepts, but not to the extent that the work fails to meet minimal expectations. Citations adequately present; submitted materials may be minimally prepared; late and/or missing assignments. Creative engagement with work is minimal or absent. Does not seek instructor's guidance to improve.

D (50-59%)

Does not meet important requirements of the assignments or course objectives; inadequate use of concepts; poor development of subject matter, themes, and vocabulary; demonstrates inadequate awareness of class material; problems with organization, content, logic, research and citations; Ineffective use of concepts and lack of desire to work toward understanding. Required materials poorly prepared or absent; not prepared for class or work with peer; late and/or missing assignments. Does not seek instructor's guidance to improve.

F (0-49%)

Fails to meet most of stated assignment requirements; lack of focus on a subject; unsatisfactory desire to work toward building understanding; lack of awareness of the concepts and themes; inadequate written or presented content and poorly developed; lack of logical connection between concepts and purpose of assignments; consistent misuse of terminology; absence of prepared materials for class; late and/or missing assignments. Refuses to engage with material or class assignments; course material is not taken seriously. Does not seek instructor's guidance to improve.

STUDENT RESOURCES

Student Success Office

The mandate of the Student Success Office (SSO) is to provide and facilitate strategic student support for academic and personal success. Information available online at https://uwaterloo.ca/student-success/about-student-success

Student Counselling Services

University can be a challenging environment. Meeting with an experienced and friendly counsellor can help you to assess your questions and concerns, set goals and develop strategies and skills to manage stress or any issues you may be dealing with. Information available online at https://uwaterloo.ca/counselling-services/node/1

To fulfill the mission of University of Waterloo "to advance learning and knowledge...in an environment of free expression and inquiry," students and instructors are expected to work to break down harmful and malicious stereotypes that could hinder the pursuit of critical thought. You should be aware of your communication; and therefore you should not verbally or nonverbally communicate anything that may be inappropriate, indecent, harmful, or hurtful to others.

While instructors of public speaking make every effort to meet with you outside of class on an immediate basis to discuss coursework, you should allot and manage a reasonable amount of time for each assignment. Plan to spend 2 to 3 hours in preparation and study for every class meeting. This is the standard ratio for university work internationally.

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence. You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available. Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Other Writing Resources for Students:

Writing Commons available online at http://writingcommons.org
Purdue OWL available online at https://owl.english.purdue.edu/owl/

University Policies on Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals,

http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
Academic Integrity Office (University): http://uwaterloo.ca/academicintegrity/

Accommodation for Students with ability challenges:

Note for students with ability challenges: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations

for students with ability challenges without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term. https://uwaterloo.ca/disability-services/

Note on Syllabus: This syllabus represents a contract the instructor and the student. Violations of class policies are perceived as a breach of contract and provide me the right to dismiss any student for any reason, including but not limited to repeated violations of course policies, poor attendance/lateness, disrespectful or rude behaviour in class.

Further, I reserve the right to change the syllabus, assignments, or schedule with appropriate notice in class, via email, and on Learn to better accommodate fulfillment of class objectives. You should have an updated email address on Learn and check Learn frequently as this is the primary means whereby I will post changes and/or announcements. I do not, however, check this system regularly for email, and it is in your best interest to email me at the address at the top of this syllabus

Have a great semester!