

DEPARTMENT OF ARTS AND HUMANITIES
COMM 110: Interpersonal Communication
ATLANTIC CAPE COMMUNITY COLLEGE
SPRING 2014 SYLLABUS*

Instructor: M. Larry Litwin, APR, Fellow PRSA
Phone: 856-767-7730 Home Office
E-Mail: larry@larrylitwin.com
Office Hours on Campus: By appointment.
Class Day and Time: Tuesday 2:00-4:45 PM
Location: MLRoom: B138
Section: D03 **Course Number:** 110 **Credit Hours:** 3

REQUIRED MATERIALS

The Interpersonal Communication Book
13th Edition, Pearson Education, 2012
Author – Joseph A. Devito, J.A.

OPTIONAL BOOKS

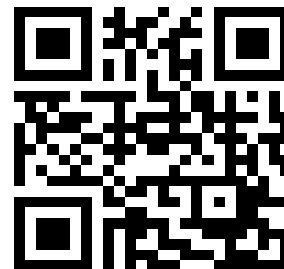
The Public Relations Practitioner's Playbook
Fourth Edition [White Cover], AuthorHouse, 2013
Author – M. Larry Litwin, APR, Fellow PRSA

The ABCs of Strategic Communication
Second Edition [Green Cover], AuthorHouse, 2008
Author – M. Larry Litwin, APR, Fellow PRSA

***The instructor reserves the right to change this syllabus at any time and for any reason at her discretion.**

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COURSE DESCRIPTION

COMM 110 provides students with a thorough introduction to interpersonal communication to help them meet personal and professional goals. This course examines how communication shapes the perception of self and others, verbal and non-verbal communication, and communication within personal relationships. Emphasis will be placed on examining communication phenomena from diverse perspectives including age, race, culture, socio-economic background, and gender. Through a series of class lectures, assigned readings, discussions, journal entries, and group interactions, students will learn to understand their own communication style and analyze interpersonal interactions in the world around them. Students will also have an opportunity to analyze interpersonal interactions in popular media. The analysis of self and the observation of others will help students gain new perspectives on interactions within private and public relationships.

CATALOG DESCRIPTION

Observation, study of linguistic and behavior patterns as persons participate in dyadic and group communication interactions.

LEARNING GOALS:

- Understand how "The Big Six" (Self, Perception, Listening, Culture, Verbal Message and Non-Verbal Messages) form the foundations for all interpersonal communication.
- Set a clear communication goal for yourself that can be achieved by the end of the semester.
- Learn to improve your interpersonal communication by successfully completing projects with other students as part of a team.
- List your top 10 personality traits and ways they affect your interpersonal communication.
- Help other students in your group to improve their interpersonal communication.
- Show tangible and measurable improvement as an interpersonal communicator during the semester, and continue to apply the principles you have learned in this course to your interpersonal communication in the future.
- Use assertive communication as your primary style of interpersonal communication.
- Learn to use conflict as a constructive device in interpersonal communication.
- Strengthen your closest relationships through the use of effective interpersonal communication.

STUDENT LEARNING OUTCOMES (SLO):

Students will be able to:

- Explain the transactional model of communication and describe how messages may be sent and received at both conscious and unconscious levels.
- Describe the behaviors and attitudes used by the competent communicator, who adapts appropriately to contexts, other people and the communicator's goals.
- Recognize the messages used to construct and maintain individual and group identity.
- Demonstrate improvement in intercultural understanding and sensitivity.
- Recognize that perceptions vary and demonstrate the ability to perform perception checks.
- Demonstrate active listening through the use of paraphrasing, authentic questions, and reflecting.
- Recognize that conflict is natural and demonstrate competent methods of conflict management.
- Explain the steps of win-win conflict resolution.
- Identify types of power demonstrated in professional and personal lives.
- Explain how power is often used unfairly.

LEARNING OBJECTIVES:

Module	Student Learning Objectives
Chapter 1	<ul style="list-style-type: none"> • Define interpersonal communication. • Explain the Transactional Model of Communication and describe the 4 elements of interpersonal communication. • Recognize the primacy of dyads of interpersonal communication. • Illustrate how the 4 types of noise can affect interpersonal communication. • List the 7 Axioms of interpersonal communication. • Appraise why "inevitable, irreversible and unrepeatable" is the most important of the 7 Axioms. • Examine why the following statement is false, "The more you communicate, the better at it you will be."
Chapter 2	<ul style="list-style-type: none"> • Appraise how stereotypes form barriers to interpersonal communication. • Explain how interpersonal communication is a method for transmitting cultural values. • Discuss ways to improve intercultural communication

Chapter 3	<ul style="list-style-type: none"> • Define Self Concept. • Analyze the 4 factors that affect Self Image. • List the 4 selves. • Identify ways to improve Self Esteem. • Define Self Disclosure and evaluate ways to improve it. • List the five stages of perception and appraise how they affect interpersonal communication effectiveness. • Recognize perceptual errors and identify ways to increase the accuracy of our perceptions.
Chapter 4	<ul style="list-style-type: none"> • Distinguish between listening and hearing. • Recognize that most communicators are ineffective listeners. • Evaluate ways that effective listening is vital for successful interpersonal communication. • List the five stages of listening and demonstrate the ability to use those stages to become a more effective listener. • Explain the difference between empathetic and objective listening.
Chapter 5	<ul style="list-style-type: none"> • Recognize ways that meanings are centered in people instead of messages. • Identify situations that require indirect communication. • Recognize that language symbolizes reality, but language is not reality. • Discuss the difference between intentional orientation and extensional orientation. • Examine racist, ageist, sexist and heterosexist language. • Differentiate between denotation and conation. • Clarify appropriate cultural identifiers. • Distinguish between allness and non-allness orientation
Chapter 6	<ul style="list-style-type: none"> • List the 6 types of nonverbal communication. • Explain the effects of each type of nonverbal communication. • Assess reasons that nonverbal communication is more important than verbal communication. • Recognize and identify examples of each type of nonverbal communication by observing real interpersonal communication exchanges.
Chapter 9	<ul style="list-style-type: none"> • List the six stages of relationships. • Analyze the impact of "The Big Six" on our relationships. • Define Social Exchange Theory and assess whether it explains most relationships. • Explain the importance of "I" messages in interpersonal communication
Chapter 11	<ul style="list-style-type: none"> • Define conflict. • Compare and contrast assertive communication with passive and aggressive communication. • Apply assertive communication principles to your everyday interpersonal communication. • List the 5 stages of conflict resolution and apply them real interpersonal communication exchanges.

	<ul style="list-style-type: none"> List the 7 Unproductive Conflict Strategies and explain why they are unproductive. Define Gunnysacking. Assess conflict as a method for strengthening relationships
Chapter 12	<ul style="list-style-type: none"> Discuss ways to empower others in interpersonal communication. List the 4 principles of power. List the 6 types of power and identify which types of power you possess. Identify ways to increase our listening power and nonverbal communication power. Appraise your ability to use power fairly in your interpersonal communication.

ASSESSMENT STRATEGIES:

Student Learning Outcomes	Assessment Strategies
Explain the transactional model of communication and describe how messages may be sent and received at both conscious and unconscious levels.	<ul style="list-style-type: none"> Self-Analysis Paper Midterm Exam Quiz I
Describe the behaviors and attitudes used by the competent communicator who adapts appropriately to contexts, other people and the communicator's goals.	<ul style="list-style-type: none"> Midterm Exam Self-Analysis Paper Critical Analysis Paper
Recognize the messages used to construct and maintain individual and group identity.	<ul style="list-style-type: none"> Self-Analysis Paper Critical Analysis Paper Group project
Demonstrate improvement in intercultural understanding and sensitivity.	<ul style="list-style-type: none"> Group Project/Presentation Self-Analysis Paper
Recognize that perceptions vary and demonstrate the ability to perform perception checks.	<ul style="list-style-type: none"> Round table discussions Group presentation Self-Analysis Paper Critical Analysis Paper Quiz 2
Demonstrate active listening through the use of paraphrasing, authentic questions, and reflecting.	<ul style="list-style-type: none"> Essay-Based Final Examination Group Presentation Round Table Discussions
Recognize that conflict is natural and demonstrate competent methods of conflict management.	<ul style="list-style-type: none"> Group Project/Presentation Quiz III

	<ul style="list-style-type: none"> • Final Examination
Explain the steps of win-win conflict resolution.	<ul style="list-style-type: none"> • Essay-Based Final Examination • Quiz III
Identify types of power demonstrated in professional and personal lives	<ul style="list-style-type: none"> • Group Project/Presentation • Self-Analysis Paper • Essay-Based Final Examination
Explain how power is often used unfairly.	<ul style="list-style-type: none"> • Essay-Based Final Examination

ATTENDANCE POLICY

Class attendance is **MANDATORY**. Communication is learned by communicating and observing others; therefore, attendance is mandatory. Students are expected to be in class for the entirety of each meeting. The penalty guidelines are described below.

1. Students who miss class on their assigned presentation day will not be permitted to make up the presentation and will be given a grade of zero. All presentations in this course will be group presentations and it is essential that all group members attend. Group presentation dates will be scheduled in advance and students should make advance arrangements to be in class on all scheduled presentation dates. Presentations cannot be made up for any reason. Students who do not attend group presentations will receive a zero.

2. Students will be permitted to miss four class sessions. Each additional class session missed after four will reduce the student's final grade by twenty points. Attendance will be taken at the beginning of each class. Arriving late or leaving early will result in a partial absence. If a student arrives after the roll has been called they are considered absent, and it is their responsibility to tell the instructor after class that they were present.

PENALTY FOR TARDINESS

Not only are students expected to be in class each day, but they also need to be on time. Tardiness is unprofessional and disruptive. **Attendance is defined as not only being present for the class, but also being present when the roll is called until the completion of the class session.** Students who are tardy will be penalized by not being allowed to make up work done in class prior to their arrival or after they leave. Likewise, after leaving class early or arriving late twice, students will be given an absence. In other words, being tardy or leaving early twice equals an absence. If students come to class after the roll has been taken, it is their responsibility to notify the instructor after class that they were present. If students have a circumstance that they know will cause them to be late they should talk to the instructor. **Students who are late on a regular basis will be asked to withdraw from the course.**

EXCUSED ABSENCE POLICY

No make-up exams or other assignments will be scheduled unless arrangements are made with the instructor in advance or in emergencies where advance arrangement is not possible. In either case, **a documented valid excuse** will be required within one week of the occurrence. Approved make-up work is due the first class meeting after the student returns.

Repeat: I do not accept late work unless students have a documented valid excuse. I must receive this excuse and the late work within one week of the due date or the work will not be accepted and the student will be given a zero for the assignment.

An excused absence is defined as:

1. Illness of the student or serious illness of a member of the student's immediate family
2. The death of a member of the student's immediate family
3. Trips for members of student organizations sponsored by an academic unit, trips for college classes, and for participation in intercollegiate activities
4. Major religious holidays

PARTICIPATION

In an interpersonal communication course it is essential that students are present and participating in every class. Students will be rewarded for thoughtful, careful insights and questions. Participation points may be earned through two assigned "round table" days, and other in-class activities, as well as pop quizzes. If you miss class or arrive late, participation points cannot be made up, regardless of the reason for the absence.

Participation points will be deducted for texting in class, side conversations and other forms of behavior that distract from learning.

COMMUNICATION AWARDS

During the spring semester, ACCC holds its annual communication awards show. The show is reflective of the Oscars and awards Students for outstanding performances in communication classes. Students do not have to be communication majors to win awards; they just have to do exceptional work in communication classes. Assignments completed in this class could potentially earn a communication award at the show—if it is the best work for the year. For example, two awards that come from this class are "Best Interpersonal Communication Group Project" and "Best Interpersonal Communication Paper."

RESPONSIBILITIES OF A COMPETENT COMMUNICATOR

To build an open and professional classroom atmosphere everyone should follow certain ground rules. These rules of civility include, but are not limited to:

1. **Displaying respect** for all members of the classroom community, both the instructor and fellow students. Students are not permitted to walk in and out of class sessions. At least one break will be provided during class. If students have to step out during a class session they should inform the instructor that they are leaving.
2. **Paying attention to and participating** in lectures, group activities, presentations, and other exercises.
3. **Avoiding unnecessary disruptions** during class such as ringing cell phones (turn them off before class), text messaging, private conversations, reading newspapers and doing work for other classes

4. Avoiding racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community

All students should give their undivided attention to each lecture and presentation. Students will receive one warning for poor behavior. After the first offense, any further disruptive behavior will result in removal from the class that day, which will affect the participation grade. Repeated offenses will result in expulsion from the course with a failing grade.

CELL PHONE POLICY

Due to recent advances in technology, cell phones, I pods, pagers, etc. will not be allowed out during class time. If a student's electronic device is visible or audible during class time, it will result in a deduction of class participation points. There is a no tolerance policy for cell phone use in this class. Students will receive one warning for texting in class. After the student has been warned once, he or she will be asked to leave the class on subsequent offenses. After the third offense, the student will be removed from the class permanently.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

Plagiarism is the act of presenting the words and ideas of others as if they were the ideas of the student and without acknowledging their origin. Students are encouraged to use supporting materials in their papers and speeches, but students should make sure credit is given to the author.

PENALTY FOR ACADEMIC DISHONESTY

Atlantic Cape Community College and the Department of Arts and Humanities are committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on an exam, or purchasing papers, speeches, or other assignments will immediately receive a failing grade on the assignment. Falsified medical excuses and presenting another student's work fall within the guidelines of this academic integrity policy.

If students have any questions about how to properly credit sources, please contact the instructor prior to the due date of the assignment.

(See the written work section for information on citing sources in written assignments)

Students are expected to use the “Three Step Citation Method,” when citing supporting material in presentations. This means students will:

- 1. Orally state the name of the author, source and the date the supporting material was written.**
- 2. Orally state the supporting material**
- 3. Orally restate the supporting material (statistic, expert testimony, definition, etc..) in their own words**

IF IN NEED OF HELP

If students have questions, concerns, or find certain materials or assignments difficult they should contact the instructor via e-mail or schedule an appointment. If students need assistance because of a learning disability, please inform the instructor.

Documentation from the Office of Special Needs is required before any accommodations can be made.

GROUP WORK

Each student will be a member of a group in this class. Groups will be chosen at random and assigned on the first day of class. Students should exchange email addresses and phone numbers with fellow group members. The primary purpose of the groups will be to work together to complete and execute one major presentation. In addition, groups will work together to select class discussion material for the “Round Table Discussion” portion of class. Group members will need to meet outside class prior to the presentation and round table dates. If students are not planning to do their share of the work, they will need to drop the course immediately.

WRITTEN WORK

This class also involves a number of written assignments where students communicate their understanding of the principles and concepts of interpersonal communication. In all written work, students are expected to use correct spelling and appropriate grammar. Throughout the course students will expand their personal vocabulary through the study of terms related to the course. Written work will be evaluated on both content and mechanics. Good writing should be free of mistakes and without composition errors (sentence fragments, run-on sentences, subject-verb disagreement, misspelled words and typographical errors). All of your work **must be typed** (using no more than 12 point type with margins not exceeding 1 inch) and double-spaced—unless otherwise indicated.

***If you have serious problems with writing, I advise you go to the Writing/Tutoring Center.**

All style requirements must be followed exactly, or you will lose points on your written assignments.

Format: 1 inch margins, 12-point font Times New Roman or Arial, double spaced, indented paragraphs. Following the APA style guidelines the page number must be in the top right hand corner of each page along with the student’s last name (Jones 1). The paper must be stapled (**unstapled papers will not be accepted-no paper clips and no report covers**).

Cover Page: Papers must include a cover page which includes the title of the paper, student’s name and interpersonal communication (comm. 110), date and instructor’s name. The paper will not be accepted if any of this information is missing.

Citations: should follow APA Style. Papers must include in-text citations. Students must also include a reference page.

READINGS

Reading assignments are included in the course schedule. In addition to the textbook, students may, from time to time, be required to read other material that will be handed out in class, or put on reserve in the library. If students fail to do the reading, they should not expect to benefit substantially from this course. **Class sessions are used to supplement rather than to review the reading material assigned. Assigned chapters should be read before class** so that students will be able to make a contribution to the class discussions and activities and perform well on the exams.

QUIZZES

Students will take three quizzes periodically through the semester. Students must be in class on time on quiz days. Quizzes will last 15 minutes and will be given at the beginning of class. Quizzes will be in a short answer/essay format. Quizzes cannot be made up for any reason, but the lowest quiz grade will be dropped. In addition, the professor will occasionally give pop quizzes to assess student comprehension of the reading. Pop quizzes are part of the class participation grade. Pop quizzes cannot be made up.

MIDTERM AND FINAL EXAM

Students will take two exams during this semester. The midterm exam will cover information from the beginning of the class to the midterm. The final exam is a comprehensive exam covering course readings and lecture material. The midterm and final exams will include short answer and essay questions, multiple-choice questions, and matching questions. It is impossible to cram for these exams. Students who do well on the exams stay abreast of class readings and lectures. Students are encouraged to form study groups.

ASSIGNMENTS

1. Research interpersonal relationships between legacy newsmakers and their colleagues

Students will be required to complete one critique of the above. Names that come to mind are (but assignment is not limited to this list):

- President Obama/Congress
- N.J. Governor Christie/Legislature/Staff/Colleagues
- President John F. Kennedy/Overall persona, media and culture
- President Nixon/Media
- President Clinton/Public/Congress
- President Reagan/Congressman Thomas “Tip” O’Neill
- Justice Ruth Bader Ginsburg/Justice Antonin Scalia

This projects provides students an opportunity to research and analyze interpersonal communication and how it affects relationships.

This assignment should be 500-750 words (two-three pages) double spaced (not including title page). It should be written in essay/narrative form – in your own words – citing sources. Additional explanation and details will be provided prior to the due dates.

2. There are a number of formal approaches organizations use to improve workplace moral. Choose one, research it and write a paper following the above format. Be certain to describe the technique/approach and how it is administered.

Round Table Discussion

The first few minutes of most class periods are reserved for “Round Table Discussion,” a time to discuss issues related to the course that go beyond the syllabus. Issues for the Round Table Discussion may come from media, campus happenings, and interactions and observations in our everyday lives that reflect communication. Each group will sign

up for one day when they will be responsible for the Round Table Discussion material. To receive these participation points each group member must be present and they must participate in leading the discussion. Although groups will sign up for only one day, students are welcome to bring additional discussion material on additional days.

Self-Analysis and Personal Plan of Action

This is an opportunity for each student to examine their own communication competency. Students will begin by analyzing their strengths and areas for improvement in communicating with others.

- 1) The paper must be at least three complete pages in length and follow the style guidelines listed above.
- 2) The paper must include class concepts and terminology.
- 3) Specific Instructions will be handed out prior to the assignment.

Critical Analysis

As a member of a small group, students will analyze interpersonal communication interactions in popular media, as well as the communication interactions of their group. Sample projects could include analyzing romantic interactions in movies from different decades, reviewing the similarities and differences in family relationships on a television series featuring families of different racial backgrounds, showing how conflict is resolved in soap operas or reality TV, examining portrayals of femininity in magazine advertisements, etc. The group will review the selected media to analyze trends and find original academic research on interpersonal communication that will further explore the interactions. Each Group member will prepare a typed written analysis. The paper should total a minimum of four pages in length. The first section of the paper should consist of a detailed analysis about the observed communication interaction in popular media and the second section of the paper should consist of a detailed analysis of the interpersonal communication within the group. All group members will prepare a presentation reporting their findings. Students are encouraged to cite the textbook, but are also required to include relevant peer reviewed articles related to concepts and terms discussed in class (use scholarly journals, or reliable websites). All sources should be cited verbally and in the text. Students will be graded on both the written critical analysis and the presentation. On the presentation day students will turn in their critical analyses, as well as, a reference page.

ASSIGNMENT	POINTS	PERCENTAGE	DESCRIPTION	LENGTH	DUE DATE
No. 1 – Interpersonal Relation per above. No. 2 – Improve workplace moral.	20	10%	Students will be required to complete two major research assignments. See above.	See above. All required information must be included (see instructions).	February 11, March 13
Self-Analysis and Plan of Action	20	10%	This is an opportunity for each student to examine their own communication skills. Students will begin by analyzing their strengths and areas for improvement in communicating with others.	3 Pages Minimum.	February 27

Critical Analysis/Group Presentations	40	20%	As a member of a small group, students will analyze interpersonal communication interactions in popular media, as well as, the communication interactions of their group.	4 Pages Minimum Presentation:15-20 Minutes	May 6, May 8
Midterm	30	15%	Midterm exam consists of short answer, essay, multiple choice, and matching questions. From beginning of semester.		February 27 or March 4
Quizzes I,II,III	20	10%	Quizzes will cover concepts, terms, and organization methods discussed in class lecture. Quizzes will be in short answer/essay format.	10 Points Each	February 13, April 3, April 17
Final Exam	50 Points	25%	Students will be tested on their understanding of major concepts and their ability to apply those concepts actual case studies. Final exam will be in short answer and essay format.		May 13
*Participation	20	10%	Students will be rewarded for thoughtful, careful insights and questions. This also includes class discussion material, pop quizzes and other in class activities.		

GRADING SCALE

Total Points=200

A = 200-188

A- = 187-180

B + = 179-173

B = 172-167

B- = 166-160

C+ = 159-153

C = 152-140

D = 139-120

F = Below 119

No one is guaranteed any particular grade in this class. Grades will be awarded according to the level of mastery of the concepts and assignments. C's go to students who complete the work in an

adequate and competent manner. B's go to students who are well above average. A's go to students who do exceptional work. Obviously, D's and F's go to students who do below average work.

Final Grades will be based on this grading scale:

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
70-76	C
60-69	D
59-Below	F

Grade	Grade Point Value	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	
C	2.0	Average
D	1.0	Passing
F	0.0	Failure

MEETING	DATE	TOPIC	READING	ASSIGNMENTS
1	JAN 21	<ul style="list-style-type: none"> Introduction Groups Assigned 	Chapter 1, Chapter 8 (pages on self-disclosure)	Group Assignments and Round Table Discussion Days Selected
2	JAN 23	<ul style="list-style-type: none"> Universals of Interpersonal Communication 		
3	JAN 28	<ul style="list-style-type: none"> Universals (Continued) 	Chapter 3 (Self Section)	Journal Critique 1 Assigned
4	JAN 30	<ul style="list-style-type: none"> Self 		
5	FEB 4	<ul style="list-style-type: none"> Round Table Discussion Self (Continued) 	Chapter 3 (Perception Section)	
6	FEB 6	<ul style="list-style-type: none"> Perception 		Journal Critique 1 Due
7	FEB 11	<ul style="list-style-type: none"> Perception (Continued) 	Chapter 4	Self-Analysis Assigned
8	FEB 13	<ul style="list-style-type: none"> Listening 		Quiz I: Perception
9	FEB 18	<ul style="list-style-type: none"> Round Table Discussion Listening 	Chapter 2	
10	FEB 20	<ul style="list-style-type: none"> Culture 		
11	FEB 25	<ul style="list-style-type: none"> Round Table Discussion Culture 	Chapter 5	
12	FEB 27	<ul style="list-style-type: none"> Review for Midterm 		
13	MAR 4	<ul style="list-style-type: none"> Midterm 		Self-Analysis Due
14	MAR 6	<ul style="list-style-type: none"> Midterm 		

15	MAR 11	<ul style="list-style-type: none"> • Verbal Messages 	Chapter 5	
16	MAR 13	<ul style="list-style-type: none"> • Verbal Messages (Cont). 		
17	MAR 13	<ul style="list-style-type: none"> • Critical Analysis Assigned • Group Meetings 	Chapter 6	
18	MAR 18	<ul style="list-style-type: none"> • Spring Break 		No Class
19	MAR 20	<ul style="list-style-type: none"> • Spring Break 		No Class
20	MAR 25	<ul style="list-style-type: none"> • Nonverbal Messages 	Chapter 6	
21	MAR 27	<ul style="list-style-type: none"> • Round Table Discussion • Nonverbal Messages (Cont.) 		
22	April 1	<ul style="list-style-type: none"> • Communication and Criminal Justice 	Chapter 9,10	Quiz II: Nonverbal Communication
23	APR 3	<ul style="list-style-type: none"> • Group Meetings 	Chapter 11	Library
24	APR 8	<ul style="list-style-type: none"> • Conflict 		
25	APR 10	<ul style="list-style-type: none"> • Conflict (Cont) 	Chapter 9,10	
26	APR 15	<ul style="list-style-type: none"> • Interpersonal Relationships/Types 		Quiz III: Conflict
27	APR 17	<ul style="list-style-type: none"> • Interpersonal Relationships (Cont) 	Chapter 12	Journal Critique 2 Assigned
28	APR 22	<ul style="list-style-type: none"> • Power 		Group Meetings Meetings Concerning Final Grades
29	APR 24	<ul style="list-style-type: none"> • Round Table Discussion (Power) • Power (Cont) 		
30	April 29	Final Exam Review		Journal Critique II Due
31	MAY 1	Group Meetings		
32	MAY 6	Group Presentations		Critical Analysis Due (Groups 1,2,3)
33	MAY 8	Group Presentations		Critical Analysis Due *(Groups 4,5)
34	MAY 13	Final Exam		Final Exam