

*A separate form contains the specific objectives of each class day. This is a suggested & tentative, structured but flexible online class schedule of activities. The idea is to focus on the material selected and analyze and understand it in order to apply it to everyday life. There's no hurry to cover every single item.

**See specific evaluation techniques at the end of this schedule, and a summary of homework assignments, papers, tests, films and documentaries/online articles.

Color Code

Readings	Attachments	To emphasize/ Class Activity
Title of Activity	Film/Documentary	Review
TESTS	Video-conference	Reaction Paper
<u>Synchronic/Asynchronous Meetings</u>		Homework/Assignments

<u>Day</u>	<u>Class Activity</u>
1 Jan. 19	<p><u>Synchronic Meeting</u></p> <p>-Introduction to the online course</p> <p>-Discuss Ch 1 Foundations: Nature and elements of IPC (Attachment 1: Diagram of Elements of IPC) <u>Sent by Chat</u></p> <p>-Reading Homework for Day 2: Read Chapter 1 Principles of IPC</p> <p>-----</p>
2 Jan. 21	<p><u>Synchronic Meeting</u></p> <p>-Before class, watch Video-conference on WhatsApp: Introduction to the Principles of IPC in Ch. 1</p> <p>**-Watch film “Babel” at home. (available on Netflix)</p> <p>-Reading Homework for Day 3: Read Chapter 2 (definitions and types of cultures according to dimensions). Respond to the brief set of questions about your own cultural orientation that appear under the heading of Cultural Differences. On Day 3, let me know what you learned about yourself, culturally speaking.</p> <p>-----</p>

Synchronic Meeting

-Before class, watch **Video-conference on WhatsApp: Cultures and definitions; Some Types of Cultures according to differences (individual-collective; high-low context; indulgence-restraint)**

-Review of **Ch. 1** main ideas (examples of Principles)

-What did you find out about the influences of your culture on your communicative behavior? Class Activity

-Discuss Ch. 2 Culture and IPC

-View attachments sent via email.

-Discuss definitions, the importance of the culture-specific nature of IPC (**Attachment 2: Definitions + culture & IPC**), the contribution of **Geert Hofstede**, the differences that exist in social groups according to dimensions or orientations and the ensuing types of cultures that they produce. Three of the seven will be discussed. (**Attachment 3: Dimensions and Types of Cultures**).

-Reading Homework for Day 4: Finish reading four types of cultures: high and low power distance, masculine and feminine, high and low ambiguity tolerant, and low and short term. (In Chapter 2, read Principles for Effective Intercultural Communication (ICC), Culture Shock and the Ethnocentric Continuum.

-Writing Homework #1 for Day 5 (25 pts.): Cultural Teachings

In June 2020, then Island governor Wanda Vázquez announced the beginning of a greater social aperture to the lockdown that had been put in place on the Island in March 2020, due to the Covid-19 Pandemic. But by July, August, then November and December 2020, the number of cases had grown exponentially despite the control that had characterized the island cases in April, May and June. Travelers coming to PR from badly hit US states were partly to blame, but many epidemiologists pointed out to the community transmission that had taken place as a result of those people on the Island that did not wear masks and did not keep the social distancing rules that had been put in place by the health task force and required by law. People in social gatherings such as parties, especially during the Christmas season, throngs of people at

supermarkets, shopping malls, etc. cancelled all precautions that had been put in place by the government. In conclusion, people behaved as if Covid-19 had suddenly disappeared. Look at the three of seven different combinations of cultural differences that appear in the e-version of the textbook and that we discussed in class. Discuss in two paragraphs which two dimensions of Puerto Rican culture still in place do you believe best explain the reaction of the people on the island? Explain why. Should something be done about it? What? (Minimum: 10 sentences) **25 pts.** Please **email** your response to my **gmail** before Day 5. **almasimounet@gmail.com**

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Jan. 28

Synchronic Meeting

-Watch Video-conference: Remaining four types of cultures (high- and low power distance; masculine and feminine; high-ambiguity-tolerant and low-ambiguity-tolerant; and long- and short-term; Intercultural Communication; Culture Shock; Ethnocentrism

-Review the three types of cultural dimensions studied

-Discuss the **four remaining differences in cultural dimensions: (high- and low-power distance, masculine and feminine, high-ambiguity-tolerant and low-ambiguity-tolerant, long- and short-term)**

-Discuss the concepts of Intercultural Communication (ICC), Culture Shock, and Ethnocentrism (**Attachment 4: Stages in Culture Shock**) and (**Attachment 5: The Ethnocentric Continuum**)

-Class Activity (Optional): Cultural Imperialism

The theory of cultural imperialism claims that certain developed countries, for example, North America & Western Europe, impose their cultural values through the use of their products; exposure to their music, films, and TV; and their Internet dominance on other cultures. What do you think of the influence that media and the Internet are having on native cultures throughout the world? Does this happen in Puerto Rico? Give an example.

-Reading Homework for Day 5: Read Ch. 3 Perceptions of the Self and others in IPC (focus only on the THREE types of Self in IPC)

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Feb. 2

Synchronic Meeting

-Writing Homework #1 Due on Cultural Teachings

-Watch Video-conference: The Three Types of Self

-Discuss **Chapter 3. Be prepared to answer questions about: The 3 Types of Self: self-concept, self-awareness, self-esteem and self-destructive beliefs. (Attachment 6: Self-Concept), (Attachment 7: Self-Awareness/Johari Window) (Attachment 8: Self-Esteem)**

-Reading Homework for Day 6: **Ch. 3 The Perception Process (focus on what is perception and on the stages of the Perception Process)**
Perception, what is that? Think of 2 questions about the stages and bring them to class (for day 6).

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Feb. 4

Synchronic Meeting

-Watch Video-conference: Perception in IPC

-Review of the Three Types of Self

-Discuss **Chapter 3 Perception and the Stages of The Perception Process (Read two questions sent by students.)**

-Class activity in which students are shown one or two photographs on **WhatsApp**. They are asked to provide their perception of what they see and to explain why. What is the reason given by the students?

(Attachment 9: Stages in the Perception Process)

-Reading Homework for Day 7: Read Impression Formation in **Ch. 3** (How do we construct perceptions of others?)

-Special Homework for Day 8: Test 1 40-pt. essay question on Part I (Ch. 1-3) It will be sent to students the day of class 7.

7
Feb. 9

Synchronic Meeting

-**Watch Video-conference**: Constructing perceptions of others

-**Review** the Perception Process

-**Ch. 3 Impression Formation** (How do we construct perceptions of others?) **How do you do your construction?**

-Discuss the following ways we use: The Seven (7) ways (processes) through which we form impressions of others: self-fulfilling prophecies (Pygmalion effect), personality theory (halo and reverse halo effect), perceptual accentuation, primacy-recency, consistency, attribution of control, stereotypes
(**Attachment 10: Impression Formation**)

-Errors of attribution: self-serving bias, over-attribution, fundamental attribution error.

-**Reading Homework for Day 9 after the test: Ch. 4 Verbal Messages (up to Messages Vary in Politeness)**

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Feb. 11

Asynchronic Meeting

TEST 1 (Chapters 1-3) 40 pts. Questions based on film "Babel" (To be handed in by Saturday, Feb. 13 at 11:55 PM.)

9
Feb. 16

Synchronic Meeting

-**Watch Video-conference**: Verbal Messages

-Discuss the **Principles of Verbal Messages** (up to Politeness).
(**Attachment 11: Principles of Verbal Messages**)

-**Class activity: Communication Patterns of Men and Women**
In a well-known study on communication patterns, men said they wanted women to be more direct, and women said they wanted men to stop interrupting and offering advice. If you were asked what you would like to change about the communication patterns of the opposite sex, what would your response be? Of your own sex?

-Discuss **Theories of Gender Differences**
(**Attachment 12: Theories of Gender Differences**)

-Read in Ch. 4 from Messages may be Onymous or Anonymous up to Messages vary in Cultural Sensitivity

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Feb. 18

Synchronic Meeting

-**Watch Video-conference:** Messages vary in assertiveness; Disconfirming Messages (racism, heterosexism, sexism); Cultural sensitivity (race and nationality; affectional orientation; sex and gender).

-Review

-Discuss Types of Disconfirming Messages: racism, heterosexism, ageism, and sex and gender (**Attachment 13: Confirmation and Disconfirmation**) Go over the messages you brought in

-Discuss Messages of cultural sensitivity

-**Reading Homework for Day 11:** Study on your own Ch. 4 Some guidelines for using verbal messages (**Attachment 14: Essential Message Guidelines**)

-**Writing Homework #2 for Day 11 (25 pts.):** Write a short paragraph where you talk about a situation in which you or some friends received a message of racism, sexism, or of any other disconfirming nature, from another person. What was it? How did you respond? Minimum of 10 sentences. (25 pts.) This will be treated confidentially. Please send to it my gmail as part of the text of an email.

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Feb. 23

Asynchronic Meeting

-**Writing Homework #2 due**

-If you have any questions about the Guidelines for Verbal Messages in Ch. 4, feel free to send me questions via Chat or email.

-**Watch “The Language of the Body,”** documentary from the series ‘The Human Animal’ (Link provided in Chat). You may use this to write your Reaction Paper 1. Be ready to discuss the documentary in class.

-**Reading Homework for Day 12:** Begin to read Ch. 5 on Nonverbal Messages. Use the Outline to accompany Ch. 5 (to be sent by email)

-**Reaction Paper #1 for Day 13 (NVC) (20 pts.)** Feel free to respond to the documentary on NVC

IMPORTANT NOTE: In your Reaction Papers you have a choice of reflecting on OR reacting to the readings and discussions in class and outside of class. **Do not write a summary of the chapter.** These may have had an effect on you, your beliefs, your memories, positive or negative. What associations have you made with events that left an important mark in your life and are somehow related to all of these ideas we talk about in class?

The paper is just a **minimum** of one page long. Please use Arial font, Size 12, Space 1.5.

Please write **only** your name and the paper # at the top. Send me the paper by email.

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Feb. 25

Synchronic Meeting

-**Watch Video-conference:** NVC from Ch. 5 and the handout

-**Review** (Guidelines from Ch. 4)

-Begin to discuss Nonverbal Messages: Principles and Ten Channels of NVC (**Attachment 15: Outline of NVC**): Body messages; facial communication; eye communication; and touch communication Refer to documentary to explain interpretation and use of NVB

-Students will be assigned one of the systems of NVC in order to explain it in class.

NOTE Tuesday, March 2 is a holiday

13
Mar 4

Synchronic Meeting

-**Reaction Paper 1 Due**

-**Review** channels of NVC discussed so far

-Finish discussion of NVC: Paralanguage; silence; Spatial messages and territoriality; artifactual communication; olfactory messages; and temporal communication
Learn to develop competence in decoding and encoding NV messages

-Read the information below: **Discussion of Gender Differences**
Research on nonverbal gender differences finds that: 1) women smile more than men; 2) women stand closer to each other than do men and are generally approached more closely than men; 3) women (and also men), when speaking, look at men more than at women; 4) women both touch and are touched more than men; 5) men extend their bodies more, taking up greater areas of space, than do women. What problems might these differences create when men and women communicate with each other?

***-Special Reading Homework:** Read **Ch. 6 LISTENING** on your own. You will be responsible for the content of this chapter for Test 2. You may bring questions to class.

-Reading Homework for Day 14: Read Ch. 7 Emotional Messages (Focus on Some Principles of Emotion and Emotional Expression)

-Writing Homework #3 for Day 14 (25 pts.) Write a short paragraph in which you give your opinion about gender differences in NVC in Puerto Rico and some problems you have been able to observe. Minimum of 10 sentences. **15 pts.** Send it to me by email.

14
Mar 9

Synchronic Meeting

-Watch Video-conference: Emotional Messages

Writing Homework # 3 is due today.

-Review NVC

-Ch. 7 Discussion of **Some Principles of Emotional Messages (Attachment 16: Ten Principles of Emotion and Emotional Expression)** Emotions occur in states; they may be primary or blended; they involve both body and mind; they are influenced by culture gender, personality and relationships; their expression uses multiple channels

-Class Discussion of Two Issues:

- a. Discuss the Cultural Map and the role of Gender in emotions
- b. Discuss the Viewpoints Section “Crying on the Job” in Ch. 7

-Reading Homework for Day 15:

-Continue discussion of Ch. 7 Emotional Messages: Principles of Emotions: Emotional expression is governed by display rules; they may be adaptive and maladaptive; they can be used strategically; they have consequences; and they are contagious.

Focus on Obstacles to Communicating Emotions and (Emotional Competence: Handling Anger) Optional

-Watch film “Philadelphia”

15
Mar 11

Synchronic Meeting

-Watch Video-conference: Last principles of emotions and their expressions. Obstacles to the communication of emotions

-Review the principles governing emotions and their expressions

-Discuss Ch. 7 Last principles of emotions. Obstacles to Communicating emotions and Emotional Competence

-Reaction Paper #2 for Day 17: The Five Stages of Grief
Suggestion for this paper: Read the Five Stages of Grief that appear at the end of Ch. 7. Apply the five stages in terms of relationship breakup.

-Reading Homework for Day 16: Ch. 8 Conversational Messages Focus on Principles of Conversation (Process, Cooperation, Politeness, Dialogue, and Turn Taking).

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Mar 16

Synchronic Meeting

-Watch Video-conference: Principles of Conversation

-Review

-Ch. 8 Discuss Principles of Conversation (Attachment 17: A Summary of the Principles of Conversation)

-Reading Homework for Day 17 Ch. 8 Conversational Disclosure: Definition, rewards, and dangers

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Mar 18

Synchronic Meeting

-Watch Video-conference: Self-Disclosure

-Reaction Paper # 2 Due

-Review

-Ch. 8 Discuss Conversational Disclosure (Influences)

-(Attachment 18: Self Disclosure--Definition and influences)

-Begin discussion of Everyday Conversations (Small Talk, Introducing People, Making Excuses, Apologizing, Complimenting, Advising)

-(Attachment 19: Effective Everyday Conversations)

-For Day 19, assign Test 2 50-pt. Essay Test on Part II (Ch. 4-8)
It is based on the films studied in class. Send test by attachment no later than Sunday, March 28, at 11:55 PM.

-Homework for Day 18: Review Ch. 4-8

18
Mar 23

Synchronic Meeting

-Finish discussing Ch. 8 Everyday Conversations

-Review Ch. 4-8

19
Mar 25

Asynchronous Meeting

TEST 2 (for March 28)

-Homework for Day 20: Chapter 9 A Six-Stage Model (Does this model truly represent the typical possibilities of relationship development?) Be ready to answer this question.

20
Mar 30

Synchronic Meeting

-**Watch Video Conference: Six-stage model of relationships**

-**Chapter 9: Interpersonal relationship stages:** Discuss and analyze Figure 9.1 A Six-Stage Model of Relationships in detail- (**Attachment 20: A Six-Stage Model of Relationships**) Is this a good model?

-**Reading Homework for Day 21: Ch. 9 Some Causes of -- Relationship Deterioration (Which two are more plausible? Explain.) (Attachment 21: Some Causes of Relationship Deterioration)**

-**Also read for Day 21: Relationship Theories (Read the first two and determine which of the 2 is more convincing. Why? Answer these questions in class on Day 22) (Attachment 22: Relationship Theories and Stages)**

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Apr 6

Asynchronic Meeting

-**Watch Video Conference:** Some Causes of Relationship Deterioration

-**Writing Homework #4 for Day 23 (25 pts.)** Table 9.2 in Ch. 9 presents some causes of relationship deterioration in addition to the ones presented in the text. From your own experience or that of others whom you know, write a short paragraph of a minimum of **6** sentences about a relationship deterioration that you or someone else experienced that ended in either repair or dissolution and that happened as a result of one of the causes mentioned in Table 9.2 The homework is worth **15 pts.** Please send by email.

-**Reading Homework for Day 22: Ch. 9 Finish Relationship Theories. Pay particular attention to Social Penetration, Social Exchange, Equity, and Politeness Theories.**

22
Apr 8

Synchronic Meeting

-**Watch Video Conference:** Some Relationship Theories

-**Review** Causes of Deterioration

-Ch. 9 Discuss four Relationship Theories: Attraction; Social Penetration; Social Exchange; Politeness. (Which of the first two is more convincing? Which of all best predict relationship development, according to you?)

-Reaction Paper #3 Due on Day 24 (20 pts.) (Favorite topic in IPC)

-Reading Homework for Day 23: Last part of Ch. 10 :The Dark Side of IPC. Read the last part of this chapter: Jealousy and Violence

Attachment 22: Relationship Theories and Stages

Watch film “A Marriage Story” (Netflix)

23
Apr 13

Synchronic Meeting

-Watch Video Conference: Dark Side of IPR Jealousy/Violence

-Writing Homework #4 due

-Discuss Ch. 10-last section: Jealousy vs. envy; Three components of jealousy; types of Relationship Violence (consequences of relationship violence); Warning signs not to be missed.

Question for Day 24: What is your take on these two dark sides of IPC? Why do (mostly) women do not heed these warning signs? (Attachment 23: Two Dark Sides of IPC)

-Reading Homework for Day 24:

Chapter 11: Preliminaries to IP Conflict: Definition; Myths; Issues; management: 1994 study; e-Harmony study; Social allergens (Is conflict a sign of a ruined relationship? Does conflict damage a relationship? Can both individuals win in a situation of conflict?)

What do you think are some issues of conflict in an IPR? Can conflict happen in the work situation?

(Attachment 24: Three preliminary aspects of conflict)

24
Apr 15

Synchronic Meeting

-Watch Video Conference: IPR Conflict and Conflict Management/ Definition, Myths and Issues

-Reaction Paper 3 Due (Last one)

-Review Ch. 10 Dark Side of IPR

-Ch. 11 Discuss Definition of Conflict, Myths and some Issues

-Class Activity (Optional): Online and Face-to-Face Conflicts

One study found that, generally at least, people are more positive in dealing with conflict in face-to-face situations than in computer-mediated communication. Do you notice this in your own interactions: If so, why do you think it's true? In what ways might you make your online conflicts more positive?

-Reading Homework for Day 25: Ch. 11 Principles of Conflict

-Is conflict inevitable? Can it happen online? Can it have positive effects? What kind of conflict is focused on relationship issues? How does culture and gender influence conflict?

(Attachment 25: Principles of Conflict)

Also read Conflict Styles in Understanding IP Theory & Research
Which style do you identify with? Which one does a friend or a partner use?

25
Apr 20

Synchronic Meeting

-Watch Video Conference: Principles of Conflict

-Review definitions, myths, and issues

-Discuss questions on the Principles of Conflict/Conflict Styles
Look at the managing strategies. Which ones do you follow?

Homework for Day 26: Ch. 12 IP Power and Influence
(Principles)

(Attachment 25: Principles of Conflict)

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Apr 22

Synchronic Meeting

-Watch Video-Conference: Introduction to Power

Discuss Some Principles of Power/Some Types of Power
(Relationship, Message, Person)

Ch.12 Types of Power: In the Relationship, In the Person, and In the Message (What kinds of power are there in relationships? How can a person have power within himself/herself? Are there messages that have power?)

Finish reading Ch. 12—Misuses of Power and Influence. Sexual Harassment, Bullying, Power Plays **Ch. 12 Interpersonal Power and Influence**

Principles of Power and Influence (Should power be shared? Can we increase our power? Does power give you privilege? Is there a cultural dimension to power?)

(Attachment 26: Principles of Power)

(Attachment 27: Relationship, Person, and Message Power, and Resistance)

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Apr 27

Synchronic Meeting

-Watch Video Conference: Misuses of Power

-Ch. 12 Discuss questions posed about Principles of Power

Class Activity (Optional): **People with Power**

Research shows that people with lots of power are less compassionate toward the hardships of those with less power than are those who themselves have little power. Also, those high in power pay less attention (in conversations, for example) to those with little power than in the opposite situation. Why do you think this is so?

What types are there of sexual harassment? What should we do about it? What are some examples of bullying? What can we do about it? What are power plays?

Assignment for Days 28, 29, 30: Oral Test 3

28
Apr 29

Synchronic Meeting

Individual Oral Test 3 (50 pts.) for Days 28, 29, 30

I will give this Oral Test to each of you individually in a time period of around 15 minutes. I will prepare the list of five students assigned for each day according to alphabetical order. On April 22, I will give you the topics about which I will be asking you questions on the day of the test, so that you know what will be covered.

These questions address situations which you may want to address in your response by making reference to any of the three films we have watched (**Babel**, **Philadelphia**, **A Marriage Story**) It's also good for you to know that I will include general topics that we have been covering since the beginning of the semester (culture and communication, the self, nonverbal messages, messages of self-disclosure, causes of deterioration in relationships, etc.). Each one of you will be asked **TWO** questions. The answers to **each** of the two questions will be evaluated according to the rubric that appears below; so, each question is worth 25 pts. for a total of 50 pts.

Answered the question asked	5
Made appropriate use of terminology learned in class	10
Utilized good, clear arguments in the response	<u>10</u>
Total	25

Due to the number of students in this class, I may have to schedule additional times to test everyone.

29
May 4

Synchronic Meeting

Individual Oral Test 3 50 pts.

30
May 6

Synchronic Meeting

Individual Oral Test 3 50 pts.

Except for the following days, all other topics will be discussed at synchronic meetings:

Asynchronous days and topics to be covered*

Day 8	Test 1/Watch Film	Day 19	Test 2
Day 11	Guidelines Vb. Messages	Day 21	Relationship Deterioration
Days 28, 29, and 30	Oral Test 3		

*Please send questions to the professor to clarify points. This could be via email, class chat or text messages.

Films to be included in the course: **Babel, **Philadelphia**, **A Marriage Story****

Evaluation of students' work

<u>Two</u> Essay tests @40 & 50 pts; <u>One</u> Oral @ 50pts.	140 pts.	35%
Four Reaction Papers @ 20 pts.	60	15
Homework tasks, Special activities	100	25
Attendance & Participation 20 classes (5 pts.)	<u>100</u>	<u>25</u>
Total-----	<u>400 pts.</u>	<u>100%</u>

Accessibility to your instructor: Dr. Alma Simounet Bey, Department of English

Cell phone # (787-405-7444)

WhatsApp Chat Group to be created for the section

Institutional email: alma.simounet@upr.edu

Personal email: almasimounet@gmail.com

Tuesdays and Thursdays: 10:00-11:30 AM and by appointment. You can call me also via WhatsApp.

Summary of Assignments and Tests

Writing Homework	Assigned	DUE	Points	(100)
1. Cultural type	Day 3	Day 5	25	
2. Message of Racism	Day 10	Day 11	25	
3. Gender Differences	Day 13	Day 14	25	
4. Causes of Deterioration	Day 21	Day 23	25	

Reaction Papers	Assigned	DUE	Points	(60)
1. Nonverbal Comm	Day 11	Day 13	20	
2. Emotional Messages	Day 15	Day 17	20	
3. IPR Deterioration	Day 22	Day 24	20	

TESTS	Assigned	DUE	Points	(140)
Test 1	Day 6	Day 8	40	
Test 2	Day 17	Day 19	50	
Test 3	Day 28	Day 30	50	