

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2018
Discipline:	Communication Studies
Course Number and Title:	SPCM 130 Relational & Organizational Communication
Division:	Lower
Faculty Name:	Dr. Kristen Cvancara
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

The purpose of this introductory course is to enable students to communicate more effectively within a variety of relationships and contexts. Students will develop a vocabulary of communication concepts and theoretical applications to build competence and skills. Assignments will involve reflective writing to build awareness of one's identity as a communicative agent that shapes and is shaped by daily interactions with others. Students will work throughout the semester to practice skills via application of course material to different personal and organizational contexts. Class discussion will challenge student assumptions about communication practices to identify individual, situational and cultural approaches used in various contexts to meet different relational goals. Course lessons will examine aspects of communication competence to instill in students a better understanding of communication interactions experienced during the SAS voyage.

LEARNING OBJECTIVES

1. To help students build **awareness** around the ways in which their communicative practices continually shape and are shaped by their experiences in personal and social relationships;
2. To encourage students to **challenge** existing assumptions about human communication in organizational and relational settings;
3. To empower students to **think** about alternative ways of conceptualizing and responding to others' behavior.

REQUIRED TEXTBOOKS

AUTHOR:	McCornack, S.
TITLE:	Reflect and relate: An introduction to interpersonal communication
PUBLISHER:	Bedford/St. Martin
ISBN #:	978-1-4576-9718-0 (2016, 4 th edition)

DATE/EDITION: 2016, 4th edition

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany – September 9

B1–September 12:

Topics:	Readings:	Assignments due:
<ul style="list-style-type: none">• Course Introduction• Intro to Interpersonal Comm• Getting to know each other	Chapter 1	

B2– September 14:

<ul style="list-style-type: none">• Communication Competence• Understanding Culture• Prepare for Field Class	Chapter 5 Video: “ <i>Third Places</i> ” (Oldenburg, 1999) Video: Community example	
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Barcelona, Spain – September 15-16

SPCM 130 Field Day for Class – Investigating Everyday Interactions – Saturday, September 15, Barcelona, Spain

Valencia, Spain – September 17-18

B3–September 20:

<ul style="list-style-type: none">• Debrief – Spain, Field Class• Self & Identity	Chapter 2	
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B4– September 22:

<ul style="list-style-type: none">• Perception	Chapter 3	Due: Reflection #1
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Study Day – September 23: No Class

B5–September 25:

<ul style="list-style-type: none">• Emotions• Preview Reflection	Chapter 4	
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Tema, Ghana – September 27-28

Takoradi, Ghana – September 29-30

B6–October 1:

<ul style="list-style-type: none">• Debrief – Ghana (Reflection)• Listening	Chapter 6 Video: “The power of listening” (2015) William Ury	
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Community Programming – October 2: No Class

B7—October 4:

• Unit 1 – Summary & Review	Exam #1	Exam #1 – covering Chapters 1, 2, 3, 4, 5, 6
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B8— October 6:

• Verbal Communication • Preview Reflection	Chapter 7	
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Cape Town, South Africa – October 7-12

B9—October 14:

• Debrief – S. A. (Reflection) • Nonverbal Communication	Chapter 8	
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Study Day – October 16: No Class

B10—October 17:

• Conflict & Power • Preview Reflection	Chapter 9	Reflections due
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Port Louis, Mauritius – October 19

B11—October 20:

• Debrief – Mauritius (Reflection) • Romantic Relationships	Chapter 10	
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Study Day—October 21: No Class

B12—October 23:

• Romantic ...continued • Preview Reflection	Chapter 10	
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Cochin, India – October 25-30

Reflection and Study—October 31: Global Studies Reflection

B13— October 24:

• Debrief – India (Reflection) • Unit 2 – Summary & Review	Exam #2	Exam #2 – covering Chapters 7, 8, 9, 10
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B14—November 3:

• Family Relationships • Preview Reflection	Chapter 11	
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Yangon, Myanmar – November 4-8

B15–November 10:

<ul style="list-style-type: none">• Debrief – Myanmar (Reflection)• Family ...continued	Chapter 11	
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Community Programming – November 11: No Class

B16–November 13:

<ul style="list-style-type: none">• Friend Relationships• Preview Reflection	Chapter 12	
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Ho Chi Minh City, Vietnam – November 14-18

B17–November 20:

<ul style="list-style-type: none">• Debrief – Vietnam (Reflection)• Friends ...continued	Chapter 12	
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Study Day – November 21: No Class

B18– November 23:

<ul style="list-style-type: none">• Preview Reflection	Video: “Is social media hurting your mental health?” (2017) Bailey Parnell	Reflections due
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Shanghai, China – November 24-29

B19–December 1:

<ul style="list-style-type: none">• Debrief – China (Reflection)• Preview Reflection	Simmons (2017) Dainton & Zelle (2015)	
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Kobe, Japan – December 2-6

B20– December 8:

<ul style="list-style-type: none">• Debrief – Japan (Reflection)• Workplace Relationships• Application – Unit 1	Kick, Contacos-Sawyer, & Thomas (2015) Myers & Sadaghiani (2010)	
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B21–December 10:

<ul style="list-style-type: none">• Unit 3 – Summary & Review	Exam #3	Exam #3 – covering Chapters 11, 12, Appendix
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B22–December 12:

• Application – Unit 2	Video: “How social media makes us unsocial” (2014) Allison Graham Waldeck, Kearney, & Plax (2013)	Reflections due
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Study Day – December 12: No Class (International Date Line Crossing (2 days)

B23—December 14:

• Application – Unit 3	Video: “Alone together?” (2012) Sherry Turkle Adler & Elmhurst (2010)	
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B24— December 17:

• Final Projects		Presentations
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Honolulu, Hawaii – December 16

Study Day – December 18: No Class

B25— December 20: Final Class Day

• Final Projects		Presentations
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Arrive San Diego, California – December 23

METHODS OF EVALUATION/ASSIGNMENTS

Journal Entry #1	30 points	(specifically linked to Class Field Trip)
Journal Entry #2-5 (at 10 pts each)	40 points	(linked to Independent Field Assignments)
Class Participation	50 points	25 class days, at 2 points each
Exams #1, #2, #3 (at 20 pts each)	60 points	
Final Presentation	<u>20 points</u>	
Total:	200 points	

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class:

The field class for this course is on Saturday, 15 September in Barcelona, Spain.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

SPCM 130 Relational and Organizational Communication – *Investigating Everyday Interactions* – Saturday, 15 of September in Barcelona, Spain

Field Class Description

This field class is designed to expose students to different environments in which relationships are performed and negotiated in routine, everyday contexts. During the field class students are asked to observe types of communication behavior occurring in each context (handout provided). Students will be challenged to identify assumptions they hold about “third places,” and compare them to observations made during the day with personal experiences from their own culture. Engagement with others and awareness of self is important on this field trip. Students will analyze their interactions throughout the day regarding aspects of perception, listening, emotion, verbal and nonverbal communication patterns (and may include observations regarding gender, power/status, conflict negotiations, and the performance of different kinds of relationships). Students will investigate how messages are constructed, conveyed, received, and the effect they have on people in everyday contexts in which they live.

Field Class Objectives:

- Observe how communication in everyday interactions is performed in “*third places*” (Oldenburg) within a community; for example, at a *community center, a restaurant, a coffee shop, a university student center, a local market, a church, a business, a barber shop*.
- Identify similarities and differences in the communicated exchanges and compare observations to communication behavior typical of “*third places*” you experience at home.
- Engage in conversation with local students and discuss how they define and describe these places in their communities, how they change as one grows older, and compare/contrast their experiences to your own.

Field Class Assignment and Due Date:

Students will write a 4-5 page paper on this field class experience, reflecting on what was observed and connecting it to the course readings. Students must compose field notes throughout the day in response to the prompts listed on the handout (these must be handed in along with the paper). To focus the paper, a student is encouraged to focus on a major communication concept and a particular interaction within a specific context. Papers should include definitions, clear description and examples of what was observed and experienced, as well as provide thoughtful connections between the student’s reflection and the course material.

Independent Field Assignments

The paper written for the field class will become the first journal entry in a 5-part series students will complete over the semester. The remaining four papers (each 3-4 pages) should

describe experiences in different countries. Major communication concepts of interest may include the following question topics (with the addition of any material covered in the course):

1. When **perceiving others**, what did your attention focus on? Why? Discuss stereotypes, perception-checking, and/or halo-horn effects you experienced when in the country. How do you think these perceptions impacted your experience in the country?
2. What **emotions** did you witness? Who was expressing them? Why? In what context? How were people responding? How did you respond? Was there a gendered pattern to your observations?
3. What did you **listen** to? What did you come to understand, or misunderstand? How did you know others were listening throughout the day? What did they do or not do when listening?
4. How did you use **verbal communication**? What did you say? Were there any messages you could not verbally communicate? Messages that were misunderstood? Why? What was the outcome?
5. How did others use **nonverbal communication**? Did you see any obscene gestures? What was appropriate and well received by others? How did people use space? What did the use of space communicate? How did people use time? What was your impression of the use of body language? Was there a notable difference in how males and females used nonverbal behaviors? Did you observe any dominant or submissive behaviors? When, where, who, with whom, what was it about, and why?

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Active engagement and participation in class is essential for this course. We do not practice communicating by isolating ourselves and not interacting. Students will earn up to 2 points for participation each day in class (25 days, 50 points total, this is 25% of the final grade). Participation will be earned through a variety of activities, including: 1-minute papers, pair-sharing exercises, small group break-out sessions, role playing activities, answering questions, asking questions, offering feedback to each other, listening attentively, offering feedback to the instructor through "muddiest point" and "take away" comments, etc.

Make sure you have completed the readings and reviewed the necessary material for each day before coming to class. Come prepared to engage and interact.

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

None

ELECTRONIC COURSE MATERIALS

AUTHOR: Simmons, N.
ARTICLE/CHAPTER TITLE: Cultural discourses of privacy: Interrogating globalized workplace relationships in Japan.
JOURNAL/BOOK TITLE: *Journal of International and Intercultural Communication*
VOLUME: 10
DATE: 2017
PAGES: 44-61

AUTHOR: Dainton, M., & Zelley, E. D.
ARTICLE/CHAPTER TITLE: Individual and Social Approaches to Communication
JOURNAL/BOOK TITLE: *Applying Communication Theory for Professional Life: A Practical Introduction (3rd ed.)*
Publisher: Sage, Loss Angeles, CA
DATE: 2015
PAGES: 55-74

AUTHOR: Waldeck, J. H., Kearney, P., & Plax, T. G.
ARTICLE/CHAPTER TITLE: Contemporary Business and Professional Communication Competence
JOURNAL/BOOK TITLE: *Business & Professional Communication in a Digital Age*
Publisher: Cengage Learning, Boston, MA
DATE: 2013
PAGES: 1-24

AUTHOR: Kick, A. L., Contacos-Sawyer, J., & Thomas, B.
ARTICLE/CHAPTER TITLE: How Generation Z's reliance on digital communication can affect workplace relationships.
JOURNAL/BOOK TITLE: *CF*
VOLUME: 13
DATE: 2015
PAGES: 214-221

AUTHOR: Myers, K. K., & Sadaghiani, K.
ARTICLE/CHAPTER TITLE: Millennials in the workplace: A communication perspective on Millennials' organizational relationships and performance.
JOURNAL/BOOK TITLE: *Journal of Business Psychology*
VOLUME: 25
DATE: 2010
PAGES: 225-238

AUTHOR: Adler, R. B., & Elmhurst, J. M.
ARTICLE/CHAPTER TITLE: Working in Teams

JOURNAL/BOOK TITLE: *Communicating at Work: Principles and Practices for Business and the Professions (10th Ed.)*
Publisher: McGraw Hill, New York, NY
DATE: 2010
PAGES: 234-271

ADDITIONAL RESOURCES

https://www.youtube.com/watch?v=hd1_jNln-qw (Oldenburg, 1999)
<https://www.youtube.com/watch?v=G-XmCOFHWEo> (community example of 3rd place)
<https://www.youtube.com/watch?v=saXfavo10Qo> “The power of listening” (2015) William Ury, TEDxSanDiego
https://www.youtube.com/watch?v=Czg_9C7gw0o “Is social media hurting your mental health?” (2017) Bailey Parnell, TEDxRyersonU
<https://www.youtube.com/watch?v=d5GecYjy9-Q> “How social media makes us unsocial” (2014) Allison Graham, TEDxSMU
https://www.ted.com/talks/sherry_turkle_alone_together?referrer=playlist-our_digital_lives (2012) “Alone together?” Sherry Turkle, TED2012