

What is your professional identity? (“I am a/an...”) _____?

When did you first feel like a/an [from line above] _____

_____?

How did you first explain to your family what a [from first line] is?

_____?

Intrapersonal Communication

What is it?

“Intrapersonal communication can be defined as communication with one’s self, and that may include self-talk, acts of imagination and visualization, and even recall and memory (McLean, 2005). You read on your phone that your friends are going to have dinner at your favourite restaurant. What comes to mind? Sights, sounds, and scents? Something special that happened the last time you were there? Do you contemplate joining them? Do you start to work out a plan of getting from your present location to the restaurant? Do you send your friends a text asking if they want company? Until the moment when you hit the ‘send’ button, you are communicating with yourself.”

Communication for Business Professionals by eCampusOntario

<https://ecampusontario.pressbooks.pub/commbusprofcndn/chapter/what-is-intrapersonal-communication/>

Why teach it?

- To promote metacognition
- To encourage self-reflection
- To create a safe space for dialogue/discussion of fears, competencies, weaknesses, growth...
- To foster empathy among students about their fears of failure generally
- To demonstrate and reinforce lifelong learning and personal development practices

What might an assignment look like?

A weekly, guided journal entry asking students to think and write about themselves

- Topic 1: What kind of speaker are you?
- Topic 2: What kind of writer are you?
- Topic 3: Do you write differently than you speak?
- Topic 4: What kind of reader are you?
- Topic 5: Who are you in this society?
- Topic 6: So far in college, are you reading about people like you?
- Topic 7: So far in college, how are your interactions with other students going?
- Topic 8: What kind of public speaker/oral presenter are you?
- Topic 9: So far in college, how are you managing your time and deadlines?
- Topic 10: So far, is college what you thought it would be like?

How might you grade the assignment?

Less intensive		More intensive		
Checkmark/points for bringing something written to class	Office hour meeting with student	Periodic deep reading and written feedback	Biweekly deep reading and written feedback	Deep reading and written feedback on each entry

Your best student gets a wonderful job offer outside of academia . . . what is it?

Your best student gets in a legitimate argument with a coworker/colleague at this new job. What is the argument about?

Your best student and the coworker go to their supervisor for help resolving the conflict, what will that person do to help them resolve the conflict?

Interpersonal Communication

What is it?

“Interpersonal communication . . . occurs between two people within the context of their relationship and . . . as it evolves, helps them to negotiate and define their relationship.” Floyd, K. (2017). Interpersonal communication (3rd ed.). New York: McGraw Hill.

“When asked to distinguish interpersonal communication from communication in general, many people say that interpersonal communication involves fewer people, often just two. According to this definition, an exchange between a homeowner and a plumber would be interpersonal, but a conversation involving parents and four children would not. Although interpersonal communication often involves only two or three people, this isn’t a useful definition . . . The best way to define interpersonal communication is by focusing on what happens between the people, not where they are or how many are present.” Wood, J.T. (2015). Interpersonal communication: Everyday encounters (8th ed.). Boston, MA: Cengage.

Why teach it?

- To demonstrate the power of words, interactions, and (un)shared meaning
- To foster better listening, turn-taking, and dialogic practices
- To give students practice interviewing, resolving interpersonal conflicts, etc.
- To foster empathy among students about their fears of failure in intimate relationships
- To demonstrate and reinforce lifelong relationship-building practices

What might an assignment look like?

A three-person mediation (i.e., joint/mutual resolution session)

Pre-made mediations <https://www.pon.harvard.edu/shop/category/role-simulations/>
<https://www.imimmediation.org/resources/online/roleplays/>

Custom mediation 1. Articulate/formulate the conflict
2. Create two characters that represent two sides
3. Create a third character and tell them about how conflicts are to be resolved; how mediation occurs in this context

Resource <https://www.pon.harvard.edu/daily/mediation/dispute-resolution-how-meditation-unfolds/>

How might you grade the assignment?

Less intensive			More intensive	
Checkmark/points for bringing written strategy notes to class	Having students mediate in front of the class and grading them with a rubric (*high stakes!)	Office hour meeting with student to discuss strategy	Collecting and assessing strategy notes	Videorecording mediations and grading with rubric and summaries

Small Group Communication

What is it?

“Groups and teams are used in every aspect of human activity Family, work, school, and leisure activities all often involve small groups. In each context we work with others to come to common understandings and to make decisions that affect each of us to some degree. Each type of small group can be characterized by the kind of communication that takes place within it. Our immediate family is, for most of us, a significant small group affiliation and may be referred to as a primary group or a basic social unit to which we belong. This type of small group tends to be the most informal, and we ordinarily remain members in it over a long period of time.” Harris, T.E. & Sherblom, J.C. (2018). Small group and team communication (5th ed.). Long Grove, IL: Waveland Press.

Why teach it?

- To teach students how groups “form, storm, norm, perform, and adjourn”
- To help students appreciate how groups have shaped their identities and experiences
- To give students practice effectively working in teams/project groups (e.g., resolving conflict)
- To foster resistance to groupthink and rigid identity politics
- To demonstrate and reinforce lifelong learning about leadership and team-building

What might an assignment look like?

A team/small group project

Examples: marketing campaign for a local artist, co-authored book chapter

How might you grade the assignment?

Less intensive		More intensive		
Have students do the project without much intervention, then grade them entirely on anonymous peer evaluations (*rarely effective) and/or speech/paper	Create a google doc, wiki or other shared space. Prior to team meetings and deliverables, require students to upload “pre-work”; grade largely on adherence to deadlines and final product (speech or paper)	Ditto prior strategy but add periodic commenting within each group’s shared document	Ditto prior strategy but add periodic commenting within the document and periodic grading of work products	Ditto prior strategy but grade every pre-work item and work product

Organizational Communication

What is it?

“In the first edition of this book . . . I defined organizations as including five critical features . . . existence of a social collectivity, organizational and individual goals, coordinating activity, organizational structure, and the embedding of the organization within an environment of other organizations. These critical features still hold today, but . . . it is important to stretch our understand of each of these concepts. For example, when we think about the idea of ‘structure,’ we need to consider more than basic hierarchical structure or even more complex team structures. We also need to consider structures based on collective and communal relationships, structures that eschew hierarchy in favor of flat organizational forms, and structures that cross boundaries of time and space.” Miller, K. (2015). Organizational communication: Approaches and processes (7th ed.). Stamford, CT: Cengage Learning

Why teach it?

- To deconstruct the history and power of organizations, especially corporations
- To help students appreciate that organizations can take many forms
- To give students practice in negotiating and creating organizations
- To foster organizational leadership and resistance strategies
- To demonstrate and reinforce lifelong learning about organizations and org. communication

What might an assignment look like?

Find and share an organizational chart (i.e., related to your discipline/profession)

Bring a “cultural artifact” from an academic department or campus unit

Read and respond to an organizational case study

http://www.laaf.org/case-library/?gclid=EAlalQobChMI_fy9nYyk5AIVCZ6fCh01AwfhEAAyAIAAEgJP0vD_BwE

Create an organizational chart, organizational policies, or an organization

E.g., First day activity: as a small group, create an organization out of legos

E.g., Two-hour project: create an org. chart for an org. you’d like to run

E.g., Semester project: create a nonprofit organization serving veterans’ legal needs

-Mission statement -Paid time off policy -Printer purchase

Write an affirmative action or diversity promotion policy for an organization

Create a multifaceted media strategy for an organization (e.g., local nonprofit)

Assess a department or school’s curriculum, using mixed methods (e.g., participant obs.):

https://www.jstor.org/stable/23272642?seq=1#metadata_info_tab_contents

Complete online learning modules from the U.S. Small Business Administration:

E.g., How to write a business plan: <https://www.sba.gov/course/how-write-business-plan/>

Rhetoric & Public Speaking

What might an assignment look like?

Two or four-person debates:

https://www.jstor.org/stable/40215748?seq=1#metadata_info_tab_contents

Role-playing games: <https://reacting.barnard.edu/>

Informative, persuasive, or demonstrative (teaching) speeches:

Syllabus Appendix: Speech outline template for individual in-class speech

Your Name:

Title/Thesis:

I. Opening

- A. Attention-getting statement (e.g., startling statistic, story, outcome)
- B. Thesis statement (e.g., what you will prove to the audience)
- C. Ethos/credibility statement (e.g., how many studies support your idea)
- D. Preview (i.e., succinct statement of your three main points)
- E. Transition

II. Body/Main Points

- A. Main Point 1
 - 1. Summary statement
 - 2. Evidence (e.g., statistic, (social) scientific study finding, clinical practice)
 - 3. Evidence or Explanation
 - 4. Transition
- B. Main Point 2
 - 1. Summary statement
 - 2. Evidence (e.g., statistic, (social) scientific study finding, clinical practice)
 - 3. Evidence or Explanation
 - 4. Transition
- C. Main Point 3
 - 1. Summary statement
 - 2. Evidence (e.g., statistic, (social) scientific study finding, clinical practice)
 - 3. Evidence or Explanation
 - 4. Transition

III. Closing

- A. Review/summation (i.e., succinct statement of your thesis and three main points)

GROUP PRESENTATION FEEDBACK

GROUP: _____

GRADE: _____

EVALUATION CRITERIA & NOTES

- ☐ Effective oral presentation of key ideas

- ☐ Clear and persuasive delivery

- ☐ Teamwork during speech

SPEECH ORGANIZATION FEEDBACK

<i>Introduction</i>	Excellent	Good	Average	Poor
Captures attention	10	8	6	4
Introduces a clear thesis	10	8	6	4
Establishes credibility	10	8	6	4
Links topic to the audience	10	8	6	4
Previews main points	10	8	6	4
<i>Body</i>				
Is well-organized	10	8	6	4
Has 3-5 main points	10	8	6	4
Main points supported	10	8	6	4
Sources appropriately cited	10	8	6	4
Transitions obvious/effective	10	8	6	4
<i>Conclusion</i>				
Signals end of speech	10	8	6	4
Reinforces main ideas	10	8	6	4
Reinforces central thesis	10	8	6	4
Vivid/memorable close	10	8	6	4

INDIVIDUAL PRESENTER FEEDBACK

Delivery: _____

Poised and confident	10	8	6	4
Extemporaneous delivery	10	8	6	4
Effective variance (not monotone)	10	8	6	4
Appropriate language	10	8	6	4
Maintenance of eye contact	10	8	6	4
Effective gestures	10	8	6	4
No distractions (uhm, pacing)	10	8	6	4

Delivery: _____

Poised and confident	10	8	6	4
Extemporaneous delivery	10	8	6	4
Effective variance (not monotone)	10	8	6	4
Appropriate language	10	8	6	4
Maintenance of eye contact	10	8	6	4
Effective gestures	10	8	6	4
No distractions (uhm, pacing)	10	8	6	4

Delivery: _____

Poised and confident	10	8	6	4
Extemporaneous delivery	10	8	6	4
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Delivery: _____

Poised and confident	10	8	6	4
Extemporaneous delivery	10	8	6	4
Effective variance (not monotone)	10	8	6	4
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Maintenance of eye contact	10	8	6	4
Effective gestures	10	8	6	4
No distractions (uhm, pacing)	10	8	6	4