

**IBH 3BD3:
Interpersonal Communication
Winter 2024 Course Outline**

**DeGroot School of Business
McMaster University**

COURSE OBJECTIVE

Successful communication begins with interpersonal skills. What you communicate is only part of the message. Equally important is how you communicate your message. Dynamic communicators must learn how to forge genuine connections with colleagues and stakeholders. This course is intended to help students develop a strong awareness of the diverse contexts and audiences with whom they share data, strategies, and action plans.

INSTRUCTOR AND CONTACT INFORMATION

Instructor
Dr. Sheena Jary

Teaching Assistant
Sara Pearsell
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Email: jarysm@mcmaster.ca

Office: TBA

Office Hours: By appointment

Class Times
Mondays 12:30-2:20
Wednesdays 12:30-1:20

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): No

COURSE DESCRIPTION

When sharing information in professional settings, your task is not simply to convey the data, but to understand how to engage a diverse audience through relationship building, rhetorical excellence, storytelling and, on occasions, improvisation. Strong communicators are emotionally agile and have the capacity to pivot when their plan isn't working out. This course is designed to facilitate the growth of confidence, self-awareness, public speaking, written communication, argumentation, and emotional agility.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

1. Identify and understand the needs of different audiences, and tailor their communication style accordingly.
 2. Build and maintain professional relationships through effective communication.
 3. Use rhetorical strategies to persuade and influence their audience.
 4. Use storytelling techniques to engage their audience and make their message more memorable.
 5. Think on their feet and adapt their communication style to unexpected situations in real time.
 6. Manage their emotions and respond appropriately to the emotions of others in professional settings.
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COURSE MATERIALS AND READINGS

Web-based platforms used in this course:

- Avenue to Learn (A2L) for course readings, discussions, and announcements
- LinkedIn Learning (several certificates are available upon completion of the assigned materials)

Required:

All readings/videos are provided through A2L or LinkedIn Learning:

- Cialdini, Robert. "Introduction." *Pre-suasion: A Revolutionary Way to Influence and Persuade*, Simon and Schuster, 2016.
- David, Susan. "Walking Your Why." *Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life*, Penguin, 2016.
- Garvin, Lia. "Reframing: The power of changing your perspective."
- Guttormsen, TJ, "How to win arguments."
- Hagemann, Bonnie, "Leading with vision: Why visionary leadership is important."
- Heinrichs, Jay. *How to Argue with a Cat: A Human's Guide to the Art of Persuasion*, Penguin, 2018 (selections).
- Hyland, Pdraig, "How to engage an audience."

- Last, S. and Neveu, Candice. “Understanding the rhetorical situation.”
- Morpnmaker, “Erving Goffman and you: Regions.”
- Nussbaumer Knaflic, Cole. *Storytelling with You: Plan, Create, and Deliver a Stellar Presentation*, Wiley, 2023.
- Peters, K.J., *The Argument Toolbox*.
- Smith, Paul A, “Leading with stories.”
- Sociology Learners, “Erving Goffman and the Theory of Presentation of Self.”
- Yip, Wang. How optics can help you be better at work.”

COURSE OVERVIEW AND ASSESSMENT

GRADE COMPONENT	WEIGHT	DESCRIPTION
Wednesday Workshops	20%	This will count for your Wednesday attendance and your work will be evaluated on the clarity of thought and expression, thoroughness, complexity of thought, and application of the week’s lecture content and readings. The lowest 2 grades will be dropped.
Rhetorical Analysis of Speech	25%	After some practice in class, you will conduct a rhetorical analysis of a speech of your choice (some guidelines will be established).
Mock Dragon’s Den	25%	Working in groups of 5-6, you will develop and present a pitch for your group’s start-up. You will be evaluated based on the clarity and efficacy of the oral rhetorical situation, your understanding of audience, the quality of your slides, and rhetorical tactics. You will also be asked to submit a script of your pitch <u>March 14 by 11:59pm.</u>
Final Essay: Op-Ed	30%	You will compose an op-ed on a topic of your choosing. This assignment tests your written rhetorical skills; op-eds are opinion pieces, so your task is to present your argument in a way that a general reading audience (the public) would understand.

ACTIVITY	DELIVERY	DESCRIPTION	TOOL(S)
Lecture Core Content	In-person	Live in-person lectures	
Readings	Asynchronous	Readings will be the guiding frameworks for class discussion	Avenue to Learn, LinkedIn Learning, TED Talks
Teamwork	Both	Students will work in groups both in class and outside of class to prepare for the group assignment	

COURSE DELIVERABLES

Wednesday workshops (20%): The weekly workshops will be based on the Monday lecture of that week. The workshops will take place during Wednesday classes. It will give you an opportunity to work as a group to apply the knowledge and skills learned in the course to other contexts—personal and professional. The workshops will be completed during class and must be submitted by the end of the class time. **The 2 lowest grades will be dropped.**

Rhetorical analysis of speech (25%): After a practice analysis in class, you will choose a speech to analyze using your knowledge of rhetoric. Use your knowledge of reframing, pre-suasion, audience, and verbal and written rhetoric. 3 double-spaced pages with one-inch margins, 12 pt font. Please include a references page (you can use whichever citation style you feel comfortable with). **Due February 25 by 11:59pm.**

Mock Dragon’s Den (25%): Working in groups of 5-6, you will develop and present a pitch for your group’s start-up. You will be evaluated based on the clarity and efficacy of the oral rhetorical situation, your understanding of audience, the rhetoric/symbolic efficacy of your slides, and rhetorical tactics. You will also be asked to submit a script of your pitch **March 14 by 11:59pm.** **There will be a draw to determine the order of presentations over 3 classes (March 20, 25, and 27).**

Final paper – Op-Ed (30%): You will write an op-ed (i.e., opposite the editorial page), which is an opinion piece, on a topic of your choice. You are asked to use all the skills and knowledge developed in the course to craft a compelling argument with appropriate exemplification, excellence and precision in writing, tone, and various other rhetorical elements you have learned in class. 1000-1150 words. **Due April 10 by 11:59pm.**

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and

sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants. All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.
- For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

REQUESTING RELIEF FOR MISSED ACADEMIC WORK

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar [“Requests for Relief for Missed Academic Term Work”](#) and the link below;

<http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. email, Avenue to Learn (A2L), web pages, TopHat, MS Teams, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law

protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

ACKNOWLEDGEMENT OF COURSE POLICIES

Your enrolment in IBH 3BD3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

**IBH 3BD3:
Interpersonal Communication
Winter 2023 Course Schedule**

WEEK	DATE	ASSIGNMENT
1	Monday, January 8	Introduction Discuss: Class outline, schedule, assignments, courseware Lecture: Great communication begins with a strong foundation: Exploring Susan David’s concept of “Emotional Agility”
1	Wednesday, January 10	Emotional Agility Read: HBR Emotional Agility
2	Monday, January 15	Optics, Self-Presentation, and the visual aspects of context Read: How optics can help you be better at work Watch: Erving Goffman Theory of Presentation of Self Watch: Erving Goffman and You: Regions
2	Wednesday, January 17	Workshop 1 – Billboard analysis
3	Monday, January 22	Optics: Reframing Situations Watch: “Reframing: The power of changing your perspective,” by Lia Garvin on LinkedIn Learning
3	Wednesday, January 24	Workshop 2 – Shifting perspectives
4	Monday, January 29	Pre-suasion Read: Pre-suasion by Robert Cialdini (PDF on A2L)
4	Wednesday, January 31	Workshop 3 – Building a context
5	Monday, February 5	Rhetorical Situation Watch: “How to engage an audience” Read: “Understanding the rhetorical situation”
5	Wednesday, February 7	Workshop 4 - Audience
6	Monday, February 12	Rhetoric: Public Speaking <i>The Argument Toolbox</i> (TBD)
6	Wednesday, February 14	Workshop 5 – “I have a dream” – Rhetorical analysis of speech
		Reading Week

7	Monday, February 19	Rhetoric: Writing <i>The Argument Toolbox</i> (TBD)
7	Wednesday, February 21	Workshop 6 – Generating argumentation
8	Monday, February 26	Communicating Vision “Leading with vision: Why visionary leadership is important,” by Bonnie Hagemann on LinkedIn Learning
8	Wednesday, February 28	Workshop 7 – Pulling together your pitch
9	Monday, March 4	Tactics to navigate difficult conversations “How to win arguments,” by TJ Guttormsen on LinkedIn Learning.
9	Wednesday, March 6	Workshop 8 – Making your arguments bullet proof
10	Monday, March 11	Storytelling Watch: “Leading with stories,” by Paul A. Smith on LinkedIn Learning
10	Wednesday, March 13	Workshop 9 – What makes a good story?
11	Monday, March 18	Contextual Intelligence No reading assigned.
11	Wednesday, March 20	Dragons Den
12	Monday, March 25	Dragons Den
12	Wednesday, March 27	Dragons Den
13	Monday, April 1	Peer review workshop (Op-eds)

GRADING SCHEME

Grade	Points	Equivalent Percentage
A+	12	90-100%
A	11	85-89%
A-	10	80-84%
B+	9	77-79%

B	8	73-76%
B-	7	70-72%
C+	6	67-69%
C	5	63-66%
C-	4	60-62%
D+	3	57-59%
D	2	53-56%
D-	1	50-52%
F	0	0-49%