

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

**Information, Marketing, Operations Area  
DeGroot School of Business  
McMaster University**

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***INSTRUCTOR AND CONTACT INFORMATION***

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**Dr. Aya Zarka**

Instructor

zarkaa@mcmaster.ca

Office Hours: After class and by  
appointment.

Office hours by Zoom (by  
appointment).

Class Location: CNH 102

TA: Simranpreet Sandal

sandals@mcmaster.ca

**\*\*No tutorials\*\***

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***COURSE ELEMENTS***

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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

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## ***COURSE INFORMATION***

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Lectures: Thursday 4:30PM-5:20PM; Tuesday 4:30PM - 6:20PM  
Course Delivery Mode: In-person

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, choice of language, speaker-addressee relationship, and pragmatics. 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, effective written and spoken communication, and emotional agility.*

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## ***COURSE LEARNING OUTCOMES***

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

- Understand and apply the basic premises of emotional agility to effective communication practices;
- Recognize the role that self-awareness plays in building relationships and engaging an audience;
- Determine the needs, interests, and priorities of diverse audiences;
- Identify the choice of language for the selected audience through speaker-addressee relationships;
- Utilize Grice's Maxims in communication and how to build effective spoken and written communication in conversation;

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## ***REQUIRED MATERIALS AND TEXTS***

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Web-based platforms used in this course:

Avenue to Learn (A2L) for course readings, discussions, and announcements

Required: All readings/videos are provided through A2L

- David, Susan. "Walking Your Why." Emotional Agility: Get Unstuck, Embrace
- Abrams, Stacey. "3 Questions to Ask Yourself with Everything You Do." TED Talk.

- Cialdini, Robert. "Introduction." *Pre-suasion: A Revolutionary Way to Influence and Persuade*, Simon and Schuster, 2016.
- Craddock, Maggie. "What's Your Power Style?" *Harvard Business Review*, 2011.
- *Change, and Thrive in Work and Life*, Penguin, 2016.
- Franklin, Lynne. "Reading Minds through Body Language." TED Talk, 2018.
- Bailey, Simon T. "Building Business Relationships." LinkedIn Learning, 2019
- Bergells, Laura. "Public Speaking Foundations." LinkedIn Learning, 2018.
- Moss Kanter, Elizabeth. "Overcome the Eight Barriers to Confidence." *Harvard Business Review*, 2014.
- Nussbaumer Knaflic, Cole. *Storytelling with You: Plan, Create, and Deliver a Stellar Presentation*, Wiley, 2023.
- genConnectU. "Telling Stories that Stick." LinkedIn Learning, 2022.
- Leech, Geoffrey N. *Principles of pragmatics*. Routledge, 2016.
- Leezenberg, Michiel. "Power in communication: implications for the semantics-pragmatics interface." *Journal of Pragmatics* 34.7 (2002): 893-908.
- Carston, Robyn. "Linguistic meaning, communicated meaning and cognitive pragmatics." *Mind & Language* 17.1-2 (2002): 127-148.
- Kuzhevskaya, Elena B. "Politeness strategies in business English discourse." *Training, Language and Culture* 3.4 (2019): 36-46.
- Fraser, Bruce. "An approach to discourse markers." *Journal of pragmatics* 14.3 (1990): 383-398.
- Bolden, Galina B. "Little words that matter: Discourse markers "so" and "oh" and the doing of other-attentiveness in social interaction." *Journal of Communication* 56.4 (2006): 661-688.
- Gifford, Robert. "The role of nonverbal communication in interpersonal relations." *Handbook of interpersonal psychology: Theory, research, assessment, and therapeutic interventions* (2010): 171-190.
- Rahayu, P., & Eripuddin, E. (2023). The Illocutionary Speech Acts in Students' Public Speaking. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 834-844.

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### **CLASS FORMAT**

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Activity	Delivery	Description	Tools
Lectures	In-person	Live in-person lectures	
Readings	Asynchronous	Readings will be the guiding frameworks for class discussion	Avenue to Learn; TED talks
Teamwork	Both	Students will work in groups both in class	

		and outside of class to prepare for the group assignment	
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### *COURSE EVALUATION*

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Grade component	Weight	Description
Emotional Agility Reflection Journals	24%	4 entries (500 words each) on emotional agility and interpersonal skills. A list of topics will be posted on A2L: <b>Entries 1&amp;2 due: Sep 24</b> <b>Entries 3&amp;4 due: Oct 10</b>
Mock Dragon's Den	20%	Group project: Oct 31 (presentation, and materials)
Grice's maxims writing assignment	25%	Choose any TED talk and analyze the talk based on Grice's Maxims on pragmatics. Due date: November 28
Spot Attendance	5%	Unannounced attendance check (5 times)
Know your audience	6%	You will be asked to write 250 words on who your audience is and what tactics you will use to connect with them. See the assignment below for context. <b>Due date: TBD (approximately 2 weeks before your presentation)</b>
Presentation of Strategic Plan	20%	This project is a crossover with Dr. Brent McKnight class, IBH 3BB3. You will present your Strategic Plan from Dr. McKnight's class and be graded on the efficacy of your delivery; you will, at the very same time,

		<p>be graded on your Strategic Plan. I will examine your linguistic components on Grice's maxims, discourse markers, and pragmatics, your understanding of your audience, and your ability to make meaningful connections with your audience. <b>Due date: TBD – will be at the very end of the course.</b></p>
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### ***COURSE DELIVERABLES***

#### **Emotional Agility Reflection Journals:**

The emotional agility reflection journals will be completed in two installments. A list of topics from which students can choose their topics will be posted on A2L. Each entry will address elements of emotional agility, as discussed in week 1, in relation to other course topics. These entries are reflective in nature and are meant for students to examine their interpersonal communication skills and how these skills factor into their current professional and academic goals.

#### **Mock Dragon's Den**

Working in groups, students will create content to present as a "pitch" to the judges (Aya and TA). There are no limitations on what the teams choose to pitch. Emphasis is placed on the effectiveness of their presentation, both oral and visual. Groups will present together and will be expected to employ communication skills learned in class, to pitch their idea in the most compelling way possible. Groups will submit their prototype and ideation process for the product they are pitching. Groups will also submit their script, as well as a list of the interpersonal communication skills they plan on utilizing in the presentation to the class and judges. A detailed rubric will be available on A2L before reading week.

#### **Grice's maxims writing assignment**

This is a writing project. Students will choose any TED talk and analyze the talk based on Grice's maxims (quantity, quality, relevance, and manner). Students will critically think if the talk violates each one of the principles of communication.

### **Spot Attendance**

There will be 5 spot attendance checks. The number of attendance checks will be determined based on attendance numbers from week to week.

### **Know Your Audience**

This assignment is worth 6% of your grade and it is in preparation for the preparation for your Strategic Plan. You will be asked to write a 250 synopsis of your audience, focusing on their interests, needs, and receptiveness to new ideas. More details are forthcoming.

### **Presentation of Live Case in Strategic Management (20%)**

This project is a crossover with Dr. Brent McKnight class, IBH 3BB3. You will present a strategic plan from Dr. McKnight's class and present a strategic solution. At the same time, I will examine your linguistic components on Grice's maxims and pragmatics, your understanding of the audience, and your ability to build rapport and make meaningful connections with your audience.

Late assignments will be penalized at a rate of 25% per day – the TA requires time to grade and provide feedback.

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## ***COMMUNICATION AND FEEDBACK***

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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.degrootemcmaster.ca/forms-and-resources/missed-course-work-policy/>

### ***COURSE MODIFICATION***

From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

### ***GENERATIVE AI***

Students may use generative AI for brainstorming their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of brainstorming without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

### ***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](#).

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.

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**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. Avenue to Learn, 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](http://www.mcmaster.ca/academicintegrity).



## ***COURSES WITH AN ON-LINE ELEMENT***

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn, LearnLink, web pages, capa, Moodle, ThinkingCap, 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](mailto: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, Avenue to Learn and/or McMaster email.

### ***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 Fall 2024 Course Schedule (subject to change)**

<b>WEEK</b>	<b>DATE</b>	<b>ASSIGNMENT</b>
1	Tue. Sept. 3	Discuss: Class Outline, Schedule, Participation, Courseware Lecture: Great communication begins with a strong foundation: Exploring Susan David's concept of "Emotional Agility"
1	Thurs. Sept. 5	<b>Emotional Agility</b> Read: Susan David, Ch.5, "Walking Your Why" Read: HBR Emotional Agility

2	Tues. Sept. 10	<b>Self-Awareness</b> Watch: Stacey Abrams, “3 Questions to Ask Yourself with Everything You Do” Read: HBR “What Self-Awareness Really Is (and How to Cultivate It)”
2	Thurs. Sept. 12	<b>Confidence &amp; Competence</b> Read: HBR “Overcome the Eight Barriers to Confidence”
3	Tues. Sept. 17	<b>Building Relationships</b> Complete LinkedIn Learning course: “Building Business Relationships”
3	Thurs. Sept. 19	<b>Pre-Suasion: The Psychological Frame of Rhetoric</b> Read: Robert Cialdini, Pre-Suasion, “Introduction.”
4	Tues. Sept. 24	<b>Know and Connect with Your Audience</b> Watch: TED Talk: “Reading Minds through Body Language” (Lynne Franklin)
4	Thurs. Sept. 26	<b>Selling a Vision: Speaking</b> LinkedIn Learning: “Public Speaking Foundations” by Laura Bergells (1:03 hrs; certificate attached)
5	Tues. Oct. 1st	<b>Public Speaking and Pragmatics</b> Read: The Illocutionary Speech Acts in Students’ Public Speaking (Rahayu & Eripuddin)
5	Thurs. Oct. 3	The Illocutionary Speech Acts
6	Tues. Oct. 8	<b>Storytelling</b> Complete: LinkedIn Learning: “Telling Stories that Stick” (57 mins; certificate attached)
6	Thurs. Oct. 10	<b>Storytelling</b> Read: Cole Nussbaumer Knaflic, “Build Your Confidence,” pp.243-268.
	Oct. 15-17	<b>Reading week</b>
7	Tues. Oct. 22	<b>Group Preparation for Dragons’ Den</b>

7	Thurs. Oct. 24	Dragons' Den, Day 1
8	Tues. Oct. 29	Dragons' Den, Day 2
8	Thurs. Oct. 31	Dragons' Den, Day 3
9	Tues. Nov. 5	<b>Pragmatics in Communication</b> Read: Leezenberg, Michiel. "Power in communication: implications for the semantics-pragmatics interface." <i>Journal of Pragmatics</i> 34.7 (2002): 893-908
9	Thurs. Nov. 7	Read: Carston, Robyn. "Linguistic meaning, communicated meaning and cognitive pragmatics." <i>Mind &amp; Language</i> 17.1-2 (2002): 127-148.
10	Tues. Nov. 12	<b>Grice's Maxims</b> Read Chapter 4: Leech, Geoffrey N. <i>Principles of pragmatics</i> . Routledge, 2016.
10	Thurs. Nov. 14	Exercise on Grice's Maxims
11	Tues. Nov. 19	<b>Grice's Maxims</b> Read: Kuzhevskaya, Elena B. "Politeness strategies in business English discourse." <i>Training, Language and Culture</i> 3.4 (2019): 36-46.
11	Thurs. Nov. 21	<b>Discourse Markers</b> Read: An approach to discourse markers
12	Tues. Nov. 26	<b>Discourse Markers</b> Read: Bolden and Galina, "Little words that matter: Discourse markers "so" and "oh" and the doing of other-attentiveness in social interaction."
12	Thurs. Nov 28	<b>TBD</b>
13	Tues. Dec. 3	<b>Non-Verbal Communication</b> Read: Gifford, Robert. "The role of nonverbal communication in interpersonal relations." <i>Handbook of interpersonal psychology: Theory, research, assessment, and therapeutic interventions</i> (2010): 171-190.
13	Thurs. Dec. 5	<b>TBD</b>