

Papers & *Worksheets*

Extra Credit – 20 points or make up an absence

2.

Theatre Review of an Amarillo College Theatre Production

Name _____ Class Hour _____

Title of Play _____

Attach your ticket stub to your critique.

Discuss each of the following questions in 3 - 5 Sentences: Please substantiate your opinions with specific examples.

1. What is your impression of the play itself? (Consider universality, organization, characterization, dialogue, theme, unity, balance, variety, etc.)
2. Discuss the Acting. (Believability, voice, body, emotions, relationships, etc.)
3. Discuss the Directing: (stage composition, tempo, unity, aesthetic distance, etc.)
4. Discuss the Staging (set, lights, costumes, makeup, mechanics, etc.)
5. Audience Response (attention, appreciation, discussion, etc.)

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Review Teams

You will be assigned to a team with the responsibility of reviewing the class over the units of study for one of the three quizzes. Each team will receive a review sheet. You will have limited time in class to work together. You may contact other members of your team via e-mail and/or set up a private chat room in WebCT, or meet outside of class on campus.

Your team will be responsible for determining who does what. You may want to divide the review questions between members. One person may be responsible for game pieces, another for typing or compiling questions, and yet another for determining prizes. You divide the responsibility any way you want, but try to be equitable. I will provide you with an evaluation form following the review to assess how well everyone fulfilled their responsibilities.

Grading Criteria:

Group Activity - 60 points

_____	Thoroughness of the review	(20 points)
_____	Creativity of the review activity	(20 points)
_____	Degree of class participation	(20 points)

Individual Contributions - 40 points

_____	Participation with team in preparation	(20 points)
_____	Participation with team in performance	(20 points)

Since this is an interpersonal communication class I expect your group work to progress with communication skills in mind such as: perception checking, cooperation, openness, assertiveness, appropriate time use, clear verbal messages, confirmation, the principles of equality, balance, fairness and honest appraisal, positiveness and supportiveness!

Review Activity Suggestions

Plan a participation activity in which the class can take part. For example, five members of the class might participate in role playing while the others discuss their reactions first in small groups and then report to the class. The activity should take about 20 minutes.

Your activity grade is dependent upon the number of active participants!

Skits

Involve class as some of the actors, or to boo, hiss, cheer
Role playing (conflict strategies)

Games

IPC (family) Feud, Hollywood Squares, other TV games
Charades or Sign Language (Nonverbal)
Bingo
Football
Simon Says - Power)
Ungame (disclosure)
Scavenger Hunt (in class)
Simulations
Win as Much as You can (power)
"Who" (perception)

Group problem solving /discussion

"I'd prefer to be"
Small group discussion (TV family)
Debates
Group puzzles or models (communication model)
Write & sing jingles
Date/Mate
Partner work:
 Blocks back-to-back (listening)
 When I was young -- report to group
Video and reaction
 (Or respond through other suggested mediums)
Quiz & discussion
Self-esteem Train (I think I Can)

Prizes?

Perception Checking Paper

Due date _____

Remember to put your name and class hour on the paper.

Papers must be typed.

Please number your responses:

Part One (10 points)

1. **Download, or Xerox**, a cartoon that shows an example of misperception. If you wish to copy a cartoon from a web page and need directions, go to:
<http://www.actx.edu/~disted/on/help/webct/copygraphic.htm>
2. Give the title and author of the cartoon
3. Summarize what is happening in each frame of the cartoon.
4. Identify the misperception that has occurred.

Part Two (40 points) Refer to the chapter on perception in your text.

5. Identify ONE of the perception theories which seems to relate to your cartoon.
6. Define the theory, using the text. Remember to cite the page number.
7. Explain the theory in your own words. Do NOT refer to the cartoon, here. This will take about 4 or 5 sentences
8. Discuss the misperception that has taken place in the cartoon as it applies to this theory. (In other words, how does the theory in #6 relate to the misperception in #4.) This will take 5 to 10 sentences

Part Three (40 points) Select ONE of the characters in the cartoon. Refer to the Perception Checking Handout and write, in dialogue format, what that character might say to one of the other characters. Be sure to phrase the perception checking statement in positive terms

9. Which character will deliver the perception checking statement?
10. Have the character describe the behavior as he/she/it perceives it.
11. Have the character provide two possible interpretations or reasons for that behavior.
12. Have the character request feedback.

Part Four Reference material (5 points)

13. Give the reference material, for example:
DeVito, J. A. (2004). *Messages* (6th ed.). NY: Allyn and Bacon.

Schultz, C. (2004, January 3). Peanuts. *Amarillo Globe-Times*, p. D 4.
See more APA examples in the Student Packet.

Part Five Proofreading (5 points):

Check for spelling and grammatical errors.

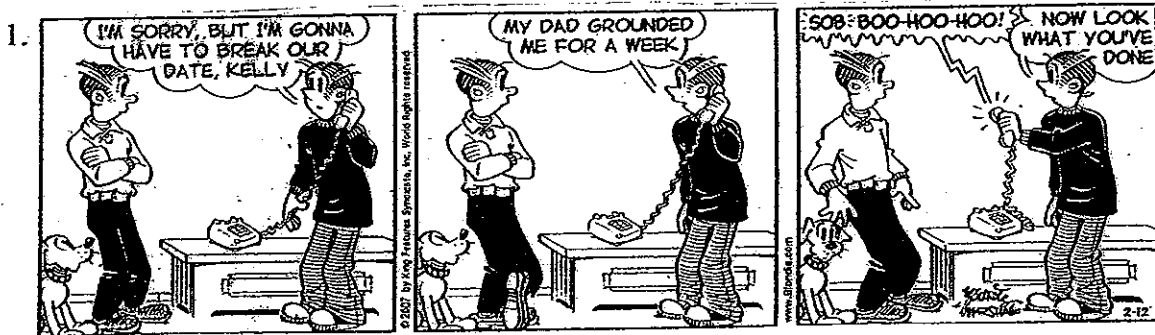
Remember neatness counts!

Name _____

Scheduled Class Time _____

Perception Checking Worksheet

Blondie



2. "Blondie" by Dean Young and John Marshall

3. In the first frame, Dagwood's son is on the phone breaking a date with a girl. In the second frame, he tells the girl he is grounded. In the last frame, the girl cries and the son blames the father.
4. The misperception is that the son thinks that it is the dad's fault that the girl is crying.
5. Self-Serving Bias
6. take credit for the positive and deny responsibility for the negative (pg. 65)
7. This means "patting yourself on the back" when something good happens to you, and blaming someone else when something bad happens.
8. The son is grounded, and instead of taking responsibility for whatever he did to get punished, he blames his dad for making him break the date.
9. Dagwood will deliver the perception checking statement.
10. I see that you're date is upset that you broke your date, and you think it's my fault.
11. Do you know what you did to deserve this punishment? -or- Do you think I punished you just to be mean?
12. What do think about the punishment?
13. DeVito, J.A. (2004). Messages (6th ed.) NY: Allyn and Bacon
Young and Marshall (2007, February 12). Blondie. *Amarillo Globe News*, B.5.

Remember to put your name and class hour on the paper.

Paper must be typed.

Please number your responses:

Attach a copy of your article to your paper.

Review a magazine article that focuses on the maintenance or repair of an interpersonal relationship. You might consider relationships in marriage, dating, or with family members; between friends or social contacts; or within the workplace.

Be sure that the article focuses on maintenance or repair and not primarily on the breakdown of the relationship.

Part One (10 points)

1. Identify the title of the article, the author, and the name of the magazine.
2. In one sentence, identify the major focus of the article.
3. Summarize the "problem" in two or three sentences. If there is no "problem" you may omit this question; enter "omit".
4. Identify the two major aspects of the article that you will review.

Part Two (30 points)

5. Summarize one of the major aspects of the article in a full paragraph. (Do not discuss the problem or conflict). Remember that paragraphs should include a topic or thesis sentence, at least three sentences of explanation, and a clincher or transition sentence. Use the APA format within the body of the paragraph if you are quoting from the article.
6. Summarize the second major aspects of the article in a full paragraph. (Do not discuss the problem or conflict). Remember that paragraphs should include a topic or thesis sentence, at least three sentences of explanation, and a clincher or transition sentence. Use the APA format within the body of the paragraph if you are quoting from the article.

Part Three (10 points)

7. Identify a theory from the text that relates to the major focus of the article.
8. Define the theory, using the text, in 3 - 4 sentences. Remember to cite the page number.
9. Explain the theory in your own words. Do NOT refer to the article, here. This will take about 4 or 5 sentences.

Part Four (20 points)

10. Link the information from the article directly to specific concepts presented by DeVito in his text. You will show how the two ideas for relationship maintenance, presented by the author of the article, are similar to the one theory presented by DeVito. (This paragraph will be 6 - 10 sentences long.)

Part Five (20 points)

11. Discuss how this information could be useful in helping us to be better communicators on an interpersonal level. In other words, if I were to use both the information presented by DeVito and by your author, how will my interpersonal communication improve? (This will take 6 - 10 sentences.)

Part Six - Proofreading & Bibliography (10 points)

12. Give complete bibliographical references at the end of your paper. Don't forget to include your text in the bibliography. Use the APA guidelines. Check for spelling and grammatical errors. Remember that neatness counts.

REFERENCES

All papers require bibliographical information. When you quote, or use original information from a source other than yourself, you should give credit to the author. The style manual we will use is the Publication Manual of the American Psychological Association (APA). Everything in the paper should be typed double spaced, including the reference page. Indent the first line of each new listing.

The APA manual gives this information:

Whether paraphrasing or quoting an author directly, you must credit the source [to avoid plagiarism].... For a direct quotation in the text, give the author, year, and page number in parentheses (paragraph numbers may be used in place of page numbers for electronic text). Include a complete reference in the reference list. Depending on where the quotation falls within a sentence or the text, punctuation differs. When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text (97).

Note: Because the above quotation is lengthy, it is indented as a block. In your papers, it would also be double spaced. Note also that the punctuation at the end of quote is different from that of the following examples.

Reference Citations in the body of your paper should look like these:

Example 1:

DeVito (2004) states that "understanding [interpersonal communication] interactions is an essential part of a liberal education" (5).

Example 2:

She stated, "The 'placebo effect' . . . disappeared when behaviors were studied in this manner" (Miele, 2001, 276), but she did not clarify which behaviors were studied.

Example 3:

Cushman (2002) suggests that..... (Page numbers are optional because the material is paraphrased.)

Example 4:

When the author you're using is quoting or paraphrasing someone else, your notation might look like this:

Wilmot (DeVito, 2004) goes on to define "a dyadic coalition [as] a two-person relationship formed for achieving a mutually desired benefit or goal" (7).

This would tell us that you are quoting from a book written by DeVito and that he is quoting Wilmot.

APA BIBLIOGRAPHY EXAMPLES AT THE END OF YOUR PAPERS

The following are APA bibliography examples. Please note: You do NOT write the words "Book," "Newspaper," nor "Magazine Article" on the reference page. They appear here simply to indicate the form that is used with the various medium. All references are to be double-spaced indenting the first line five spaces. The title of books and journals are underlined, as is the volume number. The title of articles are not underlined nor put in quotation marks. The numbers at the end of the reference indicate page numbers.

References

Books:

DeVito, J. A. (2004). *Messages: Building Interpersonal Communication Skills* (6th ed.). New York: Allyn and Bacon.

Grice, G. L., & Skinner, J. F. (2001). *Mastering Public Speaking*. Englewood Cliffs, NJ: Prentice-Hall.

Newspaper articles:

Schultz, C. (2004, June 3). Peanuts. *Amarillo Globe-Times*, p. D 4.

Lublin, J. S. (2004, December 5). The unemployed shun much mundane work, at least for a while. *The Wall Street Journal*, 25.

No author listed:

New drug cuts risk. (2005, Jan. 15). *The Washington Post*, A12.

Magazine articles:

Gardner, H. (2003, December). Do babies sing a universal song? *Psychology Today*, 74.

Journal articles:

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring processing organizations. *Consulting Psychology Journal: Practice and Research*, 45 (2), 10-36.

Television broadcast:

Crystal, L. (Executive Producer). (1995, October 11). *The MacNeil/Lehrer news hour*. New York and Washington, DC: Public Broadcasting Service.

Cassette recording:

Costa, P. T., Jr. (Speaker). (1998). Personality changes of adult life (cassette recording No. 207-433-88A-B). Washington, DC: American Psychological Association.

Elements of references to on-line information:

Use Internet references ONLY if you can provide all of the following information:

Author, I. (Date). Title of article. Name of Periodical [On-line], xx. Available: Specify path.

Author, I., & Author, I. (Date). Title of chapter or article. In
Title of full work [On-line]. Available: specify path

NOTE: I= initial of author's first name xx= page numbers

Essentially, you write the bibliography exactly as you do for a book, magazine, etc, and then add the URL.

Interviews: Interviews, and other personal communications, are not generally included in the reference list because they do not provide recoverable data. However, we will cite interviews for this class in the following manner:

Hanson, T. (personal communication, April 18, 2004).

Encyclopedias

NOTE: General encyclopedias may be used to give you an idea of the general nature of the topic or to provide leads to other sources. Encyclopedias, including CD-ROM versions, should NOT be used as primary sources. Specialized encyclopedias may be used with the instructor's permission. They are cited as books.

Relationship Maintenance Paper - Example

1. "Are You Mad at Your Husband?" by Michael Laser
Parents Magazine, October 2004
2. The major focus of this article is to address and mend the anger or resentment women are feeling toward their husbands.
3. Women are getting angry with their husbands when they feel the tasks of upkeep and interaction with their children, and domestic chores are not being distributed equally. Instead of dealing with the issue, many women will keep their emotions repressed because they feel unjustified or do not want to be construed as nagging. Eventually they do explode with rage and experience a temporary sense of relief. This of course is counterproductive. Plus, irritated mothers are not as patient, affecting interactions with their children.
4. There are many solutions the articles mentions. The two I will review are titled 'Identifying the Triggers' and 'Finding Practical Solutions'.
5. Before women can fix the problem, they need to determine when they get angry and what makes them angry. The article suggests women check on their own physiological state. Perhaps these women are more apt to be irritated when they are tired or have not been to the gym in a while. According to Daphne Stevens, Ph.D., in these instances women should "...schedule time to nourish themselves" (Laser 112). Also women should figure out what it is their husband is doing that is so aggravating. Once they have discovered the issue, women should decide if they may have a habit or trait their husband is reacting to. Often times more than one person is to blame in relationship problems.
6. Once the problem has been effectively determined, it is time to correct it. Of course if the woman is fueling the problem as well as her spouse, she will need to do maintenance on herself. To fix the husband, a wife will need to specifically tell him what it is she wants. A woman should ask her husband to do specific tasks and teach him how to do the tasks when he does not know how. Plus, and this is hard for many women, a man should not be criticized if he has made an honest effort that did not live up to his wife's expectations. Women should be tactful and respectful to their husbands when attempting to correct these problems
7. Relationship Maintenance/ Communication for Maintaining Relationships
8. Relationship maintenance is a condition of relationship stability in which the relationship does not progress or deteriorate significantly; a continuation as opposed to a dissolution (or intensification) of a relationship (DeVito 236; glossary 330). Maintenance serves to keep the relationship satisfying and maintain an appropriate balance between rewards and penalties (DeVito 236). One of the most important aspects of relationship maintenance, aside from realizing it needs to be done, is communication. Relationship communication is the communication between or among intimates or those in close

relationships; also known as interpersonal communication (DeVito 239; glossary 330). Suggestions for maintaining relationships include being nice, communicating, being open, sharing joint activities, and being positive.

9. Relationship maintenance is recognizing and fixing problems that occur in relationships; it is inevitable. Usually the problem is significant, but not something that could jeopardize the relationship. Miscommunication is a common problem that usually involves both participants of the relationship. People must learn how to talk to and understand each other in order for a relationship to be successful. There are certain conditions to follow in order to communicate effectively, many of which seem like common sense. This is where relationship communication comes in to play. The key to effective communication is to be respectful and up-front with the other person.

10. The article "Are You Mad" deals with recognition of a relationship problem and correcting the bad behavior. The essence of the correction segment of the article is communication. In the text, intrapersonal and interpersonal communications are discussed under the main topic of 'Relationship Repair'. However, I feel these are very important aspects for relationship maintenance as well since maintenance is similar to repair. The text book and article both show that problems in communication are caused by both partners. The text tells us that communication is circular and often times, to stop a problem, we must correct ourselves first (DeVito 250). The article shows that perhaps women are experiencing physiological problems or may play a roll in what is causing their husbands to act a certain way (Laser 112). Both the text and article show that checking our intrapersonal communication first will help interpersonal communication progress smoother. The article and text give practical solutions and tips on how to convey interpersonal communication effectively. Some examples include: engage in productive communication and conflict resolution, propose possible solutions, and affirm each other.

11. Communication is a subject everyone can relate to. A class or book on interpersonal communications is important and beneficial to anyone with a willingness for improvement. With the right attitude, students can actually learn something from this course. The interesting thing is, once they are intrigued by the skills taught in class, students are compelled to learn more. The more people seek to improve themselves the more they will learn. The skills students learn in a communication class will be reinforced through further research. That is how they will improve their interpersonal communications. I honestly do not think the textbook and magazine articles would be used together for personal improvements. I do think people who have taken this class would be more inclined to read communication improvement articles or other books. These individuals would be able to apply article specifics to their own relationships with a positive approach. In fact, I have noticed this trend in myself the past few weeks.

12. DeVito, J.A. (2004) *Messages: Building Interpersonal Communication Skills* (6th ed.). New York: Allyn and Bacon.

Laser, Michael. (2004, October). Are You Mad at Your Husband? *Parents*, 109.

Nonverbal/Verbal Messages Paper Number Three

This paper is going to allow you to recognize and explain the interaction of verbal and nonverbal communication in your everyday world. The goal is to observe interpersonal interactions around you, paying close attention to the role of nonverbal communication and the combination of verbal and nonverbal to create meaning.

Step One:

- Go on a scavenger hunt for nonverbal messages. You are to act as and observer. Take notes since you will have to report your findings in a written paper.
- Look for the interactions in person. Watch those around you. Do not get your entries from television or second hand.
- Do not intimidate or infringe on the rights of others. If you think you may have made someone uncomfortable, be sure to let them now that you have been conducting a nonverbal observation for your interpersonal communication course.
- Look for some of the following situations:
 - Observe people's physical positions. Identify both the verbal and nonverbal behaviors.
 - Notice what happens when someone sits near an already seated person. (See page 126, "Territoriality" in the text.)
 - Look for places which have been "marked" with someone's possessions. (See page 126, "Territoriality" in the text.)
 - Notice what happens when a clerk in store approaches a customer. Note the pattern of eye contact at different distances (public, social, personal). (See page 124 "Eye Messages" and p.125, "Proxemic Distances" in the text.)
 - Observe an instructor and a student talking. Note any nonverbal behaviors which convey low or high status (touch, p. 129; leave taking, p. 178; distance, p.125; speaking vs. listening, p. 175; time, p.132; etc.)
 - Observe someone's use of emblems, regulators, illustrators or adaptors. (See page 119, "Body Movements" in the text.)
 - Observe the way verbal and nonverbal messages interact. Identify which of the six major ways in which nonverbal messages are used with verbal messages. (See page 117, "Integrating Nonverbal and Verbal Messages" in the text.)