

Description of Presentation Assignments

Show and Tell Presentation

Time limit: 1-1.5 minutes

Who can forget one of the most exciting things about kindergarten? No, I am not talking about snack or nap time, rather I am referring to Show and Tell! Now, you have an opportunity to relive a part of your history. For this assignment, you are to bring in an object and share with the class why it has special significance to you. Your presentation is to last no longer than two minutes.

Your grade will be based on how well you present and share.

<i>Your Show & Tell Object should:</i>	<i>Your Show & Tell Object should NOT:</i>
<ul style="list-style-type: none">• Be something that has special significance to you	<ul style="list-style-type: none">• Be alive, illegal, or inappropriate
<ul style="list-style-type: none">• Something you will not mind passing around	<ul style="list-style-type: none">• Be fragile or extremely expensive
<ul style="list-style-type: none">• Give us insight into you and your personality	

Feedback Report

One of the most difficult tasks in interpersonal relationships is providing feedback or constructive criticism. The feedback report is an excellent opportunity to help your associates (friends, family, co-workers) grow and improve, while simultaneously fostering a supportive and more productive relationship.

For this assignment, you are to use what we have learned in class about whole messages and providing constructive feedback to author three feedback reports. You are to type three whole messages including a consequence -- one for each situation provided to you. In order to help with perspective taking and construct effective whole messages, you will need to answer some questions in advance of writing the whole message.

Pat

You and Pat have been friends for as long as you can remember. You went through elementary and high school together. Because you are so close, you decided not only to go away to college together, but to live together as well. As an investment, Pat's parents bought a second house near your college. While you two are attending school, you live there, and in the future, they will rent it out for a profit. You do pay rent to Pat's parents, but your rent is much less than you would pay if you were living elsewhere in town. This reduced rent really helps you out because money is often tight for you.

Three months ago, Pat started a romantic relationship, and rather than following your agreed upon household responsibilities, you often find the bathroom not cleaned and plants dying because they are not watered. You have commented to Pat that these tasks need to be done. You have twice before brought up your agreed upon division of household chores. However, things are not getting better; they are actually getting worse. To be fair to Pat, you know that you sometimes fail to wash the dishes and take the garbage out on time, but at least you apologize and get your chores done soon after they were supposed to be.

You are upset by Pat's lack of follow through and apparent ignoring of your agreement. Further, your boss from your new job informed you that she might need to stop by your apartment occasionally on her way home to drop off important documents. You are concerned about how the appearance of your apartment might reflect on you. You want to stay roommates, but you need something to change.

Before writing a whole message with a consequence, please answer the following:

- (1) Come up with three adjectives (descriptive words) that describe the behavior that needs to be changed.
- (2) What are the advantages and disadvantages to providing this feedback? What are the advantages and disadvantages to not providing this feedback?
- (3) Why might this person act this way?
- (4) Write one sentence that defines the desired behavior that you would prefer to see.
- (5) Author a whole message that accurately summarizes the problem and provides clear, actionable steps he can take to address the issue. Do NOT simply restate the information provided above.
- (6) Create an action plan with measurements to ensure that he knows if he is succeeding in achieving your goals for him

Dillon

You and Dillon started work on the same day. While not good friends, you definitely have become “work buddies.” The two of you pride yourself on being hard workers and doing a better job than your fellow employees. Together, you stay late and come in early to do extra work and make sure that things go well. Two weeks ago, you met for dinner after work to celebrate your year anniversary at your company. Things began to change last week. Your boss promoted you to shift supervisor. You now are in charge of three people, including Dillon. Since your promotion, Dillon has cut back his work intensity. He still gets his job done, but he no longer works as hard as he did. Further, because he knows about your personal life, he sometimes will reveal personal information about you to others that work for you. Recently, he let your employees know that you still live at home with your parents. You are conflicted because you want to retain Dillon as a friend, but you need to have respect from your employees and make sure that everyone does their job to the best of their ability.

Before writing a whole message with a consequence, please answer the following:

- (1) Come up with three adjectives (descriptive words) that describe the behavior that needs to be changed.
- (2) What are the advantages and disadvantages to providing this feedback? What are the advantages and disadvantages to not providing this feedback?
- (3) Why might this person act this way?
- (4) Write one sentence that defines the desired behavior that you would prefer to see.
- (5) Author a whole message that accurately summarizes the problem and provides clear, actionable steps he can take to address the issue. Do NOT simply restate the information provided above.
- (6) Create an action plan with measurements to ensure that he knows if he is succeeding in achieving your goals for him

Your mom

You and your mother have always been close. Of course, through the years you have had some issues, but you are friends and you seek advice and guidance from each other. It has been hard for you to see your mother get older. While she does not currently have any major health issues, she is slowing down and more frequently visiting the doctor. Your mother has always been a confident person who prides herself on taking care of herself. Recently, you found out that your mother went to the emergency room. She did not tell you or anyone in your family. When you confronted her about this, she told you that it was none of your business, she did not want to worry you, and to leave her alone. You are worried about her health and your relationship with her.

Before writing a whole message with a consequence, please answer the following:

- (1) Come up with three adjectives (descriptive words) that describe the behavior that needs to be changed.
- (2) What are the advantages and disadvantages to providing this feedback? What are the advantages and disadvantages to not providing this feedback?
- (3) Why might this person act this way?
- (4) Write one sentence that defines the desired behavior that you would prefer to see.
- (5) Author a whole message that accurately summarizes the problem and provides clear, actionable steps he can take to address the issue. Do NOT simply restate the information provided above.
- (6) Create an action plan with measurements to ensure that he knows if he is succeeding in achieving your goals for him

Active Listening Report

You are to practice your newly acquired empathetic listening skills on three different individuals. Each conversation should be natural without your partner knowing that you are conducting this activity. Further, each conversation is to be at least 5 minutes in length.

You are to provide one sentence answers to the following four questions for each of your practice sessions (in other words, I expect one typed sheet of paper containing 12 answers – 4 for each of the 3 situations).

Questions:

1. With whom did you converse?
2. What topic was discussed?
3. How did you do using empathetic listening?
4. What will you do next time to improve your empathetic listening?

Show and Tell Grading

Object: _____

Time: _____

Overall: (2 points each)

Clear explanation of object: 0 1 2

Clear explanation of object's significance: 0 1 2

Delivery: (1 point each)

Confidence: 0 1

Poise: 0 1

Clarity: 0 1

Volume: 0 1

Connection to audience: 0 1

Time met: 0 1

TOTAL: _____ / 10

Strengths:

Things to work on:

Self-reflection Essay

We have spent time in class discussing individual differences. For this assignment, you will take several personality inventories via the web that we discussed in class. These include: Machiavellianism, self-monitoring, locus of control, communication apprehension, attachment style, loneliness, and argumentativeness. I would like for you to spend some time reflecting on your results. You will then write up a self-reflection essay that *first summarizes your results and then comments on your thoughts about these results*. Finally, you will conclude by documenting how you might change the way you relate to others based on this information.

Specifically, type a grammatically correct essay of at least 1,500 words that details your reflections. We are particularly interested in learning how your new-found understanding of yourself will affect how you relate to people in the future.

- After completing the surveys and prior to writing, look over your notes from our classes that covered personality as well as chapters from the book dealing with self-concept, disclosure and society. Then, reflect on interpersonal interactions where some of your personality characteristics came to into play. You may find it helpful to ask yourself:

- How did my personality influence how I handled myself and treated others?
- What goals do I tend to pursue (what do I want and what do I tend to avoid) based on my personality?
- Does my personality draw me to certain types of people and situations?

Please use specific examples in your essay.

- Additionally, spend some time thinking about how what you have learned might help you in the future. Be sure to tell us how you intend to start using this information

What we're looking for in the reflective essay:

Clear organization

Well-developed, focused paragraphs

Specific examples, details

Well-constructed sentences

Correct grammar and punctuation

Form: typed, double-spaced

Reflective Essay Structure

The Introduction:

1. The first two sentences will set the tone and establish the topic of the essay.
 - A. word choice
 - i. key terms (reveal the topic)
 - ii. Choose your words to set the tone; this will help reveal your purpose for writing.
2. The next few sentences should be establishing the essay map for your reader.
 - A. What are the main ideas/topics you will be discussing in the order you will be discussing them.
3. The last sentence in your introduction should be your thesis. The thesis is clearly demonstrating to your reader what your essay's topic and focus are.

The Body

The middle sentences of your introduction will determine the order of your ideas. Follow that map for the order of your paragraphs' topics.

1. The Body Paragraphs

- A. Your body paragraphs should follow this basic format.
 - i. The first sentence is your topic sentence that directly supports your thesis
 - a. You subtopics need to directly support the first sentence of the paragraph.
- B. USE TRANSITIONAL WORDS OR PHRASES BETWEEN PARAGRAPHS AND DIFFERENT IDEAS INSIDE OF PARAGRAPHS

The Conclusion

- 1. Your conclusion should bring closure to your purpose for writing, to persuade, explain, or demonstrate.
 - A. The first sentence should be a restatement of the thesis, or in the persuasive essay, a suggestion of the thesis. Here, in the conclusion, it should be reworded, using stronger words that suggest more authority.
 - B. You should recapitulate (recap) the major points. Again, with greater authority because it can be assumed you have proven the focus of your thesis.
 - C. Your final sentence should be the "little extra" that can be inferred from the conclusion of your argument. In the case of the persuasive essay, it should be the thesis stated with conclusive authority. Do not simply copy the thesis.

Self-review Paper Grade Sheet

Writing (grammar, punctuation):	Excellent	Very good	Good	Needs work	Unacceptable
Format (follows outline):	Excellent	Very good	Good	Needs work	Unacceptable
Reflection on survey results:	Excellent	Very good	Good	Needs work	Unacceptable
Summary of survey results:	Excellent	Very good	Good	Needs work	Unacceptable
Class concepts applied:	Excellent	Very good	Good	Needs work	Unacceptable

Relationship Interview Paper

Some of the best resources for what makes for a successful, satisfying relationship are right under our noses. For this assignment, you are to interview three people to whom you are close – one needs to be an older relative, such as a parent. You will ask each of these people a series of questions about their current and/or past romantic relationships. Be sure to utilize your active listening skills we developed earlier in class. You will then write a paper that reveals the information that you learned from these interviews. Your paper will take the form of a newspaper article in that it will have a headline that reads: “The Secrets to A Successful Romantic Relationship Are Revealed.”

Specifically, type a grammatically correct essay of at least 1,000 words that details your interviewees’ ideas for a successful romantic relationship. Based on what you learn from your interviews, you should identify key concepts or “secrets” that lead to success in relationships. Rather than directly report your interviewees’ responses, come up with generalized statements and then include your interviewees’ responses as quotes and evidence to support your points and ideas just like newspaper articles do. *Please mention and link to concepts and ideas discussed in class.*

Some suggested questions to ask:

Think about a person with whom you have/had a successful romantic relationship...

- What characteristics or qualities lead you to pursue him/her as a romantic partner?
- How did you know when you were falling in love? What did you do for your partner to show you were falling in love?
- What did you and your partner do to demonstrate commitment to your relationship (e.g., date exclusively, live together, propose marriage, have a child)?
- What sacrifices did you and your partner make to be together (i.e., what did you have to give up to be together)?
- What things do/did you do to keep your romance alive and let your partner know you love him/her?
- How do/did you resolve conflicts with your partner?
- What advice would you give to a new couple about how to make for a lasting, happy romantic relationship?

Relationship Interview Paper Grade Sheet

Writing (grammar, punctuation):	Excellent	Very good	Good	Needs work	Unacceptable
Format (reads like a newspaper):	Excellent	Very good	Good	Needs work	Unacceptable
Good insight into relationships:	Excellent	Very good	Good	Needs work	Unacceptable
Advice/secrets well supported:	Excellent	Very good	Good	Needs work	Unacceptable
Class concepts applied:	Excellent	Very good	Good	Needs work	Unacceptable

Victim of Persuasion

For this assignment, you are to place yourself in a situation where you will be the subject of a persuasive agent's attempt to influence you to change your attitude(s) and/or behavior(s). You are to select a situation that is likely to involve direct, person-to-person persuasion; that is, you cannot use television or radio commercials. Your situation is to focus on persuasion, not intimidation, coercion or manipulation. Further, your situation must not involve anything illegal or immoral. Examples of possible persuasion situations include:

- Ask a salesperson for help (e.g., car, cell phone, clothing salespeople)
- Ask a teacher (not me) why his or her subject is important
- Ask your parents why you should go to school

You will write a report of this experience. Please type up answers the questions below:

- 1) Describe your persuasion situation. Why did you select this?
- 2) What were the persuasive agent's goals?
- 3) What techniques and appeals were used (e.g., logos, pathos, ethos, etc)? Give examples
- 4) Was the persuasive agent effective? Why or why not?
- 5) Was the persuasive agent successful? Did you change your attitude(s) or behavior(s)?

Agent of Persuasion

For this assignment, you are to try to persuade someone to change his or her attitude(s) and/or behavior(s). You are to select a situation that is likely to involve direct, person-to-person persuasion. Your situation is to focus on persuasion, not intimidation, coercion or manipulation. Further, your situation must not involve anything illegal or immoral. You may not ask for money or other items of value. Examples of possible persuasion situations include:

- Trying to convince a loved one to let you do something they typically would not (e.g., stay out past curfew, travel some place, etc.)
- Trying to get a teacher (not me) to change an assignment's grade or delay an assignment.
- Trying to get someone to sign a petition for a cause.

You will write a report of this experience. Please type up answers the questions below:

- 1) Describe your persuasion situation. Why did you select this?
- 2) What were your goals?
- 3) What techniques and appeals did you use (e.g., logos, pathos, ethos, etc)? Give specific examples.
- 4) Did your target try to resist your persuasion (i.e., counter argue)? If yes, what did they do?
- 5) Were you effective? Why or why not?
- 6) Were you successful? Did you change your attitude(s) or behavior(s)?

Dear Abby Assignment

You are to assume the role of Dear Abby. Take a communication conflict from your life that has occurred recently or is currently happening. Form the situation into a question and use this question as your first sentence. Type a 1-page (at least 500 words), grammatically correct paper on this interpersonal conflict communication situation. You will analyze the situation using terms and theory that you have learned in class. Your goal is to analyze effectively the situation and provide advice for how to make the communication more effective. You should use at least 3 concepts discussed in class. Your grade will be based on the thoroughness of your description and advice. Please refer to the sample Dear Abby letter that I provide.

Example communication situations could include:

- Dear Abby: My family never talks. How do I stop the yelling?
- Dear Abby: My boss is offensive. How do I stop the insults?
- Dear Abby: My romantic partner is non-committal. How do I get our relationship to progress?

Dear Abby Grade Sheet

Format followed:	Excellent	Very Good	Satisfactory	Needs Work
Writing (proof read):	Excellent	Very Good	Satisfactory	Needs Work
Class concepts applied:	Excellent	Very Good	Satisfactory	Needs Work
Resolution is realistic:	Excellent	Very Good	Satisfactory	Needs Work

Sample Dear Abby Assignment

Dear Abby,

My mother passed away last year during the holidays. A few months later, my younger brother approached me about borrowing a large sum of money. After weeks of agonizing over this decision, I decided that I couldn't take the risk and told him "No". It's been six months since we've talked. Even though he says there are no hard feelings, he doesn't respond to my calls or emails. We have always been close. What should I do now?

Signed,

Hurt and confused.

Dear Hurt and confused,

As the old saying goes, "You should never lend money to your friends or family if you value the relationship." You did the right thing, but it sounds like your brother is still hurt and angry. There are many things you can do to try to remedy the situation.

The first step is to use a form of confirming communication. Given the facts that you've stated in your letter, it might be important to relate to your brother that you acknowledge his feelings on the matter. You might try by saying something like this, "Jim, I know that you're disappointed about my decision and I understand how you must feel, but please understand that I had my reasons. I hope that we can work this out." This form of confirming communication is known as **Acknowledgment**. Listening is the most important form of acknowledgment.

Obviously, you and your brother are experiencing conflict, but remember that there are many myths about conflict. Most people think that all conflict should be avoided, but research has shown that conflict can be beneficial for unity and correctness. Use this opportunity to not only solve this misunderstanding but also dig deeper to find out if, perhaps, you have hurt your brother in other ways in the past that you don't know about. This would be a perfect time to use another communication tool to help you re-connect with your brother. This tool would be "**Conflict Management via Negotiation.**"

It is important when using Conflict Management techniques to separate the problem from the person. Negotiate and offer another concession in an attempt to achieve agreement. Is there something else that you could do for him that would be easier for you to accommodate? Let him explain in detail the reasons why he needs the money.

Many times, needing money is a symptom of another problem. If he can't manage his money, what else can't he manage? Maybe he's having marital problems, problems on the job, or trouble with his kids. It might be that he is still mourning your mother's passing. Try to let him speak without interruption and let him vent. This is referred to as **empathetic listening** and is often used to help others solve problems.

Remember to avoid the two major pitfalls of empathetic listening: an advising or judgmental response. Empathetic listening is a powerful tool that can build bridges in relationships. Avoid the temptation to advise him on how to solve his money problems. Avoid judging what he is saying. The best response you can give when he is speaking is no response. If he believes that you are actively listening to what he is saying, this might be the key in rebuilding your relationship.

Good luck,

Abby

Deception Journal

Over the course of several days, you are to record and analyze the deceptive message you communicate to others as well as the lies that others tell you. You may want to keep a notebook handy so you remember the specifics of each deceptive event. Once you have documented six deceptive messages (at least three of which need to come from other people), you are to complete the attached chart. Your grade will be based on how thoroughly you review and analyze the deception that you encounter.

Date of deception 1:	Who was the deceiver?
Deceptive communication:	
How do you know that there was deception?	
Why was deception used? What was the motivation?	
What were the consequences of the deception for the deceiver, the target and their relationship?	
What non-deceptive message could have been delivered instead?	
Date of deception 2:	Who was the deceiver?
Deceptive communication:	
How do you know that there was deception?	
Why was deception used? What was the motivation?	
What were the consequences of the deception for the deceiver, the target and their relationship?	
What non-deceptive message could have been delivered instead?	

Date of deception 3:	Who was the deceiver?
Deceptive communication:	
How do you know that there was deception?	
Why was deception used? What was the motivation?	
What were the consequences of the deception for the deceiver, the target and their relationship?	
What non-deceptive message could have been delivered instead?	
Date of deception 4:	Who was the deceiver?
Deceptive communication:	
How do you know that there was deception?	
Why was deception used? What was the motivation?	
What were the consequences of the deception for the deceiver, the target and their relationship?	
What non-deceptive message could have been delivered instead?	

Date of deception 5:	Who was the deceiver?
Deceptive communication:	
How do you know that there was deception?	
Why was deception used? What was the motivation?	
What were the consequences of the deception for the deceiver, the target and their relationship?	
What non-deceptive message could have been delivered instead?	
Date of deception 6:	Who was the deceiver?
Deceptive communication:	
How do you know that there was deception?	
Why was deception used? What was the motivation?	
What were the consequences of the deception for the deceiver, the target and their relationship?	
What non-deceptive message could have been delivered instead?	