

# RPSY400: Interpersonal Dynamics, Syllabus

## Course Description: QM Standards 1.1 and 1.2

The main objective of this course is to develop a scientific basis for understanding and building compassion toward self and others. This course will introduce the student to the latest research on compassion as a fundamental basis for intra- and interpersonal relationships, and offer practical exercises designed to strengthen the student's capacity to be compassionate to self and others as a pathway to effective interpersonal dynamics.

## Course Prerequisites: QM Standard 1.5

Students need the following to be successful in this class or any other online class.

- Reading Skills: Students must be able to read at a college level.
- Writing Skills: Students should have had at least one college-level composition course prior to taking this course, must be able to write a 5-paragraph essay, and must have research skills.
- Technology Skills: Students must have some knowledge of online learning-management systems and their navigation. Students need to be able to upload and download files and use email. New skills, such as use of discussion boards, blogs, and journals will be learned in this class.
- Having had a foundational psychology course would be helpful but not necessary.

## Textbook Information: QM Standard 4.6

**Required Text: Stein, S. J., & Book, H. E. (2011). *The EQ edge: Emotional intelligence and your success* (3<sup>rd</sup> Ed.). Ontario: Jossey-Bass.**

ISBN-10	0470681616
ISBN-13	978-0470681619
Publisher	Jossey-Bass
Publication Date	April 26, 2011
Binding	Paperback
Price	\$18.54 at Amazon

Other **optional resources** for your personal study are listed below.

Cornwall, M. (2010). *Go suck a lemon: Strategies for improving your emotional intelligence* (3<sup>rd</sup> Ed.). Shelbyville, KY: Minihead Jungle Pants.

Goleman, D. (2012). *Emotional intelligence: 10<sup>th</sup> Anniversary edition*. New York: Bantam.

## Minimum Technical Requirements: QM Standard 6.4

You will need the following software in order to complete the activities in this class:

**Microsoft Word:** You will save and upload all assignments as .docx files.

**Adobe Acrobat Reader:** Test your computer by trying to open this file: [PDF File](#) . If you do not have Adobe Acrobat Reader, you can download it free from: <http://www.adobe.com/products/acrobat/readstep.html>

**PDF Creator Software:** If you do not have the capability on your campus to print files to PDF, you can download a free version of Cute PDF at: <http://www.cutepdf.com/Products/CutePDF/writer.asp>

**Virus Protection Software.** This course requires you to download and upload files from your PC. Virus protection software protects your computer and my computer.

## **Instructor Information: QM Standards 1.7 and 5.3**

## **Personal Commitment: QM Standards 1.7 and 5.3**

To the best of my ability--given unforeseen circumstances--my personal commitments to you as a participant include:

- I will reply to phone messages and course mail messages within 24 hours.
- I will read all discussion postings and will reply where appropriate within 3 days.
- I will acknowledge my receipt of every course mail message immediately upon reading it. If I am unable to respond to the request or concern at the time of initial reply, I will give you an estimated time for my next reply.
- Response time to **emails** posted **in the Blackboard email tool** will be no more than 24 hours during the week and within 48 hours on weekends. Emails sent to my work account may take longer due to the heavy volume of email I receive.
- If I am going to be away from the course space for more than a day or two, I will send a message to you indicating the length of my absence.
- I will regularly update information regarding due dates in the course announcements.

Virtual Office Hours: I am available in my virtual office by appointment only. Send me an email to set up an appointment.

## **Grading Policy: QM Standard 3.2**

### **General Policies for Assignments**

1. **A grading rubric** will be provided to you with each assignment so that you know what is expected of you. The instructor will use this to grade your assignment.
2. Assignments will be graded as they are submitted and within 5 days of submission.
3. **Assignments** submitted by the "**BONUS DATES**" on the Course Schedule will receive 2 bonus points each. You have the opportunity to earn 8-10 bonus points per module.
4. While I will suggest Bonus Dates for assignments to help you stay on track, each module will have a **firm deadline** after which the module will close and **no assignments will be accepted in any form or for any reason**. Please do not ask for exceptions of any kind. The deadlines for each module are clearly stated in the introduction of each module and in the course calendar and schedule.

### **Instructions for Writing Essays:**

- Use a five-paragraph-essay format, i.e., introduction, body paragraphs, conclusion
- Cite your references both in-text and on a citation page using MLA or APA format. You may use these resources: [The Purdue Writing Lab](http://owl.english.purdue.edu) (<http://owl.english.purdue.edu>) and [Son of Citation Machine](http://www.citationmachine.net) (<http://www.citationmachine.net>).
- Use 12-inch font, 1-inch margins, and double-spacing
- Write no more than three pages
- Use spellcheck

## Instructions for Discussion Posts:

The purpose of discussions is to share what you have learned from your reading and your own experience in other situations.

Your original discussion posts should reflect both the content and your own experience, but where you discuss content from the book or other resources, **you must cite your source or sources.**

For every discussion, you must reply to at least two other students' posts. In these posts, you are reflecting back what they have said, **and** you are making an editorial comment about what they have said, based on your understanding of the content you have studied and your own experience. **Again, you should support your statements** with proper citations from the text or other resources. **Reply posts of "I agree" or "I disagree" alone will not be accepted.** Responses in these discussions should help move the discussion forward and open new opportunities to learn.

All discussions must use proper grammar, spelling, and punctuation. Note that you will not be able to read posts until you yourself have posted.

**Evaluation and Grading:** The types of learning activities and points assigned are shown below. The sequence of assignments with deadlines is shown in the Course Schedule found on the next page.

Learning Activities	Points Assigned
Quiz: 5 @ 10 points each	50
Discussions: 5 @ 35 points each	175
Essays: 5 @ 50 points each	250
Journal Entries: 5 @ 25 points each	125
<b>Total Points</b>	600

\*\*Bonus points will be added to your final points-total.

Based upon the 460 points for the semester as describe in the above learning activities table and in the course schedule, you will be graded as follows.

Points Earned	Percentage Grade Earned	Letter Grade Earned
600 - 540	100% - 90%	A
539 - 480	89% - 80%	B
479 - 420	79% - 70%	C
419 - 360	69% - 60%	D
< 360	59% or less	F

## Course Schedule: QM Standards 1.1 and 1.2

ACTIVITY	POINTS	BONUS DATE	FIRM DUE DATE
<b>MODULE 1</b>			
M1A1: Chapter Quiz #1	10		
M1A2: Discussion	35		
M1A3: Story	50		
M1A4: Journal Entry I	25		
<b>MODULE 2</b>			
M2A2: Chapter Quiz #2	10		
M2A2: Discussion	35		
M2A3: Essay	50		
M2A4: Journal Entry 2	25		
<b>MODULE 3</b>			
M3A1: Chapter Quiz #3	10		
M3A2: Discussion	35		
M3A3: Essay	50		
M3A4: Journal Entry 3	25		
<b>MODULE 4</b>			
M4A1: Chapter Quiz #4	10		
M4A2: Discussion	35		
M4A3: Essay	50		
M4A4: Journal Entry 4	25		
<b>MODULE 5</b>			
M5A1: Chapter Quiz #5	10		
M5A2: Discussion	35		
M5A3: Essay	50		
M5A4: Journal Entry 5	25		
Total Points	600		

## Course Alignment Map: QM Standards 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.4, 4.1, 4.4, 4.5, 5.1, 6.1, 6.2

The following chart shows how your assignments and course materials align with the 1<sup>st</sup> course objective.

Module	Objective	Course Materials/Technology	Assessment/Assignment
1	1 Differentiate leaders from followers	<ol style="list-style-type: none"> <li>1. Read text Introduction and first two chapters.</li> <li>2. Take Chapter Quiz #1.</li> <li>3. View the Motivational Video.</li> <li>4. Do the Website Leader/Follower Survey.</li> <li>5. Following assignment instructions, post to the Discussion Board</li> </ol>	M1A1: Chapter Quiz #1;  M1A2: Discussion

Note: This is a new course and will be fully developed if funded. Course objectives have been identified as:

- Differentiate leaders from followers
- Examine the roles of assertiveness, independence, and self-regard in becoming self-actualized.
- Appraise your ability to empathize and engage in social responsibility.
- Combine the tenets of adaptability and stress management to achieve happiness and optimism.
- Apply the tenets of emotional intelligence to your personal and professional lives.