









**Syllabus**  
**Elements of Interaction: Enhancing**  
**Personal, Professional and Internal Relations**  
**IDH 3034 U16**

**GENERAL INFORMATION**

**PROFESSOR INFORMATION**

 <b>Instructor:</b>	Dr. Wendy Guess	 <b>Email</b>	Canvas Inbox. Weekdays: response in 24-48 hours.
 <b>Office Hours</b>	By appt, via Canvas Inbox	 <b>Office</b>	RB 310
 <b>Class Schedule</b>	Certified Hybrid Wednesdays 11-12:15pm EST GC Rm. 273B	 <b>Phone</b>	(305) 348 - 2571

**COURSE DESCRIPTION AND PURPOSE**

Today more than ever before, we are a global society. In both work and life, we will encounter 1,000's of interactions every hour of the day in more variety. How do we begin to successfully navigate through the many potentially disruptive encounters? In the "Essential Elements of Interaction" course, we focus on the soft skills that employers demand from today's workforce to provide a competitive edge for students, such as team-building, critical thinking, strategic decision-making, empowerment, and of course, strong communication skills, etc. Additionally, we will explore interaction and inner-action from the perspectives of mental, physical, emotional, social, creative and soulful applications.

This course seeks to broaden student's communication, contemplative mindfulness and self-compassion awareness to support a more universal and global educational experience. We will investigate inner-action processes from the disciplines of contemplative tree, mental health and motor learning and psychological anthropology. We will also explore and engage with interaction from the perspective of the online, offline, rapport building, professional, intimate; informed by the disciplines of anthropology, health studies, leadership, business, communication and systems approach thinking.

This course is intended to further the FIU Vision of producing creative activities and lead transformative innovations locally and globally. The course will include lecture, video, strategic thinking, discussion, reading, presentation.

## STUDENT PERCEPTIONS OF TEACHING SURVEY (SPOTs) - EXPECTATIONS

Toward the end of the course term/semester, you will be asked to complete a questionnaire (survey). Taking the time to reflect is valuable for you, our FIU students. It gives you a chance to ponder what you have learned, how you learned it, and what might have helped you learn even more. As instructors we also reflect on our courses, so we seek valuable feedback to improve the design of the course and delivery of education materials that add to your future success in the workforce.

The following outline is from the student perceptions of teaching (SPOTs) survey designed by FIU in order to obtain that feedback. As you go through the course, keep these areas in mind. The survey is delivered in three sections:

1. Course Structure - addressing how course design, objectives, expectations and grading policies are communicated to students.
  - Description of course objectives and assignments
  - Expression of expectations for performance in this class
  - Description of grading policies in the course syllabus
2. Learning Support - addressing how the implementation of course design, learning process, pacing, clear communication, class flow management are being communicated to students.
  - Consistency in following the course syllabus
  - Preparation for class
  - Use and management of class time
  - Knowledge of course content
  - Communication of ideas and information
  - Stimulation of interest in course
  - Facilitation of learning
  - Provide feedback about your performance
3. Student-Learner Interactions - addressing how the student-instructor interaction elements are handled.
  - Availability to assist students in or out of class
  - Respect and concern for students
  - Fairness of instructor
  - Overall assessment of instructor

## COURSE OBJECTIVES

At the end of this course students should be able to:

1. Interpret the concepts of interaction and inner-action
2. Analyze five areas of healthy interaction – mental, physical, emotional, soulful, creative and inspirational to design specific activities that support them.
3. Develop healthy approach to self-compassion and contemplative goals
4. Engage in successful inner-actions and interactions in a variety of cultural and professional settings
5. Explore the prevalence of emotional “constipation” or the lack of social-emotional literacy.
6. Experience systemic and systems approach concepts to broaden awareness and observation.

## COURSE GLOBAL LEARNING OUTCOMES

1. **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
2. **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
3. **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

## TEACHING METHODOLOGY

This course is intended to further the FIU Vision of producing creative activities and lead transformative innovations locally and globally. The course will include lecture, video, strategic thinking, discussion, reading, presentation. Students will use technology tools to enable their learning.

This is a Certified Hybrid course delivered through Canvas Learn. The course site will be employed to deliver the course by providing communication tools, evaluation tools and quick access to the course content materials. To log in, go to [FIU Online's website](#) and login to the new Canvas Learn. Your username is your FIU MyAccounts username (Example: jdoe001) and your password is your FIU MyAccounts password.

FIU online will hold several orientation sessions. I strongly recommend you attend one session to familiarize yourself with the learning system as soon as you can. You can find [tutorials and documents that will help you familiarize with the system](#).

## PREREQUISITES

There are no specific prerequisites with the exception of being admitted to the Honors College.

## TEXTBOOK

There is no formal textbook, we will be engaging in knowledge acquisition from various articles, videos and discussion. I will provide suggested books for diving deeper into certain topics.

## COURSE DETAIL

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### COURSE COMMUNICATION

**Please use Canvas *Inbox* to contact the Professor.**

Canvas Inbox is a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Canvas to send/receive/read messages. The Inbox tool is located on the left side Course Menu (Canvas user interface). It is recommended that students check their Inbox weekly to ensure up-to-date communication.

Students should expect a response to this communication within 1-2 days. On occasion, one email may slip past. If you have not received a response within 3 days please resend your question to me.

Visit our [writing resources page](#) for more information on professional writing and technical communication skills.

## GRADING

Course Requirements	Number of Items	Points for Each	Weight (%)
Quizzes (online via Canvas)	5	5	40%
Activities (Meets Honors Portfolio SLOs - Leadership, Community, Interdisciplinary)	8	5	40%
Innovating Interaction Project (Meets Honors Portfolio SLO - Research)	1	20	20%
<b>Total</b>			<b>100%</b>

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	93 or above	B	83 - 86	C	70 - 76 (140pts)
A-	90 - 92 (180pts)	B-	80 - 82 (160pts)	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

## COURSE CALENDAR

The following course calendar is meant to be a topic guideline. Please check Canvas Modules for specific Due dates and requirements.

Date	Tasks
<b>Aug 25</b>	<p><b>Module 1 – How Do We Interact?</b></p> <p>Out of Class: Assigned materials</p> <p>In Class 1: Welcome, Icebreaker: Recognizing Emotional Constipation</p> <p>In Class 2: Getting Unstuck - Getting Unstuck workshop</p> <p>In Class 3: Interactional Styles of the Wise and Wacky, Universal Questions</p>
<b>Sept 15</b>	<p><b>Module 2 – Healthy Interaction Starts from Within</b></p> <p>Out of Class: Assigned materials</p> <p>In Class 4: Wisdom - Activity Journaling on contemplative experiences, Brain and mental health literacy</p> <p>In Class 5: Empowerment - Physical literacy, motivation and goal setting</p>

	In Class 6: Inspiration - Journaling thoughts, dreams
<b>Oct 6</b>	<b>Module 3 – Interaction Systems: Personally and Professionally</b> Out of Class: Assigned materials In Class 7: Expression - Engagement practice In Class 8: Creativity - Physical literacy, motivation and goal setting
<b>Oct 27</b>	<b>Module 4 – Social Emotional Interactions</b> Out of Class: Assigned materials In Class 9: Emotional Intelligence - Hands-on leadership styles, Defining and applying emotional intelligence literacy In Class 10: Contemplative Inneraction - Inner-action and Contemplation In Class 11: Anthropology of Emotions - Cultural approaches to emotions In Class 12: Empowering communication skill - crucial conversations
<b>Nov 17</b>	<b>Module 5 – Innovating Interactions</b> Out of Class: Assigned materials In Class 13: Harmony amidst the Chaos - team building/ critical thinking styles In Class 14: Project Presentation

## ACTIVITIES

The activities will serve as a guided journey through understanding the concepts in the course. Each one will build upon the previous and by the end you'll have a template for a interactional transformation. The specifics of each activity will be available through Canvas. All assignments need to be sent through Canvas. All assignments must be submitted no later than 11:59 pm on the posted due date (see Canvas for due dates).

## ASSESSMENTS

Quizzes - To keep you up-to-date with the readings and lecture content, quizzes will be given. The purpose of each assessment is to measure your knowledge and understanding of the skills and concepts covered in the module. All tests will be administered online and will be available from Monday at 12:01 am through Sunday at 11:59 pm of the corresponding week.

The assessments will be administered over Canvas in a multiple-choice. These are open notes, however, they are not meant to be a group exercise; group participation and/or cheating will not be tolerated. You will have two attempts and your grade will be the highest of both scores.

Please plan ahead if you are going away for a weekend, moving, had an electrical failure, or had a technical problem. Late submissions will have a penalty of 10% per day.

## INNOVATING INTERACTION PROJECT

We'll wrap up the semester with a meaningful project the builds on your personal inneraction and interaction styles.. By viewing a variety of cultural contexts through the semester, you'll notice that the

emotional, mental and physical memories become embedded in our bodies and cultures. These provide insights into our lives and can help determine a path for your own personal and professional futures. Details will be provided in Canvas.

## IMPORTANT INFORMATION

### EXPECTATIONS OF THIS COURSE

Online Sections: All materials are delivered online.

Expectations for performance in courses with online content are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

### POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

### PANTHERS CARE & COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with FIU's Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

### TECHNICAL REQUIREMENTS AND SKILLS

**ATTENTION:** Google Chrome is recommended for Canvas. We highly recommend that you read ALL the information in the **Browser Issues** section. It is your responsibility to ensure you are set up correctly.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

If you need assistance please contact [FIU Online Support Services](#).

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer

literacy course, but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject. Please visit our [Technical Requirements](#) webpage for additional information.

#### Privacy Policy Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [YouTube](#)
- [LinkedIn](#)
- [Zoom](#)
- [Qualtrics](#)
- [Playposit](#)
- [Turnitin](#)

### **ACCESSIBILITY AND ACCOMMODATION**

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Obtain more detailed information about the [specific limitations with the technologies](#) used in this course. For additional assistance please contact our [Disability Resource Center](#).

#### Accessibility Statements for Course Tools:

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [Google](#)
- [YouTube](#)
- [LinkedIn](#)
- [Zoom](#)
- [Qualtrics](#)
- [Playposit](#)
- [Turnitin](#)

For additional assistance please contact FIU's [Disability Resource Center](#).

### **ACADEMIC MISCONDUCT STATEMENT**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning.

Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Assignments from the text and other resources are listed below for each class session. Students are expected to pace their learning according to the posted course assignments.

It is expected that interactive learning and teaching will enrich the learning experience of all students, and that each student will work in partnership with the Instructor to create a positive learning experience for all. Student engagement is a necessary condition for an effective learning experience, and includes contributions to debate and discussion (if any), positive interactive learning with others, and an enthusiastic attitude towards inquiry. Everyone is expected to be a positive contributor to the class learning community, and students are expected to share the responsibility of teaching each other.

### ***Statement of Understanding between Professor and Student***

Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of the University. As a student in the College of Business taking this class:

- I will not represent someone else's work as my own
- I will not cheat, nor will I aid in another's cheating
- I will be honest in my academic endeavors
- I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook
- Failure to adhere to the guidelines stated above may result in one of the following:
- Expulsion: Permanent separation of the student from the University, preventing readmission to the institution. This sanction shall be recorded on the student's transcript
- Suspension: Temporary separation of the student from the University for a specific period of time.
- By taking this course I promise to adhere to FIU's Student Code of Academic Integrity. For details on the policy and procedure click [here](#).

**NOTE: Intensive Auditing of the course will be conducted to prevent academic misconduct.**