

## INTRODUCTION

Any successful course is a special mixture of the instructor's teaching style and competencies, the students' interests and abilities, course requirements, time strictures, and choice of text. This Instructor's Resource Manual for Looking Out/Looking In is a compilation of various materials we have found useful in teaching our basic interpersonal communication courses. We offer these suggestions with the hope that they will help you develop your own successful blend of ingredients.

You might use the teaching strategies given here in the way a good chef uses recipes. Although they're a starting point, your own special talents and the needs of the specific classroom may call for an adaptation of the basic formula—or even the creation of a new approach. You'll find that the format of Looking Out/Looking In will allow this kind of flexibility. The text is organized into twelve chapters, each covering material available for one unit in a course. Chapters 2 through 8 are written so that they may be arranged in any sequence that suits your needs.

This Instructor's Resource Manual, the separate Student Activities Manual, MindTap (an online platform that offers your students access to the text, activities, and assessments that you can customize and add your own content to), and the textbook itself provide more exercises and activities than you can probably use in a one-semester course. Once again, we have offered this abundance so that you may pick and choose from among the exercises the ones that will work best for you. We're sure you have many of your own favorite exercises to add to the blend as well.

The Instructor's Resource Manual is organized into three parts as follows:

**Part I** provides general approaches to teaching interpersonal communication, including suggestions concerning course format and grading options. A detailed course syllabus is included to illustrate how to organize a course using the text, the Student Activities Manual, MindTap, and the Instructor's Resource Manual.

**Part II** contains key concepts, activities, and tests. You'll find chapter objectives, and notes for class and student activities in each chapter. Exercises found in the text are listed in boldface type by title in the index of Looking Out/Looking In. Activities from the Student Activities Manual are listed by number (e.g., 1.4 for the fourth activity in Chapter 1). Exercises found in the MindTap platform are referred to by chapter and placement (e.g. Ch 1: Placement).

In addition you will find a sample test of 20 questions and answers keyed to each chapter. They are organized by chapter and then by question type (T = true/false, M = multiple choice, Matching = matching, and E = essay). In addition, you will find that each question is referenced to the text page(s) on which it can be found and by cognitive type. Thus, each question looks like this:

How many parts are there in this Instructor's Resource Manual?

- a. four
- b. three
- c. two
- d. one
- e. This Instructor's Resource Manual is not divided into parts.

**Answer: b**

**Type: M**

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**Knowledge**

Please note that the cognitive type identifiers will help you construct quizzes or exams that are easier or more difficult, depending on your purpose. The cognitive types are:

**Knowledge** (remembering terms, facts, or theories)

**Comprehension** (understanding, summarizing material)

**Application** (use of learned material in new and concrete situations)

**Analysis** (understanding content and structural form by differentiating, inferring, or outlining)

**Synthesis** (categorizing, combining, or organizing parts to form a new whole)

**Evaluation** (judging, comparing, or contrasting the value of material for a given purpose)

These quizzes are especially helpful for instructors who like to check that their students are keeping up with the reading. In addition, MindTap offers 20 quiz questions for each chapter that can be assigned for the students to complete independent of class time.

**Part III** contains additional resources that you might find helpful, including lists of internet sites that relate to chapter material, including links to journals, publications, collections, bibliographies, teaching strategies, and other course-related materials such as audiotapes and videotapes. The section ends with an extensive list of films and television shows that can be used in class as material for description and analysis, to model desirable interpersonal behavior, and to illustrate effective communication.

# Part 1

## GENERAL APPROACHES TO TEACHING INTERPERSONAL THE INSTRUCTOR IS THE MAIN INGREDIENT

It is our belief that instructors of interpersonal communication have a particularly rewarding but difficult job. In addition to dealing with the problems faced by all instructors in the classroom, the interpersonal communication teacher faces the challenge of being the model interpersonal communicator in the classroom. In recognition of this role, we strongly suggest that as instructor you actively participate in class exercises. Although there will be many times when you must play a specialized role to facilitate an exercise, we encourage you to interact with the student whenever you can. Our involvement has paid dividends in three ways.

1. It encourages participation from our students. When they see that we are willing to discuss our own experiences, they seem to be encouraged to do the same. Student comments support this assertion.
2. Giving something of ourselves seems to increase our interaction with the group. Although it may sound paradoxical, we've found that we have been most successful when we've taken the risk of participating and making mistakes.
3. Our participation gives us a good perspective on the student's experience in the class. We sometimes discover that what appears to be a simple exercise to us is actually quite challenging; and on the other hand, activities that appear valuable in theory may prove to be dismal failures in practice.

## STUDENT FEEDBACK

So that you may discover how students perceive the class, we suggest that you ask your students to make periodic formal evaluations of the course. We found that using a form encourages more specific responses that are the most useful to us. You will probably find that allowing students to respond anonymously works best, although you might allow students to sign their names if they wish. You can design the form to fit your particular situation.

Here is a sample form we have found useful:

1. What expectations did you have for this course (unit)? Has the course (unit) met your expectations? If not, why not?
2. Do you find the workload too light, too heavy, or just right? Were there any specific assignments on which you'd like to comment?
3. Do you think that the grading has been fair? If not, why not?
4. What do you think of the classroom atmosphere? How would you like to see it change?
5. Have the readings (text and outside) been satisfactory? Please give specific examples.
6. Is the teaching style satisfactory? What do you like about your instructor's style? What do you think should be changed?
7. Please make any other comments you feel might be helpful. Do you have any suggestions for improvements? Is there anything you feel we ought to continue doing?
8. What was one thing you learned today?
9. What thing(s) were unclear?
10. What question(s) do you have?
11. What would you like to discuss next time?
12. Do you have any relevant examples or experiences you'd like to share?