

**EASTERN ILLINOIS UNIVERSITY
DEPARTMENT OF COMMUNICATION STUDIES**

CMN 2630: INTRODUCTION TO INTERPERSONAL COMMUNICATION

CMN 2630-001, MWF 1:00 – 1:50, Coleman 1731, CRN: 33312, 3 credit hours

Instructor: Dr. Richard G. Jones, Jr.

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Office Hours: Tuesdays 1:00 – 3:00, Wednesdays 3:00 – 4:00, Fridays 3:00 – 4:00, and by appt.

GENERAL INTRODUCTION TO THE COURSE:

Course Description: This course surveys theory and research related to interpersonal communication. The course focuses on effectively managing personal and professional relationships. The course's format consists of lectures, group discussions, experiential activities, and written assignments that require your active involvement. Special emphasis placed on critical thinking as a tool for improving everyday communication skills.

Course Objectives:

After taking this course, students will be able to:

- Explain and evaluate components (concepts and theories) of interpersonal communication
- Explain and analyze their own and others' interpersonal communication
- Identify, explain, and analyze interpersonal messages and interactions in various contexts
- Explain and analyze the developmental process of constructing, maintaining, and terminating interpersonal relationships
- Identify and manage personal and workplace conflict episodes
- Demonstrate skills in speaking in interpersonal and presentational contexts
- Demonstrate skills in listening in interpersonal contexts

Welcome: Welcome to Introduction to Interpersonal Communication! I am excited to work with you this semester on developing your interpersonal communication knowledge and skills. The knowledge and skills you gain in this course will help you succeed in other courses you are taking and will take, in your careers, in your relationships, and in your communities. As you may know, national surveys find that good communication (including interpersonal) skills are some of the most important skills employers look for in their employees. I look forward to getting to know each of you more. My default is to refer to you with the name that appears on my roster. If you have a preferred name that you would like me to use, please let me know. Again, welcome, and let's have a great semester!

Student Standards Statement: All faculty in the Department of Communication Studies uphold the standards of good scholarship and expect our students to do the same. We expect that students earning a degree in Communication Studies will develop superior reasoning/critical thinking, argumentation, writing, and presentational skills while also building a comprehensive

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knowledge of their content area. Students in Communication Studies classes will be expected to read all assigned materials, write extensively, complete their own work, and engage in respectful interactions in the classroom. We, as a faculty, agree to hold our students to these standards.

Student Responsibilities: Students are expected to attend class and participate in class discussions, read the assigned reading material before class, and pass the major assignments and exams. Federal guidelines dictate that institutions should expect students to work for at least two hours outside of class for each hour of in-class instruction. That means that you should expect to work, on this class, at least six hours a week in order to earn credit for this course.

Professor’s Note on Expectations:

1. I am completely committed to facilitating your needs as they arise. Please ask me for help if you find that you have questions I have not answered in class, or if you would like to discuss any (potential) problems.
2. Understand that my commitment to facilitating your needs in and goals for the class are extended primarily to those students who are proactive and address concerns before they become significant obstacles, and generally do not extend to students who only demonstrate concern for their performance in the class during the last weeks of the semester.
3. You will be graded based on standard collegiate level expectations. To earn a C you will need to meet those expectations. To earn an A or a B, you will need to consistently exceed those expectations.
4. As a student, you *earn* your grades rather than me “giving” you grades; however, I believe you always have the right to understand why you *earned* the grade you did. If you have a question, please ask.
5. Whether you already have a job outside of school or not, you should think of college as a profession as well—a profession that most people do not have the privilege of experiencing (only 30% of people have a bachelor’s degree), and a profession in which you are paid in knowledge and skills. Just like your regular jobs, you can’t get paid if you don’t show up and put in the effort.
6. As a professional, I will strive to enable you to succeed, but I will not “enable” you to rely on excuses, exceptions, and/or extensions to get by. What’s most important is that you meet me somewhere in the middle, so we both find the course rewarding.

REQUIRED MATERIALS

Required Text: Trenholm, S., & Jensen, A. (2013). *Interpersonal communication* (7th ed.). New York, NY: Oxford University Press.

Additional Readings posted to D2L

Suggested Materials: One 3-ring binder (recommended 1.5 inch)

Bring your textbook, notes, and other class materials to every class meeting.

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COURSE POLICIES:

Academic Integrity: The Student Code of Conduct states that students should meet the following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” At minimum a student who engages in academic dishonesty/plagiarism will receive a 0 (F) on the assignment and be reported to the Office of Student Standards. If the act of academic dishonesty is deemed particularly egregious by the professor then the student may receive an F for the course. If there are multiple instances of academic dishonesty, the Office of Student Standards may sanction the student further, i.e., suspension for a semester or academic year or expulsion from the university.

Statement Regarding Disabilities: If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Class attendance and participation:

1. Class attendance is expected. The Student Catalog states: “Students are expected to attend class meetings as scheduled. When an absence occurs, the student is responsible for the material covered during the absence. Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work.”
2. I understand that there are times when you must miss class due to a previously planned event, illness, or family emergency. If you know you will need to miss a class, talk to me about it so we can make arrangements as needed.
3. Show respect for others by listening, taking turns, not having side-conversations, not arriving late, or packing up or leaving early. Disruption of teaching and/or learning is a violation of the Student Code of Conduct. For the purposes of this class, “Disruption” is defined as, but not limited to: repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, and/or resorting to personal insults and challenges, taunts, crude behavior, physical threats or contact. If you disrupt the class, you may be asked to leave.
4. You may use a laptop or other electronic device to facilitate note-taking. If you are found to be using your device for non-class related tasks or your use of your device is distracting to others, you may no longer be allowed to use the device in class or you may be asked to leave.
5. It is disrespectful and distracting to text message or use your phone in class. Phones should be turned off or silenced completely (not just put on vibrate).

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6. If you use electronic devices in ways that distract or disrupt the class in others ways, you may be asked to leave.
7. Bring all of your course materials (book, notes, handouts, etc.) to each class period.

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, political beliefs, religion, etc. Such language will not be accepted in your classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

Lateness: Arriving to class late does not reflect well on your professionalism as a student. Expect that I will begin class at the scheduled start time with important reminders, announcements, and other pertinent information. Therefore, it will be in your best interest to get to class a few minutes early so you will be ready to engage course materials at the scheduled start time.

Make up work: Make-up privileges, where make-up is possible, will be granted to students who have properly verified absences, University approved absences, or made arrangements with the instructor. Otherwise, I will use my discretion to decide whether or not a student can make up work and how much of a penalty to impose. It is the student's responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication: Students are expected to visit the course webpage (through EIUOnline) daily for announcements and updates. Use Panthermail – not D2L/EIUOnline to send emails to your professor. You should also check your Panthermail daily. Please communicate via email in a professional manner. While electronic communication is convenient at times, please take advantage of office hours to ask questions, as email responses may be delayed up to 48 hours.

Guidelines for typed assignments: Standard collegiate level criteria for writing assignments will be followed in this class. Typed assignments must adhere to the following criteria: (you may want to use this as a checklist to ensure you don't lose points):

- ___ 12 point font size
- ___ 1" margins all around
- ___ Times New Roman font everywhere (including headers and page numbers)
- ___ double-spaced

Additionally, for hard copy typed assignments:

- ___ single-sided prints
- ___ black ink
- ___ white paper

NOTE: Most computers do not default to 1" margins so you will have to manually change them, you may also have to manually change font or font size, so always to make sure to double-check your formatting.

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GRADING AND EVALUATION

Your final grade will be based on the following assignments:

Current Event Paper	7.5%
Current Event Presentation	7.5%
Relational Analysis Paper Proposal	5%
Relational Analysis Paper	15%
Relational Analysis Paper Presentation	5%
Exam 1	10%
Exam 2	10%
Exam 3	10%
Discussion/Application Questions	15%
Participation (includes homework and in-class work such as, group discussion, quizzes, and activities.etc.). These will be averaged together equally to comprise this part of your grade)	15%

100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59% and below = Failing

ASSIGNMENT INSTRUCTIONS

Reading: We will spend two class days on each chapter of the textbook. Review each chapter for the first day it appears on the calendar. This will help you participate in the lecture and complete the review quiz. To complete the discussion/application questions for the second day of each chapter you will need to go back and review the chapter again, along with your notes from the first day.

Discussion/application questions: For each chapter, you will receive a few discussion/application questions that you will need to answer before the second day that we discuss a chapter. Thinking about the questions ahead of time will help make your group discussion more engaging and will allow me to assess how you are doing with the content.

- Your answers to the discussion/application questions must be typed.
- Do not exceed one page when answering the questions. You can always verbally add to your response when discussing it in your groups, so you do not need to include everything you think/plan to say in response to a question. Include enough for me to see that you are engaging with the content.
- Bring two copies of your responses to the discussion/applications questions.
 - Turn one in at the beginning of class.
 - Use the other one to reference during your group discussion.
 - Make sure to follow the guidelines for typed assignments.
 - Make sure your name is on it.

Group discussion: For each chapter, you will share your reactions to the reading and your discussion/application question responses in a small group discussion. Each person in the group should share what they thought was important, how they related it to their lives, and their written

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discussion question. Since this is a class about interpersonal relationships, we will obviously be disclosing some personal things. Everyone needs to remember that what is said in this classroom is confidential and we should follow the guidelines for classroom discussion that we established on the first day. I will observe and sit-in on these groups and you will be graded on your participation. Preparation is key. If you're making your reaction up on the spot, getting off topic, or relying too much on personal experience and opinion without support from the textbook, it will be obvious and you will be reflected in your grade.

Review quizzes: In order to review the reading materials, we will take quizzes in class that cover the main points and ideas. You will take the quizzes with your discussion group. These quizzes will not be graded based on right or wrong answers. Their purpose is to serve as a review for the chapter content and also for the exams. We will discuss the quizzes to begin or conclude each reading. You will be graded on being present to complete the quiz and how actively you participate in completing the quiz. Remember, this is a group activity, so you should be communicating with your group, sharing your opinion, debating an answer, and looking through the text for answers. If you are sitting quietly, completing the quiz on your own, or not participating at all, you will not get full credit.

Examinations: There will be three closed book/note exams in the class. The exams are not cumulative. The exams will consist of a combination of multiple choice, true/false, matching, and short answer questions. Use the quizzes and notes from class to prepare for the exams.

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Current Event Reflection Paper and Presentation:

During the semester, each student will be required to deliver one presentation on a current event that relates to a concept or concepts from the readings and turn in a critical reflection paper that follows the format below and is no more than 3 full pages long and no less than 2 full pages long. This is one of your two major assignments in the class, so you're expected to put time and effort into the paper and the presentation.

Step-by-step Instructions:

- 1) Sign up for a day/chapter to present your current event.
- 2) Look through news sources, recent books, magazines, or popular cultural texts for a story that relates to the chapter on which you are presenting. This is a current-event presentation, so the story should be recent (check with your professor if you are unsure whether an article is appropriate). You should be able to relate the article to the overall subject of the chapter (i.e., nonverbal communication) and at least two specific concepts from the chapter (i.e., facial expressions, clothing/appearance). This may not jump out at you at first, so be patient and creative. Make sure that you can tie the article you chose, specifically, to your chapter and the concepts you chose. You can talk to your instructor for help and feedback as you plan.
- 3) Analyze the article and write a reflection paper that addresses the following questions/points:
 - a) Paragraph 1: What is the main point of the article (this should be a brief summary) and how does it connect, in general, to your overall chapter?;
 - b) Paragraphs 2 and 3: What two concepts from the chapter can you relate to your article? (Make sure to define the concept you are using. One paragraph for each concept.)
 - c) Remaining Paragraphs (divide logically based on your content): What can we learn from your article that will make us more competent and knowledgeable interpersonal communicators? (Here, you may offer critiques of or support for the content of the article backed by personal opinion or supported by the book.)
 - d) Make sure your paper is formatted properly (see guidelines for typed assts.)
 - e) Make sure your paper is at least two full pages long and no more than three full pages long. You do not need to include a title page or a references page
 - f) Make sure you proofread your paper for spelling/grammatical errors (this will be factored into the grade.)
 - g) Include a link to your article at the end of your paper. If your source doesn't have a link you can upload an electronic copy to the same dropbox or you can bring a hardcopy to class on the day you present
 - h) Submit your paper to the dropbox on d2l by class time on the day you present
- 4) Prepare a presentation of about 5 minutes that summarizes what you wrote in the reflection paper to deliver to the class. At the end of your presentation, you will facilitate a discussion of your article/analysis. Make sure that you have at least two discussion questions prepared to spark discussion once you have completed your presentation. This will be an additional 5 minutes.

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In your presentation, you should:

- Include an introduction in which you tell us the title of your article, the source, what chapter it connects to, and a brief summary of the article (focusing on the most relevant parts)
- Discuss the two concepts from the chapter that you related to your article
- Discuss the relevance of your article to us as interpersonal communicators
- Your presentation skills will me a portion of the grade. Make sure you practice so your presentation is polished and is not too short or too long, also make sure to avoid verbal fillers like “uh” and “um”, and make eye contact with the class, don’t just read to us
- You should have at least two, well-thought out discussion questions. The discussion questions should relate to the article and the chapter (don’t ask a question that only relates to one or the other). Pose the first question to the audience and wait for a response (don’t just jump right in and answer your own question). Once you pose a question to the audience, be prepared to facilitate the discussion by calling on people, adding to what they say, and carrying the discussion forward. Then pose your second question and follow the same steps. See the guidelines for writing good discussion questions that were handed out in class
- There is no make-up for missed presentations
- You do not have to dress up like you would for a formal speech for this assignment (unless you want to), but do consider how nonverbal communication creates impressions, and present yourself according to the impression that you would like to make

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Relational Analysis Paper:

Purpose: The entire goal of this class is to increase your knowledge and capabilities as a communicator and relational partner. This assignment will help you realize the importance and impact of communication in personal relationships, especially your own, and apply the concepts and principles discussed in class to your own life.

Assignment:

- 1) Start thinking: Think about a personal relationship that is important to you. Do not limit yourself to the idea of “I have to do this paper with my romantic partner.” Personal relationships are with anyone that has an impact on your life—think about relationships with friends, roommates, family members, co-workers, etc. After you have picked a personal relationship, you will need to submit your proposal to me for feedback. Be serious and think about this in advance. It will be really obvious if you fake an interview or just pick someone convenient.
- 2) Proposal: Type up a proposal that has the following items: a) the relationship you are going to write about, b) why you chose this relationship, c) a list of concepts you plan to use, d) your list of interview questions. This should be 1 page and should be submitted following the example given in class.
- 3) Incorporate any feedback you got from me on your proposal and get ready to interview: Set up a time to interview the person with whom you are in the relationship – face to face is best. Consider giving the questions you will be asking to the person before the interview so they have time to think about the answers.
- 4) Interview: The next step is to interview your relational partner. You may want to get your interviewee’s permission to take notes or audio/video record your interview. You may ask additional questions or follow up questions during the interview, but be sure to include and discuss the following questions with your relational partner in some way since they will help you address the required parts of the paper:
 1. How did the relationship start, what were their first impressions of you?
 2. One of the best times you have shared together.
 3. One of the worst or most difficult times you’ve had together
 4. Conflict areas in your relationship, or where you disagree
 5. Advantages and disadvantages of your relationship
 6. Any other questions or things you want to know
- 5) Begin writing the paper: After the interview, begin writing your paper. Keep in mind that **THROUGHOUT** your paper **MUST UTILIZE** the terms, theories, principles, and concepts used in class (I need to see **at least 5** vocabulary words or theories!!) It may be helpful to you to refer to your previous chapter notes as you write this paper.

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6) Follow this basic layout for your paper:

- A. Introduction: An introduction to your relational partner and your relationship
- B. Setting and Context: Describe the interview, the context (setting) and how your partner felt about being interviewed.
- C. Interview Analysis: Analyze and describe the responses to the questions, what you learned from the interview, and any surprises. *You should NOT repeat the questions and then the answers from the interview verbatim. I also do not need the transcript of the interview.* In this section you should specifically address and analyze the questions listed in # 4 above and any additional questions you asked. In order to analyze something, you must look at the interview data, and then draw conclusions that are not inherent in the answers by connecting the answers to course concepts. Note: This section can be broken up, logically, into paragraphs. This is the section where you should connect most, if not all, of your concepts.
- D. Reflection: Answer the following questions to reflect on completing this assignment. You can connect to additional concepts here as relevant:
 - a. How did the information from the interview change your view of yourself in the relationship?
 - b. What differences in perceptions of events are there between you and your partner? Why might these differences exist?
 - c. After what you have learned in this class and in your interview, how will you change, if at all, in this relationship? Why or why not?

****Reporting no changes, no differences, and no learning in a-c above is not acceptable.**

This paper should be no more than 6 full pages long and no less than 4 full pages long. Be sure you follow the guidelines for typed assignments found in the syllabus, and use good writing skills and mechanics (such as spelling, grammar, flow, transitions, etc.). **Bold and define terms as you use them, so they will be clearly identifiable.**

6) Presentation: On the last few days of class you will take about 5 minutes to present your relational analysis to the class. This will be 5% of your final grade so be prepared, know what you're going to say, know what you're not going to say, and be able to communicate the importance of your paper in an engaging way.

CMN 2630: INTERPERSONAL COMMUNICATION: COURSE CALENDAR

Subject to revision as necessary

Date:	Content:	Due:
M 01/11	Introduction to Course Review syllabus, calendar, and course policies	
W 01/13	Chapter 1 Interactive lecture and quiz	
F 01/15	Chapter 1 Discussion and application Sign up for current event presentations	DUE: Discussion/Application Questions
M 01/18	NO CLASS – MLK DAY	
W 01/20	Chapter 2 Interactive lecture and quiz	
F 01/22	Chapter 2 Discussion and application	DUE: Discussion/Application Questions
M 01/25	Chapter 3 Interactive lecture and quiz	
W 01/27	Chapter 3 Discussion, application, current event presentations	DUE: Discussion/Application Questions
F 01/29	Chapter 4 Interactive lecture and quiz	
M 02/01	Chapter 4 Discussion, application, current event presentations	DUE: Discussion/Application Questions
W 02/03	Chapter 5 Interactive lecture and quiz	
F 02/05	Chapter 5 Discussion, application, current event presentations	DUE: Discussion/Application Questions
M 02/08	Unit 1 Application	DUE: <i>An Evening Backstage</i> Reflection Paper
W 02/10	Exam 1	
F 02/12	NO CLASS – LINCOLN'S BDAY	
M 02/15	Chapter 6 Interactive lecture and quiz	
W 02/17	Chapter 6 Discussion, application, current event presentations	DUE: Discussion/Application Questions
F 02/19	Chapter 7 Interactive lecture and quiz	
M 02/22	Chapter 7 Discussion, application, current event presentations	DUE: Discussion/Application Questions
W 02/24	Chapter 8 Interactive lecture and quiz	
F 02/26	Chapter 8 Discussion, application, current event presentations	DUE: Discussion/Application Questions
M 02/29	Chapter 9 Interactive lecture and quiz	DUE: Relational Analysis Paper Proposal
W 03/02	NO CLASS – Dr. J at National Basic Course Directors Conference	
F 03/04	NO CLASS – Dr. J at National Basic Course Directors Conference	

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M 03/07	Chapter 9 Discussion, application, current event presentations	DUE: Discussion/Application Questions
W 03/09	Unit 2 Application	
F 03/11	Exam 2	
M 03/14	NO CLASS – SPRING BREAK	
W 03/16	NO CLASS – SPRING BREAK	
F 03/18	NO CLASS – SPRING BREAK	
M 03/21	Chapter 10 Interactive lecture and quiz	
W 03/23	Chapter 10 Discussion, application, current event presentations	DUE: Discussion/Application Questions
F 03/25	Chapter 11 Interactive lecture and quiz	
M 03/28	Chapter 11 Discussion, application, current event presentations	DUE: Discussion/Application Questions
W 03/30	Chapter 12 Interactive lecture and quiz	
F 04/01	Chapter 12 Discussion, application, current event presentations	DUE: Discussion/Application Questions
M 04/04	Chapter 13 Interactive lecture and quiz	
W 04/06	NO CLASS – COMM DAY!	
F 04/08	Chapter 13 Discussion, application, current event presentations	DUE: Discussion/Application Questions
M 04/11	<i>The Dark Side of Interpersonal Communication</i> Interactive lecture and quiz	
W 04/13	<i>The Dark Side of Interpersonal Communication</i> Discussion, application, current event presentations	DUE: Discussion/Application Questions
F 04/15	NO CLASS – Dr. J. at Central States Communication Association Conference	
M 04/18	<i>Social Media and Interpersonal Communication</i> Interactive lecture and quiz	
W 04/20	<i>Social Media and Interpersonal Communication</i> Discussion, application, current event presentations	DUE: Discussion/Application Questions
F 04/22	Unit 3 Application	
M 04/25	Relational Analysis Presentations	
W 04/27	Relational Analysis Presentations	
F 04/29	Relational Analysis Presentations Review for Final Exam	
W 05/04, 12:30 – 2:30, Final Exam		

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