

CMST 2110: Interpersonal Communication
Spring 2014, Section 03
1:00 - 2:15, MW, FL 301

Instructor: Matthew L. Sanders, Ph.D.
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Required Texts

- Wood, J. T. (2013). *Interpersonal communication: Everyday encounters*. (7th Ed.) Boston, MA: Cengage Learning.
- Arbinger Institute (2010). *Leadership and self-deception: Getting out of the box*. (2nd Ed.). San Francisco: Berrett-Koehler Publishers. **(The first edition of this book can also be used.)**
- Additional readings will be made available to you during the term on our class website.

Course Description and Objectives

Communication Studies 2110 examines how we perceive self and others, how we use information we gather about self and others to guide our interactions, and the essential role of communication in the development and maintenance of human relationships. Our goal is to better understand some of the factors affecting communication in relationships and to appreciate the impact of communication on our relational lives. In this course, we will work together to develop a theoretical understanding of human communication processes and focus on improving specific interpersonal skills and relationships.

The objectives of this course are:

- (1) To enable you to critically examine interpersonal communication events, drawing on theories of communication and essential concepts in the literature.
- (2) To help you evaluate your own interpersonal communication skills and to provide you with opportunities to develop and demonstrate competency in interpersonal communication
- (3) To prepare you to work with communication research and literature as needed in upper-division communication classes.

Teaching Philosophy

I believe good teaching and learning come from engaging real-life situations and experiences. Therefore, I do not lecture, and my teaching requires you to go beyond the textbook as you study and prepare. I will ask you to examine your own experiences and share them when appropriate, participate in team and project work, and engage in experiential learning as we examine interpersonal communication together. If you are not comfortable with this approach to teaching, I encourage you to find another course that will better meet your needs.

The purpose of meeting together as a class is to enable you to have experiences and conversations that you cannot get on your own. In other words, class will not be a review of what was read in the textbook. Consequently, there are two kinds of work I need you to do in order for this class to be successful. First, do the reading for each chapter. A study guide is provided for each class highlighting those concepts and key ideas that I want you to know. If I have not listed a concept on the study guide, then you do not need to take the time to read it. I will hold you responsible only for material on the study guide and topics discussed in class. However, we will not have time to discuss everything in class. Second, do all preparation assignments and actively participate in class. Completing the preparation assignments and participating in class enables us to have conversations and activities that move us beyond the book and into real life.

In addition, my goal in this class is not just for you to learn a set of concepts and discuss a set of issues. I am most interested in helping you develop a certain way of thinking about communication. It is this more sophisticated type of thinking that will come from our work together that can enable you to become a different kind of person – more capable, understanding, aware, and competent.

Course Assignments and Assessment

Grading. Please note that the grade of A is given for consistently excellent work that demonstrates an in-depth understanding of all course materials. B's are given for work that demonstrates instances of excellence with a very good understanding of course materials. C's are given for work that demonstrates a consistent satisfactory competence in course materials. D's are given for incomplete work, missed assignments, too many absences, etc. Please talk with me for further understanding of the grading criteria. If you have questions or concerns throughout the semester in regards to your grades (or other matters) please do not hesitate to come see me.

Course evaluation is based on the following assignments:

Interpersonal Development Project	40%
Midterm Exam	25%
Final Exam	25%
Participation	10%

Grade assignments will be as follows:

A	93% and above	C	73 – 76%
A -	90 – 92%	C -	70 – 72%
B +	87 – 89%	D +	67 – 69%
B	83 – 86%	D	63 – 66%
B -	80 – 82%	F	62% or below
C +	77 – 79%		

Midterm & Final Exam (25% each, 50% total):

There will be a midterm and final exam in the class. These exams will cover all course material. Both class discussion and course readings will be on the exam. Exam questions will be multiple-choice and short essay.

Interpersonal Development Project (40%):

In order to give you theoretical and practical understanding of communication and conflict, you will conduct a semester project designed to develop your interpersonal skills. This Interpersonal Development Project (IDP) will consist of an academic annotated bibliography and a practical application paper. Detailed guidelines will be provided.

Participation (10%)

Participation is an essential component of individual and organizational success. You cannot be successful in this class or in any organization without participating. My perspective on participation is based in the “Law of the Harvest.” The law of the harvest simply means you cannot plant corn in August and expect to eat it before winter. Successful participation in this class means doing what is necessary each day to ensure success. The several elements of your participation grade are outlined below:

Group and Individual Contributions: You will do work both in groups and individually in this class. Because of the nature of the class and the importance of class and group discussion for the learning that will take place here, a significant portion of the final grade will be determined by your participation in class discussion and group collaboration. Involvement is a necessary, important, and *required* part of this course. Showing up is the first step to class participation. However, good involvement is not equal to quantity of participation in class. Rather, I am looking for quality of involvement (i.e., not only engaging fully in class discussion, but also listening effectively to/with others, participating in activities, asking helpful questions, integrating the reading into class discussions, providing examples of course content, etc.).

A baseline assumption for this class is that you attend. You do not receive any kind of grade for attending class. However, I will take role, and you will be penalized 0.5% of your total course grade for every class missed. This means that if you miss 4 classes, you will receive a 2% deduction from your final grade. You are allowed 2 absences without penalty. Please consider these days as “personal time off.” You can use these days when you are sick, out of town, overwhelmed with other schoolwork, or just want to go to the mountains. However, when you have used your personal time off, you have no more and each subsequent absence results in a deduction from your final grade. Also, please remember that attendance and participation are not the same thing.

Study Guides/Preparation Assignments: As stated in my teaching philosophy, the purpose of meeting together as a class is to have experiences and conversations that you cannot get on your own. Therefore, you must come prepared. To ensure that we are prepared to work together each day, you will be required to complete and turn in a study guide (definitions and discussion questions) or preparation assignment each class period. Study guides and preparation assignments must be typed and will be turned in at the end of each class. No late work will be accepted for credit.

I recognize that most classes do not require you to do this, but I don’t believe you or I want to spend the semester listening to lectures about what you have already (or should have already) read. Study guides and preparation assignments will allow us to clarify and apply what you learn from your reading. In addition, these study guides will allow you to prepare for your exams as you go along, rather than all at once. Therefore, this requirement does not ask you to do any additional work than what is expected in any course.

Tentative Schedule: CMST 2110
Sanders: Spring 2014

Class	Date	Subject Material To Be Discussed
1	Monday January 6	• Introduction
2	Wednesday January 8	• Sanders, <i>Becoming a Learner</i>
3	Monday January 13	• Chapter 1
4	Wednesday January 15	• Library Research Day
5	Monday January 20	• No Class: Martin Luther King, Jr. Holiday
6	Wednesday January 22	• <i>Leadership and Self-Deception</i>
7	Monday January 27	• Chapter 2
8	Wednesday January 29	• Chapter 2 (continued) • IDP Proposal Due
9	Monday February 3	• Chapter 3
10	Wednesday February 5	• Chapter 3 (continued)
11	Monday February 10	• Chapter 4
12	Wednesday February 12	• Chapter 5
13	Monday February 17	• No Class: Presidents' Day / Professor at Conference Feb. 18
14	Wednesday February 19	• Midterm Exam Review
15	Monday February 24	• Midterm Exam
16	Wednesday February 26	• Chapter 6
17	Monday March 3	• Chapter 7
18	Wednesday March 5	• Canary, Cody, & Manusov (self-disclosure & accounts)
19	Monday March 10	• No Class: Spring Break
20	Wednesday March 12	• No Class: Spring Break
21	Monday March 17	• Annotated Bibliography Due • Interpersonal Assessments
22	Wednesday March 19	• Chapter 8

23	Monday March 24	<ul style="list-style-type: none"> • Chapter 9
24	Wednesday March 26	<ul style="list-style-type: none"> • Chapter 9
25	Monday March 31	<ul style="list-style-type: none"> • Power & Influence
26	Wednesday April 2	<ul style="list-style-type: none"> • Power & Influence
27	Monday April 7	<ul style="list-style-type: none"> • Honesty Paper Due
28	Wednesday April 9	<ul style="list-style-type: none"> • Kindness Paper Due
29	Monday April 14	<ul style="list-style-type: none"> • Chapter 10
30	Wednesday April 16	<ul style="list-style-type: none"> • Chapter 11 • Chapter 12
31	Monday April 21	<ul style="list-style-type: none"> • IDP Interaction Analysis Due • Informal IDP Presentations
32	Wednesday April 23	<ul style="list-style-type: none"> • Final Exam Review
	Final Exam	<ul style="list-style-type: none"> • Monday, April 28, 11:30 am – 1:20 pm