

SPCH 2110-INTERPERSONAL COMMUNICATION

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Text: Adler, R. B. & Towne, N. (2014). Looking Out/Looking In

GOALS OF THE COURSE: In a practical way, it will be the objective of this course to experience, analyze, and practice the various forms of communication and investigate the meaning it has in our lives. In exploring interpersonal communication we will take many approaches. There will be various types of group interaction, such as role playing and nonverbal experiences; there will be investigation of one's own thought processes; the verbal communication of ideas in both formal and informal experiences; and many other opportunities to explore other's perceptions and the full range of the communication experience.

ATTENDANCE POLICY: As what occurs in class is unique and can never be relived you will be expected to attend class. You can have 2 absences. Any more than that will result in a 2% reduction in your overall grade for each absence. Three tardies equal one absence.

Chapters: To help with your comprehension of the reading material, you do not need to read the chapter before we discuss it in class. After we discuss a chapter, you can read the material and then bring any questions to the next class period.

Course Evaluation

3 Tests (3 X 150) 450 Points (final will not be comprehensive)

Skill Builders (10 x 10) 100 points (pass/fail) with no late ones accepted.

Chapter Concepts 20 Points

Name quiz 25 points

100-93% A	90-92% A-	89-87% B+	86-83% B	82-80% B-	79-77% C+	76-73% C
72-70% C-	69-67% D +	66-63% D	62-60% D-	59-0% F		

TESTS: You will have three tests. The final test will not be comprehensive.

Skill Builders/Pause and Reflect: In the text are exercises that relate to each chapter that are called Skill Builders or Pause and Reflect (A complete list is inside the front cover of the text). For each chapter there is one assigned and listed on the daily schedule. Use the structure that the exercise gives you. For example if it has three steps, then number these steps so I see that you completed all three of them. Label each exercise according to the chapter, the name of the exercise and the page number it is on in the book. This should be typed (except if you need to make a special chart or graph then you can turn the graph in during class and send the rest), single spaced and entered through Canvas.

There are 11 chapters and you will have 10 graded exercises done by the end of the semester. The lowest grade will be dropped. Being a minimalist and doing the assignment without any thought put into it is average and will earn you no points. These will each be due the class period listed on the schedule. No late ones will be receive points after 12pm on the day they are due.

Grading: Did you label and complete each step?

Did you label the exercise by Chapter, name of exercise and page number?

Did you have enough content that I could see you thought about it? Don't just answer the questions, give examples.

If any of the above are lacking, then you will receive between zero and five points.

CHAPTER CONCEPTS: In our media oriented world, we are surrounded with articles and news that concerns interpersonal communication. During the semester, you will be assigned to find a current article **that gives advice** on an aspect of communication. I do not want a scholarly article. Fluff is good. Go to an internet news source such as Google news and search for “Relationships,” or read Glamour, Teen, etc. Be sure that the article relates to concepts from our class for the class topic for that specific week. Take 3-5 minutes (NO LONGER) at the beginning of the class to tell us about the article and engage the class in a short discussion on its application and meaning. Be sure to address if the pop culture articles agrees with our textbook. What does the article say about our society?

Grading:	Is the article pop-culture fluff?	5 points
	Did you compare the article to the textbook?	5 Points
	Did you involve the class?	5 points
	Was your delivery engaging?	5 Points

You can use an online video to support your article, but you must use an article that can be printed off and handed in to get your points.

This is the chapter Schedule. I do reserve the right to be flexible with the schedule as we investigate different aspects of interpersonal communication. The test dates will not change.

January	7 Introduction and Chapter 1 Interpersonal Communication 12 Chapter 1 DUE: Skill Builder “Check Your Competence” Page 27 14 Chapter 2 Communication and Identity-Creating the Self 19 Martin Luther King Day - No School 21 Chapter 2 Communication and Identity-Creating the Self DUE: Skill Builder (Class Handout) 26 Chapter 3 Perception 28 Chapter 3 Perception DUE: Skill Builder “Pillow Talk Method” page 107
February	2 Test Review Chapters 1-3 (Come prepared as if taking the test) 4 Test Chapters 1-3 9 Chapter 4 Emotions 11 Chapter 4 Emotions DUE: Skill Builder “Talking to Yourself” page 137 and “How Irrational Are You page 142 (only steps 1 and 2) 16 President’s Day No School 17 Monday Schedule on a Tuesday 18 Chapter 4 Emotions 23 Chapter 5 Language DUE: Skill Builder ‘Practicing ‘I’ Language” page 172 25 Chapter 5 Language
March	2 Chapter 6 Nonverbal 4 Chapter 6 Nonverbal DUE: Pause and Reflect “Body Language” Page 195 Spring Break 9-13 16 Chapter 7 Listening DUE: Pause and Reflect “What Would You Say” Page 241 18 Test Review 4-7 (Come prepared as if taking the test)

23 Test Chapters 4-7
25 Chapter 8 Relational Dynamics
30 Chapter 8 Relational Dynamics –
DUE: Pause and Reflect “Your Relational Stage” Page 262
April 1 Chapter 9 Close Relationships
6 Chapter 9 Close Relationships
8 Chapter 10 Communication Climates
DUE: Pause and Reflect “Your Relational Transgressions” Page 303
13 Chapter 10 Communication Climates
15 Chapter 11 Conflict
DUE: Pause and Reflect “Evaluating Communication Climates” Page 319
20 Chapter 11 Conflict
22 Test Review Chapters 8-11 (Come prepared as if taking the test)
DUE: Pause and Reflect “Understanding Conflict Styles” Page 359
Final April 27th 3:30-5:20 in the classroom