

**Interpersonal Communication
CMST 2110**

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Required Materials:

Floyd, K. (2012) Interpersonal Communication 2nd ed. McGraw Hill Education

Course Description: This is a three-credit course in interpersonal communication. The course centers around reading-, experiential-, and discussion-based learning with an emphasis on knowledge and application of best interpersonal communication practices.

By the end of this course you will have:

Gained factual knowledge:

- Understand the relationship between verbal and nonverbal communication.
- Articulate how perception and identity-management work.
- Comprehend and utilize effective ways to listen and express yourself.
- Understand the complexities of beginning, building and ending relationships.

Learned fundamental principles of interpersonal communication:

- Understand the different ways to view communication and the advantages and disadvantages of each.

Learned to apply course materials to your own life:

- Demonstrate a self-reflexive awareness of the communication in your life.
- Apply theories of interpersonal communication to your relationships.

My Expectations:

I am at my best as a teacher in situations where students are consistently present, actively participating in the learning process (this includes work done outside the classroom), and taking responsibility for their course-related actions. Our satisfaction with the course depends largely on the extent to which you honor these expectations to the best of your ability.

Your Expectations:

You should also have some expectations of me as an instructor. I believe my responsibilities as a teacher include starting and ending class on time, being prepared to teach, attending office hours, returning your work promptly, grading fairly and fostering a respectful, open learning environment. If at any time you feel I have not met these expectations or if you have any additional concerns, please let me know so that your needs as a student can best be met.

Grade distribution:

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

Evaluations:Gain factual knowledge and learn theories and principles:

Quizzes & Course involvement	05%
Exam 1 (Chapters 1-3)	18%
Exam 2 (Chapters 4-7)	21%
Final exam (Chapters 8-10,12)	21%

Apply the course materials to your life:

Interpersonal Development Project Proposal	05%
Annotated Bibliography	12%
Interaction Analysis	<u>18%</u>
	100%

Assignments:

Exams: Exams will be one class period long. The exams are designed to test your understanding of and ability to apply course concepts. Exams will consist of multiple choice, short answer, and essay questions. You will be provided with a study guide before the exam. Study groups are strongly encouraged.

Interpersonal Development Project (IDP): In order to give you an informed and practical understanding of communication and interpersonal relationships, you will conduct a semester-long project designed to develop your interpersonal and relationship building skills. This Interpersonal Development Project (IDP) will consist of an annotated bibliography and a practical application paper. *Detailed guidelines will be provided.*

1. Proposal: A two page description of a relationship you would like to improve during the course of this semester.
2. Bibliography: A list of academic sources that you think you might be used for your annotated bibliography. We will spend a class period with a resource librarian who will help us find information that will be useful for your projects. Source lists will be sent as an attachment to my email account.
3. Annotated Bibliography: This paper provides you with scholarly information that you will use for your interaction analysis. This information will help explain the circumstances and dynamics of your relationships and interactions. You will obtain this material from scholarly articles and books and demonstrate your knowledge and ability to apply the information you find.

4. **Interaction Analysis:** The purpose of the interaction analysis is for you to *apply what you learned through your research AND the concepts and theories you learned in class* to your communication choices and your IDP relationship. You will want to make specific connections between communication theories and concepts and the choices you make in your own interactions. This paper should be a culmination of what you have learned over the course of the semester.

Involvement and quizzes: Because of the interactive quality of this course, missed days cannot be made-up, and the potential of the class cannot be achieved without full participation from class members.

Involvement will be assessed during the term by the periodic collection of in-class activities, quizzes, or short out-of-class assignments.

READING THE SCHEDULE

1. *This schedule is subject to change if the demands of the course require it.*
2. The reading assignment will be **discussed** the day it is listed.
3. Graded assignments and special instructions are written in **bold type**.

DATE	TOPIC	READING
Week 1 Jan. 10, 12	Tues: Introduction to course Thurs: About Communication	Thurs: Chapter 1
Week 2 Jan. 17, 19	Tues: About Communication Thurs: Culture and Gender	Tues: Chapter 1 Thurs: Chapter 2
Week 3 Jan. 24, 26	Tues: Culture and Gender Thurs: Communication and the self IPD Proposal Due	Tues: Chapter 2 Thurs: Chapter 3
Week 4 Jan. 31, Feb. 2	Tues: Communication and the self Thurs: Meet in the library room 122. Annotated bibliography preparation	Tues: Chapter 3 Thurs: Reread annotated bibliography assignment
Week 5 Feb. 7, 9	Tues: Exam 1: Thurs: Interpersonal Perception	Tues: Thurs: Chapter 4
Week 6 Feb. 14, 16	Tues: Interpersonal Perception Bibliography list of sources due via email. Thurs: Language	Tues: Chapter 4 Thurs: Chapter 5
Week 7 Feb. 21, 23	Tues: Attend Monday Classes Thurs: Language	Tues: Thurs: Chapter 5

<u>Week 8</u> Feb. 28, Mar. 2	Tues: Annotated bibliography due In class presentations. Thurs: Nonverbal Communication	Tues: Thurs: Chapter 6
<u>Week 9</u> Mar. 7, 9	Spring Break	
<u>Week 10</u> Mar. 14, 16	Tues: Nonverbal Communication Thurs: Listening	Tues: Chapter 6 Thurs: Chapter 7
<u>Week 11</u> Mar. 21, 23	Tues: Listening Thurs: Exam 2	Tues: Chapter 7 Thurs:
<u>Week 12</u> Mar. 28, 30	Tues: Emotion Thurs: Emotion	Tues: Chapter 8 Thurs: Chapter 8
<u>Week 13</u> Apr. 4, 6	Tues: Friendships Thurs: Friendships	Tues: Chapter 9 Thurs: Chapter 9
<u>Week 14</u> Apr. 11, 13	Tues: Romantic & Family Thurs: Romantic & Family	Tues: Chapter 10 Thurs: Chapter 10
<u>Week 15</u> Apr. 18, 20	Tues: Deceptive Comm. Thurs: Deceptive Comm.	Tues: Chapter 12 Thurs: Chapter 12
<u>Week 16</u> Apr. 25, 27	Tues: Interaction Analysis Work Day (no class) Thurs: Interaction Analysis due! Interaction analysis discussion and course conclusion.	Tues: Thurs:
<u>Final exam</u>	Thursday May 4th, 1:30-3:20	Please note: I will only reschedule exams only for documentable emergencies.

Please keep in mind the following:

Assignments:

- All presentations must be performed and assignments turned in on the due date in order to receive full credit. Exceptions will be made for extreme documented circumstances.
- Assignments must be turned in at the beginning of the class period that they are due or else they will receive 5% off the final grade each day the assignment is late including with the due date. An assignment will not be accepted after three days past the due date.

- Plagiarized work will receive an F for the assignment and may, depending on the severity of the infringement, receive a failing grade for the course and/or expulsion from the university.
- Students may not use a paper written in another class for credit in this one, or vice versa, without instructor consent.
- Please refer to the university honesty/honor code for further policies pertinent to this class.

In the classroom:

- If you have a disability, I strongly encourage you to contact the Disability Resource Center or myself so that the classroom environment can be made conducive to your learning style.
- I also encourage all students to take advantage of my offices hours, phone or e-mail if you have any concerns or questions over any aspect of the course. I am here to help you learn!
- Finally, I try to create a comfortable classroom environment that contributes to your education. For that reason, I ask that you turn off your phones and absolutely no texting! Laptops may be used during lecture, but must be turned off during class discussion and activities. Please refrain from bringing anything else to class that may be a distraction for you or any of the other students. Thanks!