

**The University of Findlay
College of Liberal Arts
Spring 2008**

The Mission of the University is to equip our students for meaningful lives and productive careers.

Course number/title:	COMM 216.02	Interpersonal Communication
Credit Hours:	3	
Class Time/Place:	MWF 1:00-1:50	Brewer 109
Prerequisites:	None	
Instructor:	Dr. Cheri Hampton-Farmer 300 Frazer, Communication Building, Office F (419) 434-4091 hampton-farmer@findlay.edu	
Office Hours:	MW 2:00-4:00 F 2:00-3:00 Also by appointment	

Course Description: Emphasis on dyadic communication with focus on listening, semantics, nonverbal communication, socialization, attraction, confrontation, and conflict resolution related to the intrapersonal variables of perception and self-concept. Gender communication and cross-cultural communication will also be emphasized as will communication in the family and the workplace.

Relationship to the Conceptual Framework: This course focuses on understanding and identifying communicative patterns within an interpersonal context. Gaining a better understanding of your own perceptions while observing and analyzing the communication of those around you will enable you to craft clearer messages and prepare appropriate responses. As you become a competent communicator in interpersonal contexts, you will utilize these same skills within a small group setting and enhance your value to the group. As you are mindful of and practice skills you have learned, your model should serve to help others improve their communication.

Course Objectives: Upon completion of this course you should be have acquired the following skills and understanding with a high degree of proficiency:
Awareness of self perceptions and the others' perceptions of me
Awareness of and strategies for becoming other oriented

An understanding of how we form impressions of others, describe others, and interpret others' behavior
 An understanding of how to improve the accuracy of our interpersonal perceptions
 Ability to identify ways for improving listening skills
 Understanding of supportive approaches for relating to others
 Ability to identify and use conflict management skills
 Understanding of stages in relationship development

Required Text:

Beebe, S. A., Beebe, S. J., & Redmond, M. V. (2008).
Interpersonal Communication: Relating to others.
 Boston: Allyn and Bacon.

Recommended reading: Not required but will be referenced in class

Bugeja, M. (2005). *Interpersonal divide: The search for community in a technological age.* New York: Oxford University Press, Inc.

Gladwell, M. (2002). *The tipping point: How little things can make a big difference.* New York: Back Bay Books.

Martinet, J. (1992). *The art of mingling.* New York: St. Martin's Press.

Walls, J. (2006). *The glass castle.* New York: Scribner.

General Education Learning Outcomes Addressed

Goal 1. Students will take courses which expose them to a range of basic religious beliefs and diverse ethical perspectives and which encourage them to develop their own perspectives on global issues.	*
Goal 2. Students will become familiar with the historical, scientific, literary, and/or philosophical content of a range of disciplines.	
Goal 3. Students will acquire and practice skills for reading, writing, speaking, listening, abstract inquiry, critical thinking, logical reasoning, and using computers and related technology.	*
Goal 4. Students will develop an appreciation for and means of analyzing art, literature, music, communication, science, and/or theatre.	*
Goal 5. Throughout their general education experience, students will analyze and reflect upon the challenges facing our global society as well as the importance of being a life-long learner and responsible citizen.	*

Instructional Strategies

Case Analysis	*	Library and Internet	*
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		Research	
Debate		Practice/drill	*
Discovery/Independent Research	*	Problem solving	*
Discussion/Questioning/Interviewing	*	Reading assignments	*
Experiential Learning	*	Role playing/simulation games	*
Field Experience	*	Service Learning	
Group Presentation	*	Video/Audio Review and Critique	*
Laboratory Experiences		Other	
Lecture	*		

Methods of Assessment

Abstracts	*	Participation	*
Attendance	*	Peer Evaluation	
Capstone Project		Portfolio	
Case Study	*	Portfolio Lab Performance	
Exams	*	Presentations	*
Group Projects	*	Professional Evaluation	
Homework Assignments	*	Quizzes	
Internet Research	*	Research project	*
Journaling	*	Other	
Lab Performance			
Oral/written review of literature	*		

Explanation of Assignments

Exams (200 pts.)

You will take two unit exams that will cover content from four chapters in your book, class discussion notes, handouts, and articles covered during that unit. You will be evaluated on your ability to understand, recall, and apply concepts.

Post all papers electronically on the assignment feature of Blackboard

Journals (100 pts.)

You will write 10 journal entries in which you reflect on a concept we are studying for the week. In your entry explain how you observed the concept applied in a real life situation. Each entry should be at least one page in length and include the date of the entry and a title. Each entry is worth 10 points for a total of 100 points. You should write no more than one entry per day. You may post on the assignment board or provide a

hard copy. Use a folder with pockets to submit your hard copy entries on Friday, November 2.

This is an opportunity for you to write about your observations and synthesize information, making applications of concepts you are learning. You will also become more aware of your own perceptions and skills as you observe others interacting. Periodically, you will be asked to share your entries with the class.

The following criteria will be used when grading your entries:

- Was a detailed description of an interpersonal communication episode provided?
- Was at least one course concept defined and evidenced in the episode?
- Was the link between the concept and what you observed explained?
- Did the entry meet the length requirement: 1 page typewritten; may be longer

Others' perception of me (50 pts.)

Ask five people who know you well to answer a questionnaire about you. (The questionnaire will be provided by your instructor by hard copy and electronic). Consider the following people as potential participants: a relative, close friend, mentor, employer, neighbor, minister, someone who has known you for a short time, and someone who has known you for a long time. After you have received their responses write a 2 page paper about what you learned about how others perceive you. Do you agree with their perceptions of you? What things surprised you? Did any respondents have differing perceptions? Whose perceptions are most like your own?

Self Assessment Paper/Presentation (50 pts.)

You will write a paper about how you perceive yourself as a communicator using data from **one** of the self-assessments you take on the following websites:

www.queendom.com/tests/health/social_anxiety_r_accesss.html

www.queendom.com/tests.relationships/communication_skills_r_access.html

<http://www.businessballs.com/tests.htm>

http://web.tickle.com/personality/?sid=2003&supp=search_personality&test=personality

After you have received feedback from the online assessment, write a paper that discusses what you learned and what was confirmed through the assessment. Be sure to reference the website in your paper.

You should write about your strengths and weaknesses as a communicator and identify strategies for improvement. For example, if you discuss the weakness of many who have difficulty being an attentive listener because you interrupt, your strategy may be to count to 7 before making a statement and commenting on something that you learned from the speaker.

You will also make a 2 minute presentation in class the day the papers are due sharing your results with the class. Follow principles for formal presentations. The paper should be no less than 2 pages (double spaced) in length.

Cultural Interview Reflection Paper/Presentation (50 pts.)

Write interview questions that enable you to introduce yourself to an individual from another culture and ask questions about their culture. Conduct the interview using the interview questionnaire you developed. Take notes or record the interview. Write a reflection paper that discusses what you learned about the individual and their culture. Explain ways in which you adapted to their form of communication or theirs to yours to make the interview possible.

Relationship stages group project (50 pts)

In groups of four list a song title (for each stage) that illustrates signs of each stage of a relationship that escalates and de-escalates.

Facilitation (100 pts.)

With a partner, facilitate a class discussion about a concept we will be discussing. The facilitation will last between 20 and 30 minutes and include a visual aid, discussion questions for the class, an outline for the instructor of main points, and an engagement. The facilitation should offer information that expands on the reading in our textbook. Include references to any outside material in your outline.

Video Analysis (100 pts.)

With a partner, choose a video that includes demonstrations of conflict. Provide a description of the conflict, identify ways in which the conflict was communicated (language, nonverbals, etc.), and identify conflict management techniques that were employed. You and your partner may observe things differently. Discuss this in your paper as well. Be sure to cite the video in your paper on the reference page. If you make reference to any other sources including our textbook, be sure to cite these. The paper should be typewritten (double-spaced) and about 3-5 pages long.

You and your partner will make a 5 minute presentation in class the day the paper is due. Again, this presentation should be planned, practiced, and performed with excellence. Be prepared to field questions from your classmates. If you choose to show a video clip of a scene from the movie, it should not last longer the 2 minutes and be uploaded prior to presentation.

FINAL PROJECT (150)

- Technological influences on building relationships essay.

Technological influences on building relationships essay

The purpose of this paper is to discuss ways in which technology has influenced (limited or enhanced) our ability to interact and build relationships.

Discuss ways in which people typically develop relationships face-to-face and compare the social rules we use in face-to-face interactions with those of on-line interactions. What is the process we use to develop social rules when using technology. Identify similarities and differences of processes and social rules/norms for the medium. You may use personal examples but reference scholars in the field, and provide examples from others. You may want to conduct a survey on Facebook.com but be aware that you may generate more data than you have time to analyze.

You may present more than one argument but develop and maintain one argument throughout the paper. Be sure to critique alternative arguments. Support your arguments

by referencing scholars who hold similar opinions and with data that provide reasons why the evidence led you to a conclusion. The paper should be 6-8 pages in length, 12 pt. font, double spaced, with a title page, reference page, page numbers in the right hand corner, and follow APA guidelines. Use at least **10 different sources** to explain and support your position. You may refer to a book we'll be discussing in class: Bugeja, M. (2005). *Interpersonal divide: The search for community in a technological age*. You will present your findings to the class in a formal presentation that lasts no longer than 10 minutes.

Participation (50 points)

Your participation indicates that you are engaged in learning and in building our community. Points will be awarded for consistency and quality of participation. This means making positive contributions to our class discussions, being attentive during presentations, and being prepared so that you can participate.

Exams (2)	100 pts each	200 points
Journals (10 entries)	10 pts each	100 points
Others' perception of me paper	50 pts	50 points
Self Awareness Paper/Presentation	50 pts	50 points
Cultural reflection paper	50 pts	50 points
Group project	50 pts	50 points
Facilitation	100 pts	100 points
Analysis of conflict in video	100 pts	100 points
Participation	50 pts	50 points
FINAL PROJECT	150 pts	150 points
		900 points

Grading **See above: Explanation of Assignments**

Grading Scale/Distribution **Grading Scale**

A	840-900
A-	800-839
B+	770-799
B	730-769
B-	700-729
C+	670-699
C	630-669
C-	600-629
D+	570-599
D	530-569
D-	500-529
F	499 and below

Honor Code

I will not knowingly engage in any dishonorable behavior, cheat, steal, lie, or commit any act of plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violates the University's Honor Code, I may, in my discretion, report it to the appropriate personnel.

Course Policies and Practices

Attendance

Your presence in our class is valuable. Each member benefits by receiving information and by making contributions that enhance the learning experience of others. The habits you form now will transfer to your work life. Employees and clients value dependability. For these reasons and the fact that attendance is positively correlated with higher performance scores, you should be present for each class. When something unexpected prevents you from attending to class, please contact me as soon as possible. After three absences, five (5) points will be deducted from your final grade for each absence.

Attendance is especially vital on days we have scheduled presentations or exams. Your absence on one of those days affects other people's time. If something catastrophic prevents you from being in class on a presentation day or an exam day, you must complete the work for a reduced point value because you were not able to meet your obligation and because those who did complete the work on time did not benefit from having the additional time.

Paper retention for portfolio

Communication majors are required to prepare a portfolio for COMM 410, Senior Assessment – a required course. The portfolio must document the skills you have developed in all areas relevant to your major. Please save copies of relevant assignments, presentations term papers, etc. The following examples are illustrative but not inclusive: video and/or audio tapes of speeches; musical performances, theatre roles; research papers; technical writing; public relations projects; photographic slides and/or prints; art works; commercials; PSAs; promos; etc.

Non-majors, please keep all work for a portfolio that may be requested of any future employer.

Email etiquette

When sending a message to your instructor, please observe the following courtesies:

- Address the instructor respectfully in the opening
- Identify course name, number, day and time of the class. If you do not have a class with the instructor, indicate your status as a student and your purpose for the inquiry.
- Include your first and last name in the closing.
- Specify your need(s) in the message.
- Anticipate some delay in receiving a response.
- Re-send or follow up with another email if you do not receive a response within a reasonable amount of time stating when previous email was sent.

Final Exam Date Final Exam date: Tuesday, April 29 10:00-11:50 a.m.

Any deviation from this schedule must be cleared with the Dean of the College in which the course is offered. Please do not ask for exceptions unless extenuating circumstances truly justify your request.

Special Services If you are a student with a disability, it is your responsibility to register with the Office of Disability Service and notify your instructor one week prior to any needed service so that reasonable accommodations can be made for you.

Course and Instructor Evaluation Evaluations will be conducted under the guidelines outlined in the University of Findlay faculty manual.

COMM 216 SP 08

Class Schedule

<i>Week</i>	<i>Day</i>	<i>Date</i>	<i>Class Content</i>	<i>Assignment</i>
1	M	1/7	Introductions Models of Communication	Complete student data form in syllabus Read preface
	W	1/9	Defining Communication	Chapter 1
	F	1/11	Principles of Communication	Chapter 1
2	M	1/14	Developing self-concept	Chapter 2
	W	1/16	Refining self-concept	Chapter 2
	F	1/18	Effects of self-concept on relationships Self disclosure	Chapter 2 DUE: Self Assessment paper/presentation
3	M	1/21	Martin Luther King Day	NO CLASS
	W	1/23	Perception	Chapter 3
	F	1/25	Improving perception	DUE: Others' perception of me paper/presentation
4	M	1/28	The nature of culture Identifying barriers & improving intercultural competence	Ch. 4
	W	1/30	Interview International Student	Field Research
	F	2/1	Managing impressions Identifying and understanding	DUE: Reflection paper on cultural interview

			cultures	
5	M	2/4	EXAM 1	Chapters 1-4
	W	2/6	Defining conflict management, Conflict management styles & strategies	Chapter 8
	F	2/8	Types of conflicts	Chapter 8
6	M	2/11	Conflict management styles	Chapter 8
	W	2/13	Importance of listening in communication	Chapter 5
	F	2/15	Conscious listening Ways to improve listening	Chapter 5
7	M	2/18	Presentations	Due: Conflict video analysis
	W	2/20	Presentations	Due: Conflict video analysis
	F	2/22	Presentations	Due: Conflict video analysis
8	M	2/25	Supportive words	Chapter 6
	W	2/27	Assertive words	Chapter 6
	F	2/29	Verbal communication barriers	Chapter 6
9	M	3/3- 3/7	SPRING BREAK	NO CLASS
10	M	3/10	Nonverbal communication	Chapter 7
	W	3/12	Interpreting nonverbals	Chapter 7
	F	3/14	Chronemics and Space	
11	M	3/17	EXAM 2	Unit 2, Chapters 5-8
	W	3/19	Relationship Development	Chapter 10 JOURNALS DUE
	F	3/21	EASTER BREAK	NO CLASS
12	M	3/24	EASTER BREAK	NO CLASS
	W	3/26	Stages of relationship development	Chapter 10
	F	3/28	Strategies in developing relationship	Chapter 10 DUE: Group project-Song

				titles for stages of relationship
13	M	3/31	Relationship challenges	Ch. 11
	W	4/2	Dialectical theory	Chapter 11
	F	4/4	Interpersonal relationships at home	Chapter 12 Source list due for Final Project
14	M	4/7	Interpersonal relationships on-line	Chapter 12
	W	4/9	Interpersonal relationships in the work force	Chapter 12
	F	4/11	Power in relationships & changes	Chapter 9 Annotated bibliography due
15	M	4/14	Guest Speaker	TBA
	W	4/16	Kinds of power and effects on relationship	Chapter 9 Outline due with reference page
	F	4/18	Intimacy, power, attraction in relationships	Chapter 9
16	M	4/21	FINAL PROJECT – All papers DUE	PRESENTATIONS
	W	4/23	FINAL PROJECT	PRESENTATIONS
	F	4/25	FINAL PROJECT	PRESENTATIONS
17	T	4/29 10:00-11:50	Final Exam	