

CST 280 – Interpersonal Communication
Cedar Crest College, Spring Semester 2010
Tues./Thurs. 9:30-10:45am, BHA 11
Elizabeth Ortiz, Assistant Professor of Communication
Office Hours: Hartzel Hall, 219, TBA

COURSE DESCRIPTION:

This course provides an introduction to the study of interpersonal communication. Students are able to combine theory and application of communication principles involved in initiating, developing, and maintaining relationships in both personal and small group settings. The course teaches students to observe and analyze everyday communication (verbal and non-verbal). Aspects of one-on-one and small group communication are explored including perception, self-concept, identity, listening, intercultural and gender communication, and conflict management. Interpersonal Communication is defined as face-to-face, dyadic, purposeful, relationship centered, and meaning-exchanging dialogues.

REQUIRED TEXTS:

Interpersonal Messages: Communication and Relationship Skills

DeVito ©2008 | Allyn & Bacon

ISBN-10: 0205491111 | ISBN-13: 9780205491117

On line study help: <http://www.ablongman.com/mycommunicationlab/>

This site provides pre and post tests and study plans – this can be a very valuable resource! You should have a login code in your text.

Course Objectives and Outcomes:

Through active involvement in this course, students will:

- Define interpersonal communication and relate ideas about improving interpersonal communication to their own lives.
- Gain knowledge of concepts, theories, and research findings in interpersonal communication.
- Understand various contexts (friendship, family, intercultural, etc.) in which interpersonal communication occurs and practice skills that will help them best approach each situation.
- Identify personal strengths and weaknesses as communicators and practice skills to improve weaknesses.

Class Format

The course has some lecture elements, but it is closer in spirit to a seminar, with many projects (both individual and group) and is weighted on class participation and presentations.

Lectures: Lectures for this course will generally not last the entire class period. Lectures will primarily be short oral presentations. The primary objectives of the lectures will be to clarify difficult concepts, to emphasize important ideas, to supplement assigned readings, and to answer students' questions.

Class Discussions will be a major part of the class. We will use class time to discuss readings both in small and large groups. It is important to complete the assigned readings so that you can be an active participant in class discussions.

Video presentations: Throughout the semester, we will be viewing various films that relate to interpersonal communication. You will be asked to relate the films to our readings in class and overall class content

The following is the grading scale for this course:

A	= 1000-930	C	= 769-740
A-	= 929-900	C-	= 739-700
B+	= 899-870	D+	= 699-670
B	= 869-840	D	= 669-640
B-	= 839-800	D-	= 639-600
C+	= 799-770	F	= 599 and below

Assignment	Value	Points
Exam 1 (Chapters 1-5)	15%	150
Exam 2 (Chapters 6-10)	15%	150
In-class activities/communication	10%	100
Movie Analyses (2 total)	10%	100
Discussion Leader 1&2	15%	150
Health & Wellness Project	15%	150
Attendance	10%	100
“Who I am” exercise	10%	100

In-class communication/Attendance:

It is important that you are on time for class and miss a minimal amount of classes. Tardiness and absences will directly affect your grade. Participation is mandatory. Participation means taking an active role in class discussions and projects. In-class discussions are **central** to this course. Students will earn up to 100 points for attendance and 100 points for in-class communication.

There will be no make-ups for in-class assignments. There are no make ups for exams unless prior arrangements are made.

Discussion and/or Activity Leaders Assignment:

You will be assigned two chapters from the textbook; you will work with other students who have been assigned the same chapters. The object of this assignment is for you to supplement the information in the chapter (which I will present in class) to initiate a class interaction. You can use the format of presenting questions or topics to stimulate discussion; composing activities to use in class to reinforce the topic material; breaking the class into groups for multiple discussions, etc. The discussion, interaction or activity should last at least 45 minutes. Each Discussion/Activity Leader Assignment is worth 150 points each (for a total of 300 points – the amount equal to your exams). Assignments will be graded on applicability to text material, creativity, and learning experience. Have fun with this assignment – you are in charge of the class time so please make sure that you put the time to good use for yourself and your classmates. Be sure to use the book’s website for ideas! At the end of the discussion, you will evaluate group members and yourself in addition, the class will have a chance to evaluate the activities. The

Movie Analyses:

Throughout the semester, we will be viewing 2 movies that relate to interpersonal communication. It will be your responsibility to take notes during the movie and relate the concepts and ideas in our text to the plot and characters of the movie. These analyses should be interesting and creative and be no less than 3 pages and no more than 4 typed (double spaced, Times new roman, 11 or 12pt.). You will receive further instructions at the beginning of each movie. Your analyses will be due the day after each exam.

Assignments will NOT be accepted via email.

Plagiarism:

Deliberate or accidental, plagiarism is a serious academic and professional offense and a violation of the spirit of the Cedar Crest Honor Code philosophy. Depending on the severity of the offense, penalties for plagiarism will range from the assignment of an “F” for the article or work, to the assignment of an “F” for the course. All cases of plagiarism will be reported to the Vice President for Academic Affairs and Dean of Faculty. Under certain circumstances, acts of plagiarism may result in suspension or expulsion from the College.

Learning Disabilities:

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Who I Am Exercise

Explore the many dimensions of yourself and share with other who you are. Bring or create items (i.e. a song, a book, a short story, an article of clothing, magazine cuttings, a poem, a poster, a collage, pictures, drawings, tattoos, a musical instrument, etc.) that illustrate obstacles you have overcome, your triumphs, or anything that makes you

who you are today, who you are becoming, or who you want to become in the future. Keep this presentation positive. 3-4 minutes. After the presentation, take a minute and write down your feelings about the presentation on the sheet provided to you. At the end of the semester, you will be asked to repeat this exercise. This exercise is for personal growth and will not receive a letter grade, BUT if you do not complete both exercises, you will receive a ZERO for the entire assignment.

Faculty statement on disruptive behavior (C. Cameron, author – edited from original version):

Generally, disruptive behavior in the classroom is any behavior that interferes with the process of learning. At Cedar Crest College, it is the right of every student and faculty member to engage in a classroom experience free from disruptive behavior.

What is disruptive to one person might not be disruptive to another, so the final authority on disruptive behavior is the faculty member. Faculty members have the authority to address disruptive behavior in the manner they see fit under the guidelines set forth in the College Catalog.

Disruptive behavior may be viewed on a continuum ranging from the isolated incidents of mildly annoying or irritating behavior to more clearly disruptive, dangerous, and/or violent behavior.

Examples of disruptive behavior may include the following:

- Persistent speaking without permission
- Use of electronic devices, cell phones, or pagers during class
- Threats or harassment of any kind
- Working on homework for other classes
- Inappropriate personal disclosures during class (sharing too much information)
- Sleeping in class
- Entering class late or leaving early (without permission)
- Eating/drinking in class without permission
- Arguing with faculty and other students

Additionally, classroom participants should note that basic human courtesy is an expectation when interacting with faculty members, staff, and other students.

Verbal Communication

Faculty members are not part of your social circle or peer group and should not be addressed as such. On the first day of class, faculty members will introduce themselves and express how you should address them. Addressing a faculty member by his or her first name is not acceptable unless the faculty member invites you to do so.

When addressing a faculty member in person, use a positive, respectful approach. Ideally, you should meet with faculty members during their scheduled office hours and not at the beginning or end of class unless the interaction will be brief.

When using the telephone, be sure to identify yourself at the beginning of the conversation. Be brief and concise, particularly when leaving a voice mail message.

Written Communication

When sending email, remember that your writing conveys an image of you and demonstrates respect for the recipient. Treat email as you would any other written correspondence: Begin with the appropriate greeting (“Dear Professor Ortiz”), use complete sentences with good grammar and spelling, use a friendly and polite tone, and expect that faculty members will return your correspondence when they are able. Expecting an “instant response” is not realistic.

Schedule Of Readings and Assignments
(Instructor reserves the right to make changes to the syllabus.)

All readings and assignments are listed on the day they are due.

WEEK 1 –

January 19 – Course Introduction and Expectations and explanation of "Who I am"

What does it mean to be an "A" thinker in this course?

January 21 – "Who I am" Perception Presentation

WEEK 2 –

January 26 – Chapter 1: Interpersonal Communication

Meeting interesting people exercise.

Determine Discussion Leaders

January 28– Chapter 2: Culture and Interpersonal Communication

WEEK 3 –

February 2– Finish Chapter 1&2; DL: Chapter 2

February 4 – Chapter 3: The Self in Interpersonal Communication

WEEK 4 –

February 9– DL: Chapter 3; Chapter 4: Perception and Interpersonal Communication

February 11 – Chapter 4, cont.; DL: Chapter 4

WEEK 5 –

February 16- Chapter 5: Listening in Interpersonal Communication

February 18- DL: Chapter 5, Exam Review

WEEK 6 –

February 23– Interpersonal Movie Analysis

February 25– Interpersonal Movie Analysis

WEEK 7 –

March 2- **Exam 1 (Chapters 1-5)**

March 4 – (Movie Analysis 1 due), Work on self esteem project

WEEK 8 – No classes – Spring Break

WEEK 9 –

March 16 – No class – Professor at College Media Advisers Conference in NYC.

March 18 – Chapter 6: Verbal Messages, DL: Chapter 6

WEEK 10 –

March 23 - Chapter 7: Nonverbal Messages; DL: Chapter 7

March 25 - Chapter 8: Conversation Messages

WEEK 11 –

March 30 - DL: Chapter 8, DL: Chapter 9

April 1 - Chapter 9: Interpersonal Relationships

WEEK 12 –

April 6 – Monday Schedule

April 8 – Chapter 10: Interpersonal Conflict Management DL Chapter 10

WEEK 13 – Chapter 12: Power and Interpersonal Communication

April 13 – Interpersonal Film

April 15 – Interpersonal Film / review

WEEK 14 –

April 20 – Exam 2- (Chapter 6-10)

April 22–(Movie analysis 2 due) - **Final work on self esteem project**

WEEK 15 –

April 27 - Health and Wellness Conference

April 29 – **“Who I am” Perception Presentation: Part 2.** After the presentation, take a minute and write down your feelings about the presentation on the sheet provided to you, Self evaluation of your thinking in the course, Course Evaluations.

WEEK 16 –

May 4 –TBD

What does it mean to be an “A” thinker in this course:

Personal Reflections on “Who am I” presentation (part 1):

Personal Reflections on “Who am I” presentation (part 2):