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| **Marshall University** Course Title/Number  | **CMM 213: Fundamentals of Interpersonal Communication** |
| Semester/Year | Fall 2012 |
| Days/Time | Tuesdays and Thursdays from 9:30 to 10:45 am  |
| Location | Smith Hall Room 227 |
| Instructor | Cynthia Torppa, Ph.D. |
| Office | Smith Hall Room 245 |
| Phone | 304-696-3901 |
| E-Mail | Torppa@marshall.edu |
| Office/Hours | Mondays 2:00 pm – 5:00 pmTuesdays 10:45 am – 12:30 pmWednesdays 1:00 pm – 4:00 pmThursdays 10:45 am – 12:30 pm  |
| University Policies | By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <http://www.marshall.edu/academic-affairs/?page_id=802> Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment  |

**Course Description: From Catalog**

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| Introduction to principles and practices related to productive interpersonal communication Emphasizes competence in using verbal and nonverbal message systems to promote effective communication in social and task relationships.  |

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| **Course Student Learning Outcomes**  | **How Practiced in this Course** | **How Assessed in this Course** |
| Students will know and understand how fundamental aspects of interpersonal communication processes work.  | Students will demonstrate knowledge of concepts and ability to classify, describe, restate concepts about interpersonal communication processes…  | …during in-class activities and discussions, on midterm exams, in papers, and in a group project. |
| Students will apply fundamental concepts in communication interactions. | Students will demonstrate ability to apply concepts in class activities and discussions, on midterm exams, in papers, and in a group project… | …during in-class activities and discussions, on midterm exams, in papers, and in a group project. |
| Students will analyze communication interactions using theoretical and applied constructs in order to enhance abilities and outcomes. Synthesize and evaluate verbal and nonverbal communication behaviors across various interpersonal communication contexts. | demonstrated growth in ability to recognize, label, describe, compare, and organize findings about theoretical and applied constructs and to shape outcomes in interactions… | …during in-class activities and discussions, on midterm exams, in papers, and in a group project. |
| Students will synthesize and evaluate verbal and nonverbal communication behaviors across various interpersonal communication contexts. | Students will demonstrate ability to integrate and make sound judgments about theoretical and applied constructs and to organize and share findings… | …during in-class activities and discussions, on midterm exams, in papers, and in a group project. |

**Required Texts, Additional Reading, and Other Materials**

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| 1. Stewart, J. (2012). *Bridges, not walls* (11th ed.). New York: McGraw-Hill Publishers
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**Course Requirements / Due Dates**

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| **Assignments are briefly described below this table. Additional information will be share in class.** 1. Exams

Midterm #1 Chapters 1, 2, 3, 4 September 27Midterm #2 Chapters 5, 6, 7, 8 November 1Midterm #3 Chapters 9, 10, 11, 12 December 111. Papers

First Paper Topic from first set of readings September 20Second Paper Topic from second set of readings October 25Third Paper Topic from third set of readings November 271. Projects Group Presentation and Written Final Exam Period, Dec 18th 8:00 am

 Paper/Summary  |

**Grading Policy**

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| Grades will be calculated on a straight scale:A = 90 -100% C = 70 - 79% F = 59% or less B = 80 - 89% D = 60 - 69% |

**Three Papers (50 points each):**

During our class time, we will discuss the assigned readings and often apply and/or practice concepts and skills during in-class activities (which will occasionally require some out-of-class preparation time). Three times during the semester, you will write a brief paper relating the ideas from a group of readings and associated class activities to your experiences, relationships, and interactions with others. You may select topics that you find to be exciting, interesting, beneficial, or surprising. Your score for each paper will be based on the quality of your assessment (enough concepts are used to show your knowledge of the communication process, the concepts used are appropriate for the event/experience being described and you did not overlook more appropriate concepts, your ideas are clear and consistent, and your writing style is fluent, well organized, clear, and error free. More information and a scoring rubric will be shared in class).

**Three Exams (50 points each):**

Three midterm exams will be given to allow you to demonstrate your knowledge and understanding of the concepts we’ve studied. Each exam will consist of 25 multiple choice questions (worth 2 points each), some of which will include “all of the above,” “none of the above,” and “a and c” options. Most of the questions will be drawn from your readings, however, questions taken from in-class activities and information shared during class will also be included.

**Group Project (100 points for each group member):**

Your group project is an opportunity to demonstrate your ability to analyze, integrate, synthesize, and evaluate communication phenomena using the concepts learned in this course. In groups of 3 – 5 students, you will select a project, develop a presentation for your peers, and give the presentation to the class during our final exam period. We will talk more about the specifics of the project in class, however, for this project you may investigate a topic of interest to you and then educate your peers about it (e.g., emotional intelligence, raising socially skilled children, parenting as a communication process, preparing for a career in another culture, gender/ethnic appropriate communication in the work place, or similar kinds of topics).

**Attendance Policy**

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| The emphasis of this course is on communication. You must be engaged in our in-class discussions and participate in our in-class activities to develop the depth of knowledge and important skills this course is designed to teach. It is highly likely that missing classes will (a) prevent you from understanding expectations for assignments and will result in a reduction in your ability to earn high scores on your assignments and (b) will make learning the content of this course more difficult and so will result in poor performance on your midterm and final exams and on your projects and papers. Absences that are approved by the University will be excused when the student reports and verifies them with the instructor. You must contact your instructor about any absence and make arrangements for make-up work. Make-up work will be permitted at the discretion of the instructor. Failure to notify your instructor promptly and complete make-up work promptly may result in the loss of opportunity to make-up missed work.How many absences will be tolerated?You may miss up to three (3) classes without an excused absence report from the Dean’s office without penalty, HOWEVER, each additional unexcused absence will result in a 5% reduction in your final course grade. In order to make up missed work, you must contact me promptly when you have missed a class during which assignments are due. PLEASE NOTE: Any student who misses 25% or more of the class sessions for this course will receive an F for the course (see page 83, 2011-12 Undergraduate Catalog).  |

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| **Week** | **Date** | **Day** | **Topic** |
| 1 | 8/28 | Tues | Introduction and Orientation**Chapter 1: Introduction to the Editor and to This Book** |
| 8/30 | Thurs | **Chapter 2: Communication and Interpersonal Communication*** *Stewart: Communicating and Interpersonal Communicating*
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| 2 | 9/4 | Tues | * *Scott: Fierce Conversations*
* *Sinno et al.: Social Media*
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| 9/6 | Thurs | **Chapter 3: Communication Building Identities*** *Stewart, Zediker, & Witteborn: Constructing Identities*
* *Duck & McMahan: Self and Identity*
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| 3 | 9/11 | Tues | * *Stone et al.: Identity and Difficult Conversations*
 |
| 9/13 | Thurs | **Chapter 4: Verbal and Nonverbal Contact*** *Stewart & Logan: Verbal and Nonverbal Dimensions*
 |
| 4 | 9/18 | Tues | * *Duck & McMahan: Talk and Interpersonal Relationships*
 |
| 9/20 | Thurs | * *Stewart: Two of the Most Important Words*
* *Finzel: Say What? Eight Words and Phrases to Avoid in LGBT Conversations*

**Paper #1 Due**  |
| 5 | 9/25 | Tues | * *Duck and McMahan: What Are the Functions of Nonverbal Communication?*
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| 9/27 | Thurs | **Exam #1**  |
| 6 | 10/2 | Tues | **Chapter 5: Inhaling: Perceiving and Listening*** *Stewart, Zediker, & Witteborn: Inhaling: Perception*
* *Wood: It’s Only Skin Deep*
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| 10/4 | Thurs | * *Shafir: Mindful Listening*
* *Stewart, Zediker, & Witteborn: Empathic & Dialogic Listening*
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| 7 | 10/9 | Tues | **Chapter 6: Exhaling: Expressing and Disclosing*** *Johnson: Being Open with and to Other People*
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| 10/11 | Thurs | * *Stone, Patton, & Heen: Expression: Speak for Yourself with Clarity and Power*
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| 8 | 10/16 | Tues | **Chapter 7: Communicating with Family and Friends*** *Wood: What’s a Family, Anyway?*
* *Tannen: Separating Messages from Metamessages in Family Talk*
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| 10/18 | Thurs | * *Duck: Our Friends, Ourselves*
* *Relationships and Power*
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| 9 | 10/23 | Tues | **Chapter 8: Communicating with Intimate Partners*** *Guerrero, Andersen, & Afifi: Communicating Closeness: Intimacy, Affection, and Social Support*
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| 10/25 | Thurs | **Paper #2 is Due*** *Parks: Gender and Ethnic Similarities and Differences in Relational Development*
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| 10 | 10/30 | Tues | * *Kurdek: What Do We Know about Gay and Lesbian Couples?*
* *Qualman: Word of Mouth Goes World of Mouth*
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| 11/1 | Thurs | **Exam #2** |
| 11 | 11/6 | Tues | **Chapter 9: Coping with Communication Walls*** *Stewart, Zediker, Witteborn: Deception, Betrayal, and Aggresssion*
* *Gibb: Defensive Communication*
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| 11/8 | Thurs | * *Wilmot & Hocker: Power: The Structure of Conflict*
* *Wigley III: Verbal Aggression Interventions: What Should Be done?*
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| 12 | 11/13 | Tues | **Chapter 10: Conflict: Turning Walls into Bridges*** *Folder, Poole, & Stutman: Conflict and Interaction*
* *Wilmot: Communication Spirals, Paradoxes, and Conundrums*
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| 11/15 | Thurs | * *Duck: Handling the Break-Up of Relationships*
* *Cambell: I Hear You, and I Have a Different Perspective*
* *Prathers: How to Resolve Issues Unmemorably*
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| 13 | 11/20 | Tues | Thanksgiving Break |
| 11/22 | Thurs |
| 14 | 11/27 | Tues | **Paper #3 is Due****Chapter 11: Bridging Cultural Differences*** *Hofstedes: The Individual and the Collective in Society*
* *Johnson: Building Relationships with Diverse Others*
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| 11/29 | Thurs | * *Anderson: From Racism to Gracism*
* *Braithwaites: Which is My Good Leg?*
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| 15 | 12/4 | Tues | **Chapter 12: Promoting Dialgue*** *Zediker & Stewart: Dialogue’s Basic Tension*
* *Herzig & Chasin: Fostering Dialogue Across Divides*
* *Sacks: Turning Enemies into Friends*
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| 12/6 | Thurs | * *Buber: Elements of the* *Interhuman*
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| 16 | 12/11 | Tues | **Exam #3** |
| **Students’ Group Presentations will be given during our Final Exam Period.****Our Final Exam Period (as scheduled by Marshall University) is** **8:00 am, Tuesday, December 18th**  |

**Course Schedule**