

**Marshall University**

**CMM 213: Fundamentals of Interpersonal Communication  
Fall 2014, Tuesdays and Thursdays 2:00 – 3:15 pm**

**Dr. Edward Woods**

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**Office Hours:**

**Monday 1:30 pm-4:30 pm  
Tuesdays 1 pm– 2:00 pm  
Wednesdays 1:00 pm – 4:00 pm  
Thursdays 1:00 pm – 2:00 pm**

**University Policies**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at [www.marshall.edu/academic-affairs/policies](http://www.marshall.edu/academic-affairs/policies): Students with Disabilities | Affirmative Action | Computing Services Acceptable Use | Excused Absence (undergraduate) | Academic Dishonesty | Inclement Weather | MU Alert

**Course Description: From Catalog**

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.

<b>Course Student Learning Outcomes</b>	<b>How Practiced in this Course</b>	<b>How Assessed in this Course</b>
Students will know and understand how fundamental aspects of interpersonal communication processes work.	Students will demonstrate knowledge of concepts and ability to classify, describe, and restate concepts about interpersonal communication processes...	...during in-class activities and discussions, on midterm exams and in papers.
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, and in papers.
Students will analyze communication interactions using theoretical and applied constructs in order to enhance abilities and outcomes.	Students will demonstrate the 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, and in papers.
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, and in papers.

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

Stewart, J. (2012). *Bridges, not walls* (11th ed.). New York: McGraw-Hill Publishers.

## Course Requirements / Due Dates

**Assignments are briefly described below this table; additional information will be shared in class.**

1. Exams			
Unit Exam #1	Chapters 1, 2, 3, 4	September 25	40 points
Unit Exam #2	Chapters 5, 6, 7, 8	October 30	40 points
Unit Exam #3	Chapters 9, 10, 11, 12	December 11	40 points
2. Papers			
First Paper	Topics from Chapters 1, 2, 3, 4	September 23	50 points
Second Paper	Topics from Chapters 5, 6, 7, 8	October 23	50 points
Third Paper	Topics from Chapters 9, 10, 11, 12	December 4	50 points
3. Class Participation—30 points. This dimension of your involvement with the course will give you opportunities to initiate or ‘trigger’ discussion on course concepts of interest to you. <u>30 points</u>			
300 total points			

## Grading Policy

That maximum number of points that can be earned in this course is 300. Grades (A through F) will be based on the point scale presented below, which roughly represents a percentage scale with 90-100% earning an A, 80-89% earning a B, 70-79% earning a C, 60-69% earning a D, and scores at 59 or below earning an F for the course. The table below shows the range of points for each range of percentages.

<b>A</b>	270 - 300	90 – 100%
<b>B</b>	240 - 269	80 – 89%
<b>C</b>	210 - 239	70 – 79%
<b>D</b>	180 - 209	60 – 69%
<b>F</b>	179 or below	0 – 59%

### 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 and will be posted on Blackboard).

**Three Exams (40 points each):**

Three midterm exams will be given to allow you to demonstrate your knowledge and understanding of the concepts we've studied, 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.

**Class Participation (30 points)**

To reinforce the emphasis on discussion and participation, you will be given several opportunities to identify concepts you want to comment on or explore in more detail. Your contributions to forwarding discussion in directions of greatest interest to the class will garner these valuable points.

**Class Policies****Attendance Policy**

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 prevent you from understanding expectations for assignments and will result in a reduction in your ability to earn high scores on your assignments. Missing class will also make learning the content of this course more difficult and so will result in poor performance on your unit exams and on your projects and papers. Absences that are excused by the University will be accepted 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 must be present to acquire the skills this course is designed to teach, consequently, an excessive number of absences will prevent you from receiving a passing grade. You may miss up to two (2) classes without an excused absence report from the Dean of Student Affairs' office without a penalty, HOWEVER, each additional unexcused absence will result in a 15 point reduction from the sum of points you earn in this course (which is roughly 5% of your course grade).

**Missed Exams/Late Papers**

If you have an excused absence, please talk with me about making-up a late paper. If you miss a paper due-date and do not have an excused absence, I will accept your late paper, however, you will lose 10 points each calendar day your paper is late. Similarly, if you have an excused absence, see me about making-up a missed exam. If you miss an exam and do not have an excused absence, you may take the exam, but you will lose 10 points for each calendar day until you make-up the exam.

## Mobile Devices / Computer Policy

University policy allows students to carry mobile phones to the classroom, but they must be set on vibrate or silent so they do not disrupt the class. Please do not text, surf, or otherwise use your mobile devices during class. Similarly, if you bring your laptop to class, please use it to take notes rather than for other purposes.

## Course Schedule

Week	Date	Day	Topic
1			
	8/29	Thurs	<b>Orientation to the course</b>
2	9/2	Tues	<b>Chapter 1: Introduction to the Editor and to This Book</b>
	9/4	Thurs	<b>Chapter 2: Communication and Interpersonal Communication</b> - <i>Stewart: Communicating and Interpersonal Communicating</i>
3	9/9	Tues	- <i>Parks: Personal Relationships and Health</i> - <i>Scott: Fierce Conversations</i> <i>Sinno et al.: Social Media: Where Interpersonal Communication Meets Mass Communication</i> -
	9/11	Thurs	<b>Chapter 3: Communication Building Identities</b> - <i>Stewart, Zediker, &amp; Witteborn: Constructing Identities</i> - <i>Duck &amp; McMahan: Self and Identity Stone et al.: Identity and Difficult Conversations</i>
4	9/16	Tues	<b>Chapter 4: Verbal and Nonverbal Contact</b> - <i>Stewart &amp; Logan: Verbal and Nonverbal Dimensions</i> - <i>Duck &amp; McMahan: Talk and Interpersonal Relationships</i>
	9/18	Thurs	- <i>Stewart: Two of the Most Important Words</i> - <i>Finzel: Say What? Eight Words and Phrases to Avoid in LGBT Conversations</i>
5	9/23	Tues	- <i>Duck and McMahan: What Are the Functions of Nonverbal Communication?</i> <b>Paper #1 Due</b>
	9/25	Thurs	<b>Exam #1</b>
6	9/30	Tues	<b>Chapter 5: Inhaling: Perceiving and Listening</b> - <i>Stewart, Zediker, &amp; Witteborn: Inhaling: Perception</i> - <i>Wood: It's Only Skin Deep</i>
	10/3	Thurs	- <i>Shafir: Mindful Listening</i> - <i>Stewart, Zediker, &amp; Witteborn: Empathic &amp; Dialogic Listening</i>
7	10/8	Tues	<b>Chapter 6: Exhaling: Expressing and Disclosing</b>

			- Johnson: <i>Being Open with and to Other People</i>
	10/10	Thurs	- Stone, Patton, & Heen: <i>Expression: Speak for Yourself with Clarity and Power</i>
8	10/15	Tues	<b>Chapter 7: Communicating with Family and Friends</b> - Wood: <i>What's a Family, Anyway?</i> - Tannen: <i>Separating Messages from Metamessages in Family Talk</i>
	10/17	Thurs	- Duck: <i>Our Friends, Ourselves</i> - Young: <i>Relationships and Power</i> -
9	10/22	Tues	<b>Chapter 8: Communicating with Intimate Partners</b> - Guerrero, Andersen, & Afifi: <i>Communicating Closeness: Intimacy, Affection, and Social Support</i>
	10/24	Thurs	- Parks: <i>Gender and Ethnic Similarities and Differences in Relational Development</i> - Kurdek: <i>What Do We Know about Gay and Lesbian Couples?</i> - Qualman: <i>Word of Mouth Goes World of Mouth</i>  <b>Paper #2 Due</b>
10	10/29	Tues	<b>Exam #2</b>
	10/31	Thurs	<b>Chapter 9: Coping with Communication Walls</b> - Stewart, Zediker, Witteborn: <i>Deception, Betrayal, and Aggression</i>
11	11/5	Tues	- Gibb: <i>Defensive Communication</i> - Wilmot & Hocker: <i>Power: The Structure of Conflict</i>
	11/7	Thurs	<b>Chapter 10: Conflict: Turning Walls into Bridges</b> - Folder, Poole, & Stutman: <i>Conflict and Interaction</i>
12	11/12	Tues	- Wilmot: <i>Communication Spirals, Paradoxes, and Conundrums</i>
	11/14	Thurs	- Duck: <i>Handling the Break-Up of Relationships</i> - Campbell: <i>I Hear You, and I Have a Different Perspective</i> - Prathers: <i>How to Resolve Issues Unmemorably</i>
13	11/19	Tues	<b>Chapter 11: Bridging Cultural Differences</b> - Hofstede: <i>The Individual and the Collective in Society</i> - Johnson: <i>Building Relationships with Diverse Others</i>
	11/21	Thurs	- Anderson: <i>From Racism to Gracism</i> - Braithwaite: <i>Which is My Good Leg?</i>
14	11/25	Tues	<b>Thanksgiving Break</b>
	11/27	Thurs	

15	12/3	Tues	<b>Chapter 12: Promoting Dialgue</b> - <i>Zediker &amp; Stewart: Dialogue's Basic Tension</i> - <i>Herzig &amp; Chasin: Fostering Dialogue Across Divides</i>
	12/5	Thurs	- <i>Buber: Elements of the Interhuman</i> <b>Paper #3 is Due</b>
16	12/12	Mon	<b>Exam #3 (Final)</b> <b>Thursday, December 12 at 12:45 pm</b>