

COMM212: Interpersonal Communication

Spring 2019

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TEXT: Orbo, M. P. & Bruess, C. J. (2005). *Contemporary issues in Interpersonal Communication*. Los Angeles, CA: Roxbury Publishing Company.

OBJECTIVES:

Communication is the essence of all relationships. Interpersonal communication skills enable effective personal and professional relationships. Often perceived simply, effective communication is quite complex. Quality communication can be achieved through the learning and understanding of factors contributing (or lack thereof) in the communication process.

This course will encourage the learning and understanding of the communication process through the personal reflection of individual strengths and weaknesses with regard to communication skills. Throughout this course, we will examine and discuss communication behaviors and their effects on a relationship. The objectives in this course are established to assist students in the exploration, identification, and the effective practice of interpersonal communication concepts.

LEARNING OUTCOMES:

The following are Communication Program Learning Outcomes intended to be addressed in various courses and at varied levels of demonstration. While multiple outcomes are introduced, developed, and mastered in each course, highlighted are those outcomes specifically addressed and measured in this course:

1. **Presentations: Increased confidence and competence in public presentations.**
2. **Relationships: Knowledge of the manner in which communication creates, maintains and transforms relationships and the ability to engage in effective and productive relational communication.**
3. **Contexts: Knowledge of the crucial role communication plays in community, professional and civic contexts, and the ability to use communication behaviors ethically and effectively in various contexts.**
4. Diversity: Knowledge and respect for the role of culture and diversity in communication, and the ability to effectively communicate within and across cultures.
5. **Influence: Competency in the construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices.**
6. Technology: Ability to effectively use communication technology and to critically evaluate how technology affects communication.
7. **Research: Competence in systematic inquiry, including the process of asking questions, systematically attempting to answer them, and understanding the limitations of the conclusions reached.**

STUDENT RESPONSIBILITIES:

Student Commitment

The following assignments will allow for the assessment of your achievements of the outcomes identified above.

Course Assignments and Descriptions:

Reflection paper 10% of grade (2)

Project #1 10% of grade (5)

Project #2 25% of grade (3,7)

Project #3 5% of grade (2)

Movie Analysis 20% of grade (3, 7)

Nonverbal Communication Assignment 10% of grade (3)

Quizzes/Attendance/Daily Assignments/overall contribution/class activities 20% of grade

1. Reflection Paper (10%)

- A. To read Mitch Albom's book, *Tuesday's with Morrie*, and write a three page reflection paper.

2. **Project #1 Interpersonal Influence** (10%)

The objective of this activity is to explore messages about interpersonal relationships influenced by where you invest your screen time. Choose the three areas where you choose to invest the most screen time. This could be the three TV shows you never miss, where you visit on the internet, the video game that you play.... Analyze what these venues communicate, and how the venues influence interpersonal communication in general, and specifically, how YOU communicate.

In the paper, be sure to describe your choices and critique them as a form of communication (e.g., what they say on both their content and relational levels).

Project #2 Character Analysis (25%)

For this project you may work with two other classmates. Each group will choose a character from the Bible to analyze throughout the semester. Members will reflect on how the concepts discussed in class were illustrated by this character both in the Bible, or by outside resources. At the end of the semester, the group will give a formal presentation of their character analysis.

In addition, each individual will write a self-evaluation paper on how the project has or has not enhanced your learning of interpersonal communication. The evaluation will include an evaluation of the process and people you are working with. The 25% of this assignment will be allocated as follows: 5% for proposal of character, 5% for midterm evaluation (3/2), 5% for final evaluation (3/2), 10% for final presentation.

Project #3 Interpersonal Relationships (5%)

The objective of this activity is to reflect on how others have used interpersonal communication and relationships in aiding in your personal growth. Specifically, you will look to teachers/coaches that have made a difference in your life. As you come to realize and better appreciate how and why this individual has influenced who you are, you will write a letter to this individual providing them with feedback. The feedback will use concepts we've discussed to explain the difference that they have made.

In the letter, be sure to describe the significance of the communication (e.g., what they communicated on both a content and relational levels). You will submit the letter written to this individual in an UNSEALED, ADDRESSED, & STAMPED envelope. I will review it and then mail the letter to the individual chosen.

3. **Movie Analysis Paper** (20%)

During one week of class we will watch a full-length feature film. Your assignment will be to use the concepts we have been talking and reading about thus far and apply them to the relationships and the communication interactions in the film. Your analysis paper will be a minimum six page paper in which you apply multiple concepts we discussed to help you understand the movie.

4. **Nonverbal Communication assignment.** (10%) Detailed information will be provided in class.

5. **Quizzes/Attendance/Daily Assignments/overall contribution/class activities** (20%)

Because this is an activities-based class, participation is critical and therefore, a significant part of your grade. Students are expected to be active in class discussion by facilitating and enabling discussion with your peers. Participation does not necessarily mean talking a lot. Rather, participation means making worthy and thoughtful contributions and encouraging and respecting the participation of others. Student participation is also measured by the timely and thoughtful responses to discussion questions posed and short in and out of class activities requested throughout the semester.

Much of your learning will take place in class and cannot be "made up." These include, but are not limited to in class writing assignments and group activities. Even in the event of an excused absence, you are not excused from the participation opportunities you miss.. Half of the points will be awarded at midterm, the remaining half of the semester. Missing three or more classes during the semester will result in losing all participation points.

COURSE SCHEDULE:

Week 1		Notes/Comments
J7	What's this class about? Who am I? Who Are You?	
	Group Assignments Interpersonal Survey I	
	IQ/EQ/SQ	
Week 2		
J14	Chapter 1: An Orientation to Interpersonal Communication	
	Chapter 2: Culture, Power, and Technology	DA: 1)What is a lie? 2) Is it EVER acceptable or appropriate to lie?
	Have you been Poked? How safe is your cyberworld?	Project #1 Due
Week 3		
J21	NO CLASS - MLK Day	
	Chapter 2 continued	
	Chapter 3: Self & Communication	

Week 4		
<i>J28</i>	Chapter 3 continued	
	Chapter 4: Perception of Communication	
	Work with Project # 2 Members	Project #2 Proposal Due
Week 5		
<i>F4</i>	Perceptions of Others (Circle of Feedback)	
	Chapter 5: Language and Meaning	
	More on Chapter 5	
Week 6		
<i>F11</i>	Chapter 6: Nonverbal Communication	
	More on Nonverbal Communication	
	Out of Class Nonverbal Assignment	TWM Reflection Paper Due
Week 7		
<i>F18</i>	NO CLASS - Presidents Day	
	Presentation of Out of Class Nonverbal Assignment	
	ASSIGN MOVIE ANALYSIS PAPER	
Week 8		
<i>F25</i>	<i>Tannen & Bly Video</i>	
	Work with Project # 2 Members	Midterm Evaluation of Project #2 Due Electronically
	Gender Communication	DA: 1) What are some of the self induced obstacles and environmental obstacles that interfere with your ability to listen? 2) What do you need from a speaker in an attempt to get your attention and maintain your attention?
Week 9		
<i>M4</i>	MOVIE ANALYSIS	
	MOVIE ANALYSIS	
	MOVIE ANALYSIS	
Week 10		
<i>M18</i>	Chapter 7: Listening Effectively	DA: Listening Evaluation Completed
	Chapter 7 continued	
	Chapter 8: Creating Positive Interpersonal Climates	
Week 11		
<i>M25</i>	More on Chapter 8	
	Discussion of Movie Analysis	A HARD COPY OF YOUR MOVIE ANALYSIS MUST BE BROUGHT TO CLASS
	Chapter 9: Managing Conflict	
Week 12		
<i>A1</i>	Chapter 9 continued	DA: Conflict Evaluation Completed
	Chapter 10: Communicating in Personal Relationships	
	Work with Project # 2 Members	
Week 13		
<i>A8</i>	<i>Chapter 10 continued</i>	PROJECT #3 DUE
	Chapter 11: Communicating in the Family	
	Chapter 11 continued	
Week 14		
<i>A15</i>	Chapter 12: Communicating at Work The Job Search	
	Work with Project # 2 Members	Final Evaluation of Project #2 Due Electronically
	NO CLASS - Easter Break	
Week 15		
<i>A22</i>	NO CLASS - Easter Break	
	The Resume	
	The Interview	
Week 16		
<i>A29</i>	Project #2 Presentations	

Instructor reserves the right to modify the course as deemed necessary.

EXPECTATIONS FOR A SUCCESSFUL LEARNING ENVIRONMENT

Respect: In order for each of us to receive a valuable education in this class, we will all need to listen openly and discuss ideas respectfully. College policies on harassment and discrimination outline behaviors that will not be tolerated. Please talk with me if you feel threatened or disrespected in group exercises or class discussion. While class is in session, any and all usage of these electronic devices must be for the express purpose of facilitating learning for this course only, like taking notes or looking up references to concepts or phenomena mentioned in class. Any other usage of these devices, such as texting, using social media, playing video games, or working on other classes, may result in the student being asked to surrender the device or leave the class.

Attentiveness/Attendance: Class participation is often in the form of graded activities that cannot be made up at another time. In addition to your oral feedback in class, I will be evaluating your nonverbal feedback. Sleeping, reading, or writing your grocery list is unacceptable during class. Since it violates expectations of respect, distracting and inattentive students will be dismissed. If you are not in class, that is your responsibility and you will knowingly accept the consequences. Rely on group members for mutual support if you need class notes or assignments. If you foresee missing more than one class session due to extraordinary college or personal events you should discuss these conflict with me. Any absence requires that you discuss with me *prior* to dates missed.

Responsibility: Late work will not receive full credit. In nearly all cases it will result in zero points. Questions concerning "but" are not particularly useful to the individual trying to develop a professional persona. Time management is a necessary skill for all professionals. Assignments are due during class unless otherwise noted.

Honesty: Plagiarism or cheating in any form is inexcusable. Plagiarism or cheating in any form will destroy your credibility as a communicator -- academically and professionally. Plagiarism is defined by the university as misrepresenting as one's own anything done by another. Take credit for your work. Cite others for theirs; failure to do so will result in a F in the course. If you don't know what academic dishonesty is, ASK! Honesty about absences or late work will not be questioned. Your best *intentions* are assumed. Don't spend your time trying to convince me that you are a good person. I believe you. I will evaluate the *outcome* of course assignments, however.

Equal Opportunity: If you need course adaptations or accommodations for any reason, please make an appointment with me as soon as possible.

Open Mind: Please talk with me about any concerns, confusion, or difficulties. An open mind is essential. The nature of this course is demanding. Most of us rarely evaluate our communication habits. Often when we are frustrated by the conflict that inevitably emerges in groups, we blame it on the incompetence of others. This will be a comfortable tendency for you, too. In this class, we will examine group dynamics through several critical perspectives. You will be expected to focus on the group dynamics, not on individuals. We cannot choose all future co-workers and employers. We can, however, come to the given group with strategies that enable us to positively contribute and cooperate. Building and maintaining a collaborative classroom is everyone's responsibility. Come to class prepared to rethink the assigned material and share your reactions. I welcome critical thinking during class.

Grades defined:

A -- Achievement *outstanding* relative to the level necessary to meet course requirements.

B -- Achievement *significantly above* the level necessary to meet course requirements.

C -- Achievement *meeting the basic course requirements* in every respect.

D -- Achievement *worthy of credit* even though it does not fully meet the basic course requirements in every respect.

F -- Performance *failing to meet* the basic course requirements.

I -- Incomplete; arranged in *extreme* cases only.

Holistic approach: I do not grade partially. For example, I will not deduct one point per grammatical error. Rather, I evaluate the assignment as a whole. Specific criteria will be included in major assignments. I also do not grade from a deficit model. Some students assume they have an A and the burden of proof lies with the professor. Wrong. I do not need to explain why a completed assignment was short of an A. Rather, students will work from C if the assignment has completed all requirements adequately and work upward from there.

Performance not performer: It is common and maybe natural, given our competitive culture, for students to feel that the instructor's grade is an evaluation of them as persons. "She gave me a C, she hates me." I am not hired to make such evaluations. I do not judge your personality, your intellectual potential, or your intentions with a grade. I judge your performance in our class. Your completed work and class participation is evaluated.

Grade disputes: Understanding the above comments, you are invited to discuss any written evaluation with me further *after* you have thoughtfully read my comments. If you think a grade is unwarranted, you should: (1) reread the assignment, (2) reread/view your work, (3) reread my evaluation, and (4) type a justification for the grade you think you earned. I will accept your written justification 24 hours after you received my grade. We will then arrange a time to discuss both evaluations.

General guidelines on papers: Type, double space, staple, and either APA or MLA styles are acceptable. Font size 12. Be consistent. Grammar is graded.

Exam/Quizzes: With exception of the final exam, exams/quizzes are not an inherent part of the assessment process for this course.

However, if my perception is that the group is not coming to our meetings prepared, exams/quizzes including a combination of multiple-choice, identification, true-false, and essay, will be given.

Class Activities: There will be random assignments requiring you to

respond to the reading, engage in group exercises, or provide brief written reactions to questions provided in class. Any remaining points will consist of overall quality and quantity of class participation.