

# Interpersonal Communication – CM 220

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Class: MWF 1:00-1:50 PM (Section 1) Room KHIC 201

Office Hours: MW: 10:00 AM-11:00 AM; Monday: 12:00-1:00; TTH: 1:00-2:00 and by appointment

This course address the following Communication Department student learning objectives:

- Goal 1: Students will demonstrate competency in communication skills related to the production and presentation of messages in multiple formats.
- Goal 2: Students will demonstrate competency in critical thinking skills related to the analysis, interpretation, and criticism of messages.
- Goal 5: Students will demonstrate an understanding of multiple theoretical perspectives and diverse intellectual traditions in Communication.
- Goal 6: Students will demonstrate competency in human relational interaction.
- Goal 7: Students will demonstrate competency in the analysis and practice of ethical communication.
- Goal 9: Students will demonstrate competency in effective communication with diverse others and an understanding of the impact of culture on communication.

## Scope of Course

This course explores the major approaches, models, theories and research on dyadic and small group communication. It focuses on topics such as verbal and nonverbal communication, listening, perception, ethics, conflict management, and self-disclosure in personal and professional relationships. Particular emphasis is placed on relationship development.

## Learning Objectives

Following completion of this course, the student will be able to:

- identify the major theories, concepts, and issues related to the study of interpersonal communication behavior
- analyze the dynamics of communication in relationships
- develop an awareness and understanding of their own interpersonal communication behaviors
- improve their interpersonal communication skills
- examine ethical issues in interpersonal communication
- appreciate differences in communication style because of national origin, gender, and background.

## **REQUIRED TEXT:**

Campbell-Eichhorn, K., Thomas-Maddox, C, Bejelia-Wanzer, M. (2008). *Interpersonal communication: Building rewarding relationships*. Kendall-Hunt: Dubuque, IA.

## *Course Policies*

**Participation** – This class is an interactive learning experience. As such, you are expected to participate in the group and classroom activities to successfully accomplish the class requirements. I do keep track of who participates in class and the quality of that participation.

**Reading** – If you desire the maximum benefit from your experience in this class, you must read **BEFORE** class. Your active participation is expected in the learning process and in the classroom.

**Attendance** – You are expected to attend class and actively participate in class discussions and activities. In a communication course, your personal success and the success of the class depends upon everyone participating in activities during class meetings.

You should make every effort to understand the material covered in class during your absence. It is your responsibility to request any handouts or assignments that you might have missed. Courtesy suggests that if you do need to be absent from class that you notify the instructor BEFORE class. You are allowed one week's worth of absences without penalty (i.e., 3 for a MWF class and 2 for a TTH class). If you miss more than the allowable number of classes for ANY reason, your grade will be lowered. Generally, each additional absence results in a lowering of 1/3 grade. For example, if you have earned an A-, and you missed 4 classes throughout the semester, you will receive a B+ for the course. The more classes missed, the bigger becomes the penalty. If you are involved in activities that might conflict with this class (band, theater, field trips, sports, etc), you need to drop this class and take another section. Classes missed for these activities **are not excused**. Likewise, a note from the health center **does not excuse your absence from class**. These absences are counted in your allowance. Use your absences wisely!

### *General Writing Guidelines*

- Your papers must be computer-printed, double-spaced, using 12-point Times New Roman font and 1" margins (no more, no less) on all sides.
- Papers must comply with the required minimum and maximum page lengths specified above.
- **Only attach a cover page** including your name, the paper's due date, the course name and number, and the paper's title **when requested** in the assignment. We will discuss the process of title generation and title page formatting during class. **Otherwise, include your name, class, and date in the upper right-hand corner of the first page.**
- Number each page, either in the upper-right-hand corner or at the center of the bottom.
- **Staple** your papers. (Yes, you will lose points if your paper is paper-clipped together or otherwise unstapled.)
- Use APA (5<sup>th</sup> edition) formatting for all citations, references, and headings. We will review APA guidelines during class.
- **Proofread, edit, revise, and rewrite your papers.** What's true in the so-called real world is true in this class: Appearances matter—or, as they say in the media business, “perception is reality.” Writing does count. Spelling does count. Grammar does count. Why? Because, like it or not, these manifestations of your mastery of written communication affect how you and your ability to think and reason are perceived. For good or bad, people's impressions of your intelligence and your credibility often hinge on your ability to write well.
- Here's a hint: After you've written a draft and you think you're ready to hand it in, **read it out loud**. Listen to how it **sounds**. (If a roommate or friend is available, read it out loud to him or her.) If it doesn't sound good to you or your listener, it probably won't come across well to your reader.
- Avoid fancy words. Simplify sentences. Fix what doesn't work.

**Assignments are due at the beginning of class on the date they are due unless otherwise specified. Assignments turned in late will be deducted 10% of the total points EACH DAY that the assignment is late. If you are not in class on the day an assignment is due, please arrange to turn in your assignment before class.**

#### **Academic Dishonesty**

All work should be your own. Assignments should be individual efforts. Plagiarism includes copying or paraphrasing someone else's words as your own or excessively collaborating with someone and presenting the work as yours alone. College regulations regarding academic dishonesty, as set forth in the Mount Union College student handbook and other College documents and publications, will

be strictly enforced. A student caught plagiarizing on an assignment will receive an F for that assignment. A student caught cheating on a test will receive an F for the course.

### **Students with Disabilities**

Any disabled student who needs accommodations (e.g. seating placement, arrangements for examinations, etc.) should inform the instructor at the beginning of the course. Students with disabilities must also contact the Office of Disabled Student Services located in HPCC 109, x7372.

### **Confidentiality**

*Please respect the confidences of your classmates. This class often involves the discussion of personal issues and relationships. What is discussed in class should stay in class. You can expect that any written assignments turned in to the professor will remain personal and confidential.*

**EVALUATION:** You will be evaluated using the following scale.

#### **Grading Scale**

|                |                |                |               |
|----------------|----------------|----------------|---------------|
| A = 93-100%    | B = 83-86.9%   | C = 73-76.9 %  | D = 63-66.9 % |
| A- = 90-92.9 % | B- = 80-82.9%  | C- = 70-72.9 % | D- = 60-62.9% |
| B+ = 87-89.9 % | C+ = 77-79.9 % | D+ = 67-69.9 % |               |

## ***Exam Choices***

**Exams** – Exams and quizzes comprise about 1/3 of your grade (250 points). Everyone is required to take the comprehensive final exam which covers all the material from the semester. There will be two choices for the final. **You must commit to your choice one week prior to the exam.**

The **first choice** will be a take home essay exam. You will be given four scenarios of relationships in different circumstances. You will be asked to analyze three of the four scenarios applying concepts with citations from the text. Each response will require 4-5 pages of text. You will have three days during exam week to complete the final.

The **second choice** will be a typical multiple choice, True-False, short answer essay exam on the concepts covered throughout the semester.

## ***Quizzes***

There will be five quizzes throughout the semester. Each quiz will be worth 30 points and cover two or three chapters. Quizzes will be multiple choice, true-false, short answer and fill-in-the blank.

## ***Assignments***

**Outside Experiences** – One way to understand what we are discussing and you are reading is by experiencing it. Structured activities and/or experiments will be assigned to demonstrate a specific concept we are discussing in class. There are eleven experiences (approximately one per week). Everyone will complete five (3) experiences. Once you conduct the activity or experiment, you will write a **2-page summary** of your experience, as well as report to the class what happened. No experience should take more than about 1-1 ½ hours to complete outside of class. Each required experience and its resulting report is worth **25 points each or 75 points**.

**Advice Column Critique** – We can find a lot of “advice” on how to communicate in interpersonal relationships in the advice columns and relationship articles of popular magazines and daily newspapers. Locate an advice column and comment on the advice being given. Apply two or three concepts you have read about or we have discussed in class to your analysis. Your critique should be 3-4 pages. Please attach a copy of the article or column to your critique. **(75 points)**

**The above assignments are required of all students. Each student may elect one of two options for the remainder of their assessment. Students must declare in writing which option they are choosing by the end of the first week of class. You may elect to participate in the service learning project or write a research paper. Each is worth a total of 200 points. However, at least 50% of the class must elect the service-learning project for the project to work. If at least 50% of the class doesn't choose the project, we will return the grant money.**

### **Option A – Service Project**

#### **What is Service-Learning?**

This class and the proposed class project benefits from a Learn and Serve America grant, which was obtained for the purpose of conducting service-learning at Mount Union College. The grant's beneficiaries must include a K-12 population.

Service-learning is an approach to education that combines service to the community with active learning goals for participants. Service-learning benefits both the community and the learner. Service-learning takes place in school, college/university, community-based and tribal settings. Service-learning is distinguished from volunteerism by its attention to individual reflection that enhances academic, civic, and social development.

You may elect to participate in the service learning project or write a research paper. Each is worth a total of 200 points. However, at least 50% of the class must elect the service-learning project for the project to work. If at least 50% of the class doesn't choose the project, we will return the grant money.

#### **Service Project**

This project works with the Alliance Neighborhood Center, specifically third through fifth graders. It provides an opportunity to initiate, build and terminate a relationship with one or two children. As a group, we will focus on esteem building, celebrating uniqueness, and tolerating diversity in their communities. The project will require us to participate in a meet and greet session and plan two group afterschool activities at the Center that will help us work toward our goals. These will probably occur on Monday afternoons from 4-5 PM. Additionally, we will produce a DVD that captures the children's ideas about diversity in their neighborhood by bringing the students to the MUC TV station. Each student will get a copy of the DVD. This DVD, along with an instructor's guide, which we will write as a group, will be available in all area schools so teachers can use it in their classrooms. Additionally, each participant will meet with one or two children four times through out the semester on any day to help them with their homework, talk, hang-out. These meeting will be journaled. Students participating in this project will need to have a background check conducted if they do not have one on file.

#### **Requirements:**

|                                                        |            |
|--------------------------------------------------------|------------|
| Four journals on individual meetings. (25 points each) | 100 points |
| Final Reflection on the project (50 points)            | 50 points  |
| Project                                                | 200 points |

The group will decide how the project will be evaluated once plans are finalized and goals are established.

### **Option B – Term Paper and Additional Experiences**

In addition to three required "experiences" from above, you will complete six additional experiences and write about them (25 points each – 150 points).

**Term Paper** – Select a topic you are particularly interested in. Research what current communication research says about the topic. In addition to information from class and in your text, you will identify, read, and cite at least seven scholarly journal articles indicating the latest research on these concepts. Your text’s works cited pages and bibliography are a good place to start. Your paper should be 10-12 pages. You will be evaluated on the following:

Topic selection and rationale – 20 points Annotated bibliography - 25 points, Rough draft - 30 points, Final paper - 125 points.

**Options Summary**

|                                 |           | <b>Option A (Project)</b> |              | <b>Option B (Paper)</b> |              |           |       |
|---------------------------------|-----------|---------------------------|--------------|-------------------------|--------------|-----------|-------|
|                                 |           | <b>Pts</b>                | <b>score</b> | <b>Pts</b>              | <b>Score</b> |           |       |
| <b>Quizzes</b>                  | <b>#1</b> | <b>30</b>                 | _____        | <b>#1</b>               | <b>30</b>    | _____     |       |
|                                 | <b>#2</b> | <b>30</b>                 | _____        | <b>#2</b>               | <b>30</b>    | _____     |       |
|                                 | <b>#3</b> | <b>30</b>                 | _____        | <b>#3</b>               | <b>30</b>    | _____     |       |
|                                 | <b>#4</b> | <b>30</b>                 | _____        | <b>#4</b>               | <b>30</b>    | _____     |       |
|                                 | <b>#5</b> | <b>30</b>                 | _____        | <b>#5</b>               | <b>30</b>    | _____     |       |
| <b>Final Exam</b>               |           | <b>100</b>                | _____        |                         | <b>100</b>   | _____     |       |
| <b>Experiences</b>              | <b>#1</b> | <b>25</b>                 | _____        | <b>#1</b>               | <b>25</b>    | _____     |       |
|                                 | <b>#2</b> | <b>25</b>                 | _____        | <b>#2</b>               | <b>25</b>    | _____     |       |
|                                 | <b>#3</b> | <b>25</b>                 | _____        | <b>#3</b>               | <b>25</b>    | _____     |       |
| <b>Advice Column</b>            |           | <b>75</b>                 | _____        |                         | <b>75</b>    | _____     |       |
| <b>Service Project Journal</b>  | <b>#1</b> | <b>25</b>                 | _____        | <b>Experiences</b>      | <b>#4</b>    | <b>25</b> | _____ |
|                                 | <b>#1</b> | <b>25</b>                 | _____        |                         | <b>#5</b>    | <b>25</b> | _____ |
|                                 | <b>#1</b> | <b>25</b>                 | _____        |                         | <b>#6</b>    | <b>25</b> | _____ |
|                                 | <b>#1</b> | <b>25</b>                 | _____        |                         | <b>#7</b>    | <b>25</b> | _____ |
| <b>Final Reflection Project</b> |           | <b>50</b>                 | _____        | <b>#8</b>               | <b>25</b>    | _____     |       |
|                                 |           | <b>200</b>                | _____        | <b>#9</b>               | <b>25</b>    | _____     |       |
|                                 |           |                           |              | <b>Term Paper</b>       |              |           |       |
|                                 |           |                           |              | <b>Rationale</b>        | <b>20</b>    | _____     |       |
|                                 |           |                           |              | <b>Bibliography</b>     | <b>25</b>    | _____     |       |
|                                 |           |                           |              | <b>Rough Draft</b>      | <b>30</b>    | _____     |       |
|                                 |           |                           |              | <b>Final Paper</b>      | <b>125</b>   | _____     |       |
| <b>TOTAL</b>                    |           | <b>750</b>                |              | <b>TOTAL</b>            | <b>750</b>   | _____     |       |

## *Class Schedule\*\**

| Week                                                             | Date               | Topic                                                                                                     | Reading and Assignment                                                                                     |
|------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 1                                                                | Jan 14, 16, 18     | Introduction to course<br>History and Foundation of IPC<br>Development of Self and Individual Differences | Buy book<br>Chapter 1 and 2                                                                                |
| 2                                                                | Jan 21, 23, 25     | <b>MLK Holiday Jan 21 – NO CLASS</b><br>Verbal Communication                                              | Chapter 3                                                                                                  |
| 3                                                                | Jan 28, 30, Feb 1  | <b>January 28 – NO CLASS</b><br>Non-verbal Communication                                                  | <b>Quiz #1 (Ch 1, 2, 3) – (1/30)</b><br>Chapter 4                                                          |
| 4                                                                | Feb 4, 6, 8        | Perception and Listening                                                                                  | Meet and Greet at ANC (2/4)<br>Chapter 5                                                                   |
| 5                                                                | Feb. 11, 13, 15    | Initiating relationships                                                                                  | <b>Quiz #2 (Ch 4, 5) – (2/11)</b><br>Filming at TV studio (2/8)<br>Chapter 6                               |
| 6                                                                | Feb. 18, 20, 22    | Intercultural Communication                                                                               | Chapter 10<br>Topic and Rationale due (2/20)                                                               |
| 7                                                                | Feb. 25, 27, 29    | Family Communication                                                                                      | Chapter 11<br>Afterschool Group Activity (2/25)                                                            |
| 8                                                                | Mar 3, 5, 7        | Sustaining relationships                                                                                  | <b>Quiz #3 – (Ch 10, 11) – (3/3)</b><br>Chapter 7<br>Annotated Bibliography due (3/5)                      |
| <b>Spring Break</b>                                              |                    |                                                                                                           |                                                                                                            |
| 9                                                                | Mar 17, 19, 21     | The Dark side of Relationships<br><b>Good Friday – NO CLASSES (3/21)</b>                                  | Chapter 8<br>Advice column critique due (3/19)                                                             |
| 10                                                               | Mar. 24, 26, 28    | Terminating Relationships                                                                                 | Chapter 9                                                                                                  |
| 11                                                               | Mar 31, April 2, 4 | Relationships in the Workplace                                                                            | <b>Quiz #4 – (Ch 8, 9) – (3/31)</b><br>Chapter 13                                                          |
| 12                                                               | April 7, 9, 11     | Heath Communication<br>From face-to-face to Cyberspace                                                    | Afterschool Group Activity (4/7)<br>Chapter 12<br>Chapter 14                                               |
| 13                                                               | April 14, 16, 18   | Cyberspace cont'<br>Movie Day                                                                             | Second filming at TV studio (4/14)<br><b>Quiz #5 – (Ch 12, 13, 14) – (4/16)</b><br>Rough drafts due (4/18) |
| 14                                                               | April 21, 23, 24   | Movie Discussion<br>Wrap up                                                                               | Final Paper due (4/24)                                                                                     |
| <b>Final Exam Friday May 2 – 1:00 PM (Chap 8, 9, 12, 13, 14)</b> |                    |                                                                                                           |                                                                                                            |

\*\* This syllabus is subject to change. You will be notified of any substantive changes in advance.