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COM 150S.01: Interpersonal Communication

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**THE UNIVERSITY OF MONTANA-MISSOULA
COLLEGE OF TECHNOLOGY
APPLIED ARTS AND SCIENCES DEPARTMENT
FALL 2005, COURSE SYLLABUS**

COURSE NUMBER AND TITLE: Com 150S, Interpersonal Communication

SEMESTER CREDITS: 3

PREREQUISITES: None

INSTRUCTOR NAME: Kim Reiser, M.A.

E-MAIL ADDRESS: Kim.Reiser@mso.umt.edu

I am most easily reached by e-mail. However, it is also possible for you to leave messages for me at 243-7839.

OFFICE LOCATION: Main Faculty Office in HB Building

OFFICE HOURS: 1:30-2:30 Tuesday and Thursday or By Appointment

COURSE RATIONALE

Beebe, Beebe and Redmond (1999) write that "communication is at the core of our existence.... Most people spend between 80 and 90 percent of their waking hours communicating with others" (p.5). Beebe et al. explain that "it is through these interactions with others that we develop interpersonal relationships" (p.5). Our communication encounters create our identities. In addition, communication defines our relationships with friends, family, loved ones, and colleagues. Therefore, our understanding of interpersonal communication and the role we play in it will not only contribute to our sense of well-being and success in personal relationships, but to our success in work relationships as well. Furthermore, Beebe et al. (1999) write that communication affects the quality of our physical and emotional health" (p.9). In fact, supervisors recognize the importance of considering the communication skills of prospective employees. Grice and Skinner (2001) write, "In a 1999 report, the National Association of Colleges and Employers listed characteristics employers consider most important when hiring an employee. At the top of the list was communication skills" (p.6). Interpersonal Communication is particularly useful at the A.A.S. level as it is a type of communication that can be applied to many occupational fields.

COURSE PURPOSE

The purpose of this course is for students to become aware of their present communication styles and decide what is effective and what can be improved in order to build healthier relationships on an interpersonal level. Students will learn skills to help them manage conflict both in personal relationships and professional relationships. Communication will be viewed from both a verbal and nonverbal perspective. Communicating more clearly and listening more effectively will be addressed as well as the following topics: creating identities through communication, communication and emotion, interpersonal conflict management, creating healthy communication climates, gender communication, and cultural diversity and communication.

STUDENT PERFORMANCE OUTCOMES:

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

1. Recognize communication patterns from family of origin.
2. Understand relational meaning of what we say both verbally and nonverbally, and the effect this has on relationships personally, professionally and in an educational capacity.
4. Practice skills in listening reflectively, attentively, and more empathetically.
5. Recognize passive, aggressive, passive-aggressive and assertive behaviors and learn how to deal more effectively with them through conflict management skills.
6. Understand how the quality of communication directly affects the quality of relationships and ultimately the quality of life.

7. Identify practical skills geared towards improving communication in the workplace, in personal relationships, and in the family.
8. Understand the role emotions play in communication.

GRADING:

Exams (3) - 35% of grade

Interpersonal Relationship Paper - 20% of grade

Assignments - 20% of grade

Student Involvement (assesses attendance and classroom participation) - 10% of grade

Abstracts for Research Relating Interpersonal Communication to Life or Future Occupation of Student (2) - 15% of grade

GRADING SCALE: 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), 59 and Below (F)

ATTENDANCE POLICY:

It is my belief that what you gain from a course is dependent on what you put into it. Attendance will determine a student's level of success. If you miss a class, you will miss a learning opportunity. In addition, please note that attendance and participation is 10% of your grade; it can bump your grade up or down one level.

Test makeup policy: I believe the classroom setting should be treated like any other professional setting. Employers and coworkers tend to be forgiving of a person's absence for an important meeting or engagement if that person has proven to be dependable in the past. My policy follows this principle. If the following conditions are met, you may be given an opportunity to make up a test:

1. You must be in good standing in the class. This means fewer than three absences, no late assignments and passing grades on all completed assignments.
2. You must notify me prior to missing the test that you will be unable to attend that class period, and provide an explanation for your absence. Personal illness, family emergencies and unexpected events are acceptable reasons for rescheduling a test. You may be asked for documentation of verification of your excuse.
3. You must schedule an appointment to make up your test with the Academic Support Center within 24 hours of missing the test. The Academic Support Center requires that you schedule an appointment with them 48 hours before the time you plan to take your test. This policy is applied at the discretion of the instructor.

THERE ARE NO MAKEUPS ON DAILY ASSIGNMENTS AND PAPERS.

*COURSE POLICIES ARE APPLIED AT THE DISCRETION OF THE INSTRUCTOR.

ACADEMIC MISCONDUCT:

Plagiarism and academic dishonesty will be dealt with according to university policy (see Student Conduct Code). Plagiarism consists of representing another person's words, ideas, data, or materials as one's own. All material submitted in this course must be your own. Cite research where it is used. Academic misconduct also includes knowingly submitting false information, i.e. in research papers, and it includes submitting work previously submitted in another course. Confirmation of academic misconduct may result in failing the assignment, failing the course, disciplinary warning, suspension or expulsion from the University.

DISABILITY STUDENT SERVICES:

Eligible students with disabilities will receive appropriate accommodations in this course when

requested in a **timely** way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator.

For students planning to request testing accommodations, be sure to bring the DSS testing form to me **in advance of the two-day deadline for scheduling in ASC.**

DROP POLICY:

“Beginning the thirty-first day of the semester through the last day of instruction before scheduled final exams, **documented justification is required for dropping courses by petition.** Some examples of documented circumstances that may merit approval are: registration errors, accident or illness, family emergency, change in work schedule, no assessment of performance in class until after the deadline, or other circumstances beyond the student’s control” (UM Catalogue). Failing is not an acceptable reason to drop the course.

REQUIRED TEXTS:

Wood, J. T. (2004). *Interpersonal communication: Everyday encounters* (4th ed.). Belmont, CA: Wadsworth.

Coopman, S. J, & Wood, J. T. (2004). *Student companion for Wood’s Interpersonal Communication: Everyday Encounters* (4th ed.). Belmont, CA: Wadsworth.

COURSE OUTLINE:

The following readings, tests, and assignments are due on the day they are listed. Daily assignments (e.g. student companion assignments) are not listed; they will be announced as we progress through the course.

August

- 29 Introductions
- 31 Introduction to Chapter 1 and Interpersonal Communication

September

- 2 A First Look at Interpersonal Communication, Chapter 1 - Pages 1-40
- 5 **LABOR DAY HOLIDAY-NO CLASSES**
- 7 Communication and the Creation of Self, Chapter 2 - Pages 43-68
- 9 **CLASS CANCELLED-I WILL PROVIDE YOU WITH COURSE MATERIAL TO DISCUSS ON BLACKBOARD**
- 12 **CLASS CANCELLED**
- 14 Chapter 2 Continued
- 16 Perception and Communication, Chapter 3 - Pages 72 – 81
- 19 Chapter 3 Continued – Pages 82-96
- 21 Review and Intro to Research
- 23 EXAM #1 (Ch 1-3)
- 26 The World of Words, Chapter 4 - Pages 99-125
- 28 Chapter 4 Continued
- 30 Special Topic

October

- 3 ABSTRACT #1 AND PRESENTATIONS DUE
- 5 The World Beyond Words, Chapter 5 – Pages 128-136
- 7 Chapter 5 Continued – Pages 136-151
- 10 Mindful Listening, Chapter 6 - Pages 154-178
- 12 Chapter 6 Continued
- 14 Gender Communication Reading (To Be Posted)
- 17 EXAM #2 (Ch 4-6)
- 19 Emotions and Communication, Chapter 7 - Pages 181-207
- 21 CLASSES CANCELLED-PROFESSIONAL DEVELOPMENT**
- 24 Movie
- 26 Movie
- 28 MOVIE ASSIGNMENTS DUE/Discussion
- 31 Emotions and Communication Continued, REVIEW

November

- 2 Communication Climate, Chapter 8 – Pages 210-234
- 4 Chapter 8 Continued
- 7 Special Topic
- 9 ABSTRACT #2 AND PRESENTATIONS DUE
- 11 VETERANS' DAY HOLIDAY-NO CLASSES**
- 14 Chapter 8 Continued
- 16 Managing Conflict in Relationships, Chapter 9 - Pages 238-251
- 18 Chapter 9 Continued – Pages 251-265
- 21 Chapter 9 Continued
- 23-25 THANKSGIVING HOLIDAY-NO CLASSES**
- 28 Relationships in Context – Pages TBA
- 30 Relationships in Context-Pages TBA

December

- 2 Relationships in Context-Pages TBA

5 RELATIONSHIP PAPER DUE, SPECIAL TOPIC

7 SPECIAL TOPIC

9 REVIEW AND COURSE SUMMARY

***We will meet during our prescribed final time for EXAM #3**