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COM 150S.02: Interpersonal Communication

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THE UNIVERSITY OF MONTANA-MISSOULA
COLLEGE OF TECHNOLOGY
APPLIED ARTS AND SCIENCES DEPARTMENT
FALL 2006, COURSE SYLLABUS

COURSE NUMBER AND TITLE: Com 150S, Interpersonal Communication - TR
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: 9:00-10:00 Monday and Wednesday 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) – 40% of grade

Movie Paper – 15% of grade

Interpersonal Relationship Paper – 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 STUDENT COMPANION AND PAPERS.

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

ACADEMIC MISCONDUCT:
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

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:

COURSE OUTLINE:
The following readings, tests, and assignments are due on the day they are listed.

August
29 Introductions
31 Introduction to Chapter 1 and Interpersonal Communication

September
5 Chapter 1 Continued
7 Chapter 2
12 Chapter 2 Continued
14 Intro to Research
19 Chapter 3
21 EXAM #1 (Ch 1-3)
26 Chapter 4
28 ABSTRACTS AND PRESENTATION (1/2 THE CLASS) DUE

October
3 Chapter 4 Continued
5 Chapter 5
10 Chapter 5 Continued
12 Chapter 6
17 Chapter 6 Continued
19 EXAM #2 (Ch 4-6)
November
2    MOVIE PAPER DUE, Chapter 7 Continued
7    ELECTION DAY, NO CLASSES
9    Chapter 8
14   Chapter 8 Continued
16   ABSTRACT 2 AND PRESENTATIONS (1/2 THE CLASS) DUE
21   Chapter 9
23   THANKSGIVING HOLIDAY, NO CLASSES
28   Chapter 9 Continued
30   Relationships in Context

December
5    RELATIONSHIP PAPERS DUE, Relationships in Context
7    Relationships in Context
11-15 FINALS WEEK; EXAM 3 (Ch 7-9) WILL BE DURING OUR PRESCRIBED FINAL TIME