

COMMUNICATION STUDIES 2010

INTERPERSONAL COMMUNICATION (SECTION 01)

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Class Days and Times: MWF 9:30-10:20, Coates 152

REQUIRED TEXT

Bodie, G. D. (2013). *Interpersonal communication* (2nd ed.). Dubuque, IA: Kendall Hunt.

You can purchase either an e-copy or hard (print) copy from www.kendallhunt.com/bodie/

GENERAL EDUCATION

As a General Education Social Sciences course, CMST 2010 will provide an understanding of informing factors of global interdependence, including economic forces, political dynamics, and cultural and linguistic difference.

CMST 2010 Interpersonal Communication meets the criteria for a *General Education Social Sciences* course by addressing the following:

- *Informing factors of global interdependence.* To be human is to be social and to be social is to communicate interpersonally. This course examines the role of the interdependence in relationships in the communication process on both individual and global levels.
- *Economic forces.* The dyad, which is at the heart of interpersonal communication, is the foundational link in all social networks. Specifically, interpersonal communication examines an assessment of the costs and rewards in determining the value of pursuing or not pursuing a given relationship.
- *Political dynamics.* The *sine qua non* of people relating to each other and the world is communication. Interpersonal Communication examines definitions, models, and theories of communication in order to examine how people construct ideologies, that inform their interactions with others. Message strategies used to construct and display power within relationships are examined.
- *Cultural and linguistic difference.* Interpersonal Communication provides students with an understating of how cultural differences impact the communication process. Linguistic differences are examined through the lens of language construction and how verbal messages impact relationships.

LEARNING OBJECTIVES

As a result of this course, students will be able to:

1. *Master factual knowledge about interpersonal communication*
2. *Understand various types and forms of interpersonal communication and relationships*
3. *Recognize communication patterns and their implications for social relations.*

COURSE OBJECTIVES

Welcome to *CMST 2010: Interpersonal Communication!* This class is designed to provide you with the foundation necessary to understand theories and concepts associated with the broad field of interpersonal communication and to apply this knowledge for better individual and relationship well-being. The objectives of this course include (1) acquainting you with some of the fundamental processes through which interpersonal communication occurs, (2) increasing your awareness of the role interpersonal communication plays in managing social identities and relationships, (3) helping you improve several of your interpersonal communication skills, and (4) introducing you to scholarly research in the field of interpersonal communication.

CLASS THEME AND OTHER THINGS

The theme for this class is to **treat it like a job**. While many of you will land your dream job upon graduation, many of you will simply land a J-O-B. In either case, you will need to take your employment seriously and work hard. Similar to success in the workplace, coming to class and participating in all class activities and discussion will help you succeed in CMST 2010. If, however, you arrive late, unprepared, unmotivated, or simply in a bad mood to work there are consequences. You could be written up. You could be demoted. You could be fired. **Please don't get fired from CMST 2010!** Come to class prepared and ready to learn. In return, I'll come to class prepared and ready to facilitate your learning.

Overall, I expect students in course sections I teach to be self-motivated and enjoy learning. I will primarily utilize class time to answer questions, illustrate concepts, and introduce new material as opposed to engaging in what I call "story time" – that is, reading to you from your textbook. Self-motivated students will come to class and come prepared. This includes reading and thinking critically about the material assigned for each class period.

This class is designed to be highly interactive – past sections of interpersonal communication I have facilitated have been successful based largely on the participation of the entire class in the learning process. Engaging with each other, debating issues, arguing points, and thinking critically enhance learning.

Given the interactive nature of this course, I expect you to treat the class and the members of the class (including me) with respect. This class is highly interactive and opinions will be on display. Some people may have different opinions than you. In America, we can have certain differences of opinion without disrespecting other people. Please keep this in mind during class discussion. Respect also includes **TURNING OFF ALL CELL PHONES, PAGERS, AND OTHER NOISE MAKING DEVICES** that may interfere with student learning and not

interrupting class by coming tardy – students who come in late disturb class. Disruptive students may be asked to leave and not return.

ASSESSMENT

Total number of points possible for the course: 1000

Class Participation (170 points) – If you were absent or even late to work an excessive amount, what would happen? If you went to work, sat in the employee lounge all day, and clocked out, how long would you be employed? Most likely, you would be looking for another job very shortly after you arrived. Your class participation grade is designed to keep you active and engaged in course material as well as illustrate my belief that participation is directly related to understanding and appreciation of course material.

When you come to class, come prepared to participate. There will be several class periods that will involve a formal in-class assignment or activity, which will typically be worth 15 points. The total number of possible points will add up to 170 points.

Undergraduate Research Requirement (30 points) – See description on pp 4-5.

Blog Posts (300 points) – **You will post to forum topics in Moodle on five (5) Mondays.** I will post a series of questions based on the readings and class lectures to a Moodle forum the week before they are due. You will respond to at least one of the questions in at least 300 words (so, a little less than one page). You can write more than 300 words if it is necessary.

Each student is required to post to each forum, and **posts are DUE BY 8:00 a.m. on the due date.** Your work must be submitted to Moodle by 8:00; otherwise, you'll receive a 0 for the assignment. You must **SUBMIT** your work i.e., you must click the "SUBMIT" button; otherwise, you will have an open/unfinished draft that will not be graded and result in a 0 for the assignment.

All posts will be graded for content, clarity, and expression. They should reflect a careful reading and thinking about course material. **GRAMMAR and SPELLING will NOT count for your posts; however, for your sake, PLEASE spell check and grammar check before submitting your post.** There will be 5 total posts, so each post is worth 60 points. **You may want to type your comments in a Word document and save that document frequently instead of writing within the Moodle environment; if your Internet crashes, you'll lose it all!**

Quizzes (150 points) – There will be a total of 3 quizzes that cover material from a specific range of time. By "material" I mean information from readings and class lecture/discussion. Each quiz will be taken on Moodle, and there will be a specified amount of time allowed.

Exams (350 points) – There will be a midterm worth 150 points and a final worth 200 points both consisting of Multiple Choice questions and True/False statements. They will be taken in the testing center. I will provide study guides for each exam.

FINAL GRADE CALCULATION

The grade you EARN for this class will be based on the total number of points you accumulate (out of 1000). The Moodle gradebook will be updated regularly so that you should know approximately where you stand in the course. The plan is to base grades on the following scale:

A = 900 and above

B = 800 – 899

C = 700 – 799

D = 600 – 699

F = 599 and below

These ranges are not, however, carved in stone. The ranges are fluid depending on how the term goes. So, for instance, although I plan to assign the grade of “A” to students who earn 900 or more points, that lower-bound cutoff might be lowered to 890 or 883 or some other number, depending on where the grades seem to break. The lower-bound cutoff for any given grade category will never be raised, only lowered (so this seemingly strange system is only to your advantage).

As always, if you have questions about where you stand in the class see me before it is too late.

As a rule I do not discuss grades with students until at least 24 hours have passed since the assignment has been handed back. During this time you are to review and comments along with the assignment description and formulate succinct arguments and/or insightful questions that get to your core misunderstanding. **The purpose of this rule is not to discourage the discussion of your grade.** Instead, I wish to **encourage an intellectual rather than a strictly emotional discussion of a misunderstanding** concerning the grade, the assignment objectives, or other concerns that are likely to surface throughout the course of a semester.

It is **your** responsibility to keep up with your grades. If a discrepancy arises between what appears in Moodle and what you think you earned you need to bring this to my attention so we can resolve the issue.

UNDERGRADUATE RESEARCH REQUIREMENT

The material you will learn in this course is the product of research. The goal of the research learning requirement is to help you to gain knowledge about the process by which scholars attempt to understand human behavior. All students taking CMST 1061, 2010, 1150, and 2060 must complete a research learning requirement. For each course in which a student is enrolled, he or she must complete 2 research credits. You can fulfill your requirement by:

1. **Participating in research studies conducted in the Department of Communication Studies.** All studies that last between 1 and 30 minutes will count as one credit. Any study that lasts between 31 and 60 minutes will count as two credits. Each study will specify the number of credits a student can earn for completion. There will be several survey and experimental studies conducted throughout the semester. These studies are held on campus at various times and in various locations or are administered through online survey software. All available studies are approved by the Institutional Review Board at LSU.

2. Participating in an organized departmental function such as debate or public speaking competition. Only departmental sanctioned events will count toward a student's research learning requirement; thus, no credit will be given for a student attending an outside speaker or performance.

3. Serving as a research assistant for a faculty member in the Department of Communication Studies. The number of units and requirements for those units will be set by the researcher and either accepted or rejected by the student.

The research learning requirement is worth 3% of your total grade; you will receive your 3% if you accumulate 2 research credits during the given semester. Please note that all research learning credits must be completed and allocated by Tuesday of dead week.

ALL available options to earn credit are posted on an electronic bulletin board located at <http://lsuhumanresearch.sona-systems.com/>. You can also access this link through the Department website (www.lsu.edu/cmst - click on Research then Studies). When you go to this website, you will first have to request an account. Once you have secured an account, you will be able to log in and see the options available to you for your various CMST courses.

Please note that **various ways to fulfill your research learning requirement will appear on this bulletin board throughout the semester.** You are encouraged to check the system on a regular basis for current credit options that fit your interests as well as your schedule.

It is very important that when you sign-up for a credit option that you attend that option or cancel your sign up. Failure to show up twice during one semester will result in your access to the system being restricted and you being unable to complete your research learning requirement. Valid excuses for failing to cancel a sign up and missing a credit option are the same as those found in LSU Policy Statement 31.

Detailed instructions on how to request an account and to navigate the system once logged in can be found on the homepage of the Department of Communication Studies. Go to www.lsu.edu/cmst . Then click on RESEARCH and STUDIES. Scroll down to find the document titled "RPS – Instructions for Students."

You are encouraged to **create an account during the first week of classes** so that any problems that arise can be remedied before it is too late. If you have questions about this requirement or the online system that keeps track of credits, please email researchadmin@lsu.edu .

AMERICANS WITH DISABILITIES ACT AND THE REHABILITATION ACT OF 1973

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a Coordinator in the Office for Disability Services (112 Johnston Hall) so that such accommodations may be arranged. After you receive your accommodation letter, please meet with me to discuss the provisions of those accommodations as soon as possible.

ATTENDANCE POLICY

Students are expected to attend class. Absenteeism hinders the learning process and creates difficulties in completing the requirements for course credit. This is particularly true because class discussion may not necessarily follow the book's structure. Although I have set out plans with regard to daily class periods, as a discussion-based class, I cannot begin to foresee *exactly* what we'll talk about on a daily basis. So, there will be information presented in class that will not be found in your primary text. LSU's attendance policy can be summarized by the following:

Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those students who have valid reasons.

An absence due to illness or other causes beyond a student's control will be excused when the instructor is convinced that the reason for absence is valid. The University's *Policy Statement 22* discusses approved trips, activities, and other instances of excused absences.

Instructors will excuse any student who is unable to attend or participate in class or an examination on a religious holiday supported by the student's religious beliefs. It is the student's responsibility to anticipate such conflicts and discuss this with the faculty member well in advance. *Policy Statement 31* discusses the University's policy on observance of religious holidays in further detail.

If you have a "valid reason" to miss class you **MUST** (a) notify me prior to your absence if possible. If you are sick, have a serious family emergency, or there are serious weather conditions prohibiting your absence, you **MUST** see me on the day of your return so we can discuss plans for you to make up any missed work. **If you have a religious observance this semester, you must notify me IN WRITING by the end of the second week of classes.**

If you miss an assignment or quiz and have a "valid reason," please see me during my office hours. Do not email me! You must come to me in person to explain the nature of your "valid reason" before we can discuss alternatives for the missed assignment.

LATE ASSIGNMENTS

In the "working world," deadlines are crucial. If you do not deliver your product on the date specified by a RFP or other formal agreement you will most likely lose the account. Therefore, I do not accept late assignments.

If prior arrangements have been made, the student and instructor, together, will decide on a reasonable due date and penalty, if applicable.

PLAGIARISM

In terms of plagiarism, my policy is simple: **DO NOT DO IT UNDER ANY CIRCUMSTANCES.** Do your own work. Do not turn in other's work as your own. Do not excessively collaborate on assignments meant to be conducted individually. I do not tolerate plagiarists. If you cheat, and you are caught, **I WILL FILE A FORMAL GRIEVANCE.**

So you know where LSU stands ...

8.5. Academic Misconduct by Undergraduate Students

A. Assigning a grade when there is academic misconduct

1. Absent sufficiently mitigating circumstances, a student found responsible for academic misconduct will, at a minimum, be dropped from the course in which the academic misconduct occurred and a permanent grade of "F" must be assigned in the course. In no instance may the student receive credit for the assignment on which the violation occurred.
2. If a student is charged with academic misconduct and the case cannot be resolved prior to the final date for filing a semester grade, the student should continue to complete all work and the instructor referring the matter shall report an "I" grade in the course in which the alleged academic misconduct occurred. If the student is not found in violation, a permanent grade shall be assigned to remove the "I" grade on the basis of the quality of work done in the course. If the student is found in violation of academic misconduct, the instructor shall assign a grade that incorporates the sanction issued.

B. Non-grade related sanctions for academic misconduct

1. For the first offense, the minimum sanction, in addition to the grade related sanction, is disciplinary probation for a period of at least one year. Circumstances may warrant a lengthier period of probation or separation from the University. Particularly egregious violations may warrant expulsion (under certain circumstances, examples may include, but are not limited to, falsifying an academic record relating to grades, entering a building or office for the purpose of changing a grade or accessing an unadministered test, substituting for another person or permitting any other person to substitute for oneself to take a test, or taking or otherwise obtaining a test without authorization.)
2. For the second offense, the minimum sanction is separation for one full year. The maximum sanction is expulsion.
3. For the third offense, the sanction is expulsion.

As is the case for any other course taught at LSU, no form of academic misconduct will be tolerated. All assignments in this course require your own original work. Students are advised to become familiar with the student code of conduct.

Course Schedule

	Week of	What
Unit 1	1/13	1/15: Classes Begin Introductions, Syllabus, Overview of Communication
Chs. 1 & 2	1/20	1/20: <i>Martin Luther King Holiday</i> Review of basic communication concepts; the idea of communication competence; different types of communication skills; knowledge and motivation components of skilled behavior.
	1/27	Cont'd 1/28: Quiz 1 must be taken by 11:00 p.m. 1/31: Blog Post 1 must be submitted by 8:00 a.m.
Unit 2	2/03	2/03: <i>Study & Research Day!</i> (<i>We will not meet in class.</i>) Schema, scripts, prototypes, and stereotypes; cognitive complexity and simplicity; learning how to be more mindful of how we frame our social world; knowing who you are and how to present your "self"; knowing how to achieve communicative goals.
Chs. 3 & 4	2/10	Cont'd
	2/17	Cont'd 2/17: Blog Post 2 must be submitted by 8:00 a.m.
Unit 3	2/24	Using language and nonverbal communication effectively; receiving, interpreting, and understanding others' messages; how to make message choices that others can comprehend. 2/25: Quiz 2 must be taken by 11:00 p.m.
Chs. 5, 6, 7	3/03	3/02 – 3/05: <i>Mardi Gras Holiday</i> (<i>We will not meet on M & W.</i>)
	3/10	You will take your Midterm Exam in the testing center either on Thursday, 3/13 or Friday, 3/14. 3/14: <i>Exam Relief Day</i> (<i>We will not meet in class.</i>)
	3/17	Cont'd 3/17: Blog Post 3 must be submitted by 8:00 a.m.
Unit 4	3/24	Characteristics of intimate relationships; types of intimate relationships; initiating relationships; intensifying relationships; managing jealousy; breaking up and terminating relationships.
Chs. 8 & 10	3/31	Cont'd 4/04: Blog Post 4 must be submitted by 8:00 a.m.
	4/07	Cont'd 4/10: Quiz 3 must be taken by 11:00 p.m.
	4/14	!!!SPRING BREAK!!!
Unit 5	4/21	The Dark Side of Interpersonal Communication; communication and relationships in the workplace; organizational culture.
Chs. 9 & 12	4/28	Cont'd 5/02: Blog Post 5 must be submitted by 8:00 a.m.
	5/05	!!!FINAL EXAMS!!!

(The course schedule is subject to change!)

**You will schedule to take your final exam in the testing center sometime between:
Thursday, May 08 and Saturday, May 10.**