

## Communication Studies 210



**M. Lee Buxton**

OFFICE: R230L

OFFICE HOURS: 10:30 M-F & by appt.

CLASSES: 9:30, 11:30(D) & 12:30 T/TH

### INTERPERSONAL COMMUNICATION

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**...if one advances confidently in the direction of their dreams, and endeavors to live the life which they have imagined, they will meet with a success unexpected in common hours...If you have built castles in the air, your work need not be lost; that is where they should be." Now put the foundations under them.**

**-Henry David Thoreau**

### **COURSE DESCRIPTION**

CMST 210 is a five credit introductory course in interpersonal communication. The course focuses on the analysis of interpersonal communication in a variety of dyadic, small group, and one-to-many situations. CMST 210 introduces both the theory and the practice of a humanistic view of communication by emphasizing the quality of the whole communication event rather than strictly quantitative measures of sender, message, and receiver variables.

What do we mean by "interpersonal communication?" In 210 the term "interpersonal" is meant to identify a kind of communication that occurs when the persons involved are willing and able to perceive some of the human qualities of the other(s) and to reveal some aspects of their own humanness. This kind of communication most frequently occurs in ongoing dyads - families, intimate pairs, primary groups-- it can and does also occur, however, in small work groups and, to some extent, in public speaking situations. "Interpersonal-ness" is not an either/or quality; it occurs in degrees.

This course is designed to affect the student's willingness to communicate interpersonally as well as to develop his or her ability to do so.

Finally, one last comment: Students with special concerns or problems with assignments and/or due dates - call me - see me - we will negotiate. Remember, you should feel free to communicate your ideas and feelings recognizing that this classroom is a place in which instructor and the student share the perspective of wanting to grow together.

**General Goal:** To show how context affects communication; specifically, to look at the kind of work interpersonal communication does in building and maintaining self concept, relationships, the creation of family, to examine potential problems that impact friendships & family, to review the stages relationships pass through and to introduce some ways to improve interpersonal communication and look at the overall impact of culture as a critical element of interpersonal communication.

**NOTE:** Because of the skills needed to accomplish the assignments in the course- College level English- in reading, writing, listening and comprehension are necessary to succeed in this course. If you have any concerns about your abilities in these areas-please see me in the first week of the quarter. If you have not taken your assessment testing in reading or writing you need to do so-see me for directions.

### **ATTENDANCE POLICY**

CMST 210 deals both with knowledge about interpersonal communication theories, generalizations, principles, research results, etc.--and knowledge of interpersonal communication--actual experience, practice. Knowledge about can be gained from reading, lectures, writing, etc., some of which may well be done alone and at other than class times. But knowledge of can only be developed and evaluated in the classroom context, where expectations are appropriate, feedback is available, and everybody's "in it together." Consequently attendance is very important. If you're not there, you cannot learn much of what this class is about. To put it another way, there is no way to "make up" the experiential part of the course that you miss when you're absent. And if you don't get a large part of the course, your evaluation has got to suffer. The attendance requirement is defined this way. Any person may miss five hours of class without penalty. Any absences beyond five class hours will result in that person's grade in the course being lowered. Because of the participatory nature of the course-missing 20% of the class will render you unable to receive a grade in CMST 210.

## **Texts**

Adler, Rosenfeld, Proctor, ***Interplay***, 12<sup>th</sup> Edition

MyBC campus Book: ***Deep Economy***, Bill McKibben

Online Material: <http://www.bellevuecollege.edu/artshum/studentinfo.asp>

& on MyBC [www.bellevuecollege.edu](http://www.bellevuecollege.edu)

## **Student Responsibilities**

**Exams: 4 to 5 major exams (& Pop Quizzes) 50% (500 points)**

**Discussion Essays/ "Backburner" exercises**

**Communication Analysis Paper: 25% (250 points)**

**Group Projects: 12.5% (125 points)**

**Participation/Attendance & "One to Many": 12.5% (125 points)**

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<b>Total points</b>	<b>1000-940=A 939-900=A-</b>
	<b>899-860=B+ 859-830=B 829-800=B-</b>
	<b>799-760=C+ 759-730=C 729-700=C-</b>
	<b>699-660=D+ 659-630=D 629-600=D- 599-0=F</b>

**All major assignments must be completed to receive a grade in the course**

## **Guidelines for Participation**

1. To participate, you must come to class..... **Prepared.**
2. Participation involves **sharing information.** You have lived a number of years. During those years, you have amassed a store of experience through dealing with other people. You have a great deal of intuitive knowledge of how people relate and communicate with each other. Participation involves sharing those experiences.
3. Participation involves **sharing feelings.** You have a reaction now and then to what other people say and do. You have some topics which are quite important to you. Sharing those feelings in class, expressing why you feel as you do, or asking why others feel as they do is part of participation.
4. Participation **involves listening.** You have to be able to listen actively to participate in this class. That means you have to attend to what your colleagues are saying and check your perceptions of what they are saying. You listen well if you can repeat what has been said in your own words. You listen well if you can provide examples of your own which relate to the content or feelings of what has already been said.
5. Participation involves **asking me questions and challenging my opinions.** I do not claim absolute and final knowledge of interpersonal communication. My experience of communication will be different from yours. If you do not challenge me when I am vague, question me when I am obscure or tell me when you think the material is groundless, you are not participating well. I cannot teach effectively if you do not actively participate.
6. Focus on **quality - not quantity.**








**The Disability Resource Center** serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. If you are a student with a documented autism spectrum disorder, there is a program of support available to you.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at [www.bellevuecollege.edu/drc](http://www.bellevuecollege.edu/drc)



## TENTATIVE SCHEDULE

WEEK		READING ASSIGNMENT
1 Sept. 18 day one☺	Introduction to Interpersonal Communication, Class overview Models and Theories “Getting to know You...”	Chapters 1 & 7 ( <b>Weekly Task Sheet</b> )  & the art of discussion Start <b><i>Deep Economy</i></b>
2 Sept. 24	Language: Verbal & Nonverbal Sapir Whorf Theory Linguistic Determinism...	Chapters 5 & 6 ( Methods of Discovery, Self Reflection & <b>establish learning goals and course norms</b> )
3 Oct. 1	Perception & Self Concept  Culture & Nonverbal Observations	Chapter 2 , 3, 4- chapters student taught <b>Exam #1 (1, 5,6, 7 &amp; Lecture)</b>
4 Oct. 8 No class on 10/9 Tues.	The Many “Faces” of emotions & the mysteries of love! 	Chapters 8, & Readings The influence of Media on our vision of love...
5 Oct. 15	<b>Interpersonal Relationships</b> Attribution & Internal Monologue	Chapters 9, 10, <b>Exam #2- (2,3, 4 &amp; Lecture)</b> <b><i>Deep: Questions due</i></b>
6 Oct. 22 No class 10/ 26 <sup>th</sup> Fri.	Self Disclosing & Communication  Climate-- “The H. O. T. S.” 	Chapter 11 & 12  <b>State of the Course Exercise</b>
7 Oct. 29	Relationships & Conflict Last day to withdraw in person 11/4 and 11/6 noon - online	Readings in Intercultural Communication <b>Exam#3- (8 &amp; 11, &amp; Lecture)</b>
8 Nov. 5 No class 11/ 12 <sup>th</sup>	<b>Culture, Gender, Conflict &amp; Family</b> Small group project begins (reference, readings & group research)	Readings in Small group Communication
9 Nov. 12	Culture, Gender & Conflict continued. Small Group Work	<b>So how are you doing?</b> <b>Schedule for final conferences</b>
10 Nov. 19 No class 11/22 & 11/23	Small Group Work & Presentations 	<b>Date: negotiate: Exam #4 (9,10,12, Readings + Lecture)</b> <b><i>Relax for some of the time off☺</i></b>
11 Nov.26	Presentations cont.	<b>Communication Paper due</b> <b>Exit Questions</b>
12 Dec. 3 Notice final times!!!	Last class day 12/4 Finals begin 12/5 <b><i>Note start and finish times</i></b> <b><u>930 class: 12/7 @9:30-11:20 Friday</u></b> <b><u>1230 class: 12/6 @ 1130-1;20Thursday</u></b>	<b>Final Exams: 12/5-12/7</b> <b><u>MUST ATTEND FINAL PERIOD</u></b>  <b>Winter quarter begins Jan. 2<sup>d</sup> 2013</b>

# Winter Break

## Six Basic Norms & Expectations

- **Participate**, be committed, and be involved in the class and with your colleagues. Be supportive and learn reciprocity. Be a participant observer and not a social loafer.
- **Accept Accountability** and be a Responsible classmate.
- **Take Risks** - if you want to learn something **NEW**. Along with that comes some stress and uncertainty. If you want to grow and accomplish your goals you must be an active learner- not passive. Just getting by does not build your self esteem or confidence in your ability to be a self directed student.
- **Be on time**: plan your time and turn assignments in on time.
- **Read the text**. Assigned reading should be completed at the beginning of the week, read ahead.
- **Take Good Notes**
- **Be Ethical**. Practice Honesty and be Truthful. Keep your word and do not make agreements that you can not keep. This diminishes your credibility and trustworthiness. Work on being open-minded and empathetic.

## Outcomes of the course that students will be able to do:

1. Describe a transaction model and discuss the relationship to interpersonal communication.
2. Detail the criteria of a competent communicator and be able to self evaluate your personal strengths and weakness in relationship to those criteria.
3. Detail the factors that shape your perception and interpretation of people and events and explain how these factors lead a person to perceive people and events differently.
4. Identify the key elements of how our self concept is developed and the forces that impact how we change.
5. Identify the key elements of family and the culture's effect on the definition.
6. Identify situations when you have experience communication failure due to poor verbal or nonverbal language skills.
7. Identify the difference between your positive and ineffective listening habits, what situations are you the least effect listener and how to improve your listening skills
8. Recognize the physical and cognitive elements of emotions that you experience.
9. Describe a current interpersonal relationship and how you might enhance that relationship in a positive way.
10. Identify your current personal conflict style and learned non-defensive ways to approach conflict resolution.
11. Describe a set of cultural values, attitude and beliefs that is different than yours and identity your level of tolerance for ambiguity in interacting with people of cultural background different from your own.

## The Mysteries of grading and what you will be doing in CMST 210

The advantage of this course is that as a student there will be a variety of evaluative processes that establishes your grade- some "traditional" that you are familiar with and some new.

50%-Exams: (500pts) there will be 4 to 5 major exams plus pop quizzes...

They will come in all forms-true/false, multiple choice, short, long answer essay and possible oral exams. Grading is based on a curve and given directly as letter & decimal (for example B/ 3.0) enabling you to simply average your individual exam grades during the quarter to find out where you "are" in the exam portion of your grade.

I try to be adapted in scheduling exams and make-up opportunities need to be scheduled in advance.

25%-Discussion/Think Essays & Communication Analysis Paper: (250pts) these short essays (number to be determined) assignments are designed to be highly individual & connected to the course material & to give you experience in leading discussion. They are graded and are made up of your learning goals, of exercises, observations, experiments in testing theories in the text, your self- reflections, topics and issues that interest you, question and critical thinking opportunities to investigate the nature of Interpersonal Communication. Bring them in before the due date during the quarter before it is due and receive feedback. They are typed and creativity is encouraged! This is an opportunity to lead the class discussion in areas that interest you and connect to your colleagues. Back Burner Exercises are open ended and are meant to be self reflective and provide data for your analysis paper.

The Communication Analysis Paper: (or "the exit question think piece paper©") is a summary) grows out of the class discussion, your reflections & work throughout the quarter on your learning goals and is a 4-7 page discussion paper using

specifics of text, lecture, discussion and your own research, observations and experiences on what you have learned about the nature of communication, how it impacts you as an individual and as a member of community and country.

**12.5%-Group Projects and Presentations:** (125 pts) Part of this course

is designed to focus on how groups successfully accomplish tasks. There will be one major project based on a task that will be point graded on group process as well as group presentation. As a class throughout the quarter we will be using groups informally to practice the variety of skills that are demanded in collaborative efforts in the workplace and in family.

**12.5%-Participation:** (125pts) is evaluated using the guidelines on the syllabus, class norms, attendance and the completion of your "One to Many." Because of the participatory nature of the course-missing 20% of class will render you unable to pass this class.

## BELLEVUE COLLEGE GRADING POLICY

Bellevue Community College utilizes the following grading system which reflects a student's achievement.

### Outstanding Achievement

A = 4.0 points per credit hour

A- = 3.7 points per credit hour

### Minimum Achievement

D+ = 1.3 points per credit hour

D = 1.0 points per credit hour

### High Achievement

B+ = 3.3 points per credit hour

B = 3.0 points per credit hour

B- = 2.7 points per credit hour

### Unsatisfactory Achievement

F = 0.0 points per credit hour

### Average Achievement

C+ = 2.3 points per credit hour

C = 2.0 points per credit hour

C- = 1.7 points per credit hour

## POLICY ON CHEATING

You, the students, are expected to conduct yourselves with integrity. If you cheat, or aid someone else in cheating, you violate a trust. Cheating includes, but is not limited to, copying answers on tests or assignments, glancing at nearby test papers, swapping papers, stealing, plagiarizing, and illicitly giving or receiving help on exams or assignments. If you cheat, the following actions will be taken:

1. You will receive a grade of "0" on the work (exam, assignment, lab, quiz, etc.) where the cheating occurred. This grade cannot be dropped.
2. A report of the incident will be sent to the Dean of Students. He may file the report in your permanent record or take further disciplinary action such as suspension or expulsion from the college.


If you feel you have been unfairly accused of cheating, you may appeal. (For a description of due process see WAC 132H-120.) [http://bellevuecollege.edu/policies/2/2050\\_Student\\_Code.asp](http://bellevuecollege.edu/policies/2/2050_Student_Code.asp)

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**Consider: You can have your achievements or you can have your excuses. You are the only person in charge of your abilities. There is no accomplishment without risk. Each person has unlimited potential-you can improve the quality of your life and the lives of others...or not.**

# Policies and Survival Tips

- Get yourself a copy of the Student Handbook or go online. You can pick one up in C106 or C212-Have one by the beginning of week 2.
- Go to [www.bellevuecollege.edu/artshum/policy.html](http://www.bellevuecollege.edu/artshum/policy.html) and *review* the Arts and Humanities Division statement of Student Procedures and Expectations. The objective of this document is to create an environment where all students feel that they have the opportunity to learn. Download a copy for your files BY THE END OF THE FIRST WEEK.
- Come to class-- AND DO THE READING WHEN ASSIGNED!
- All major assignments must be completed to receive credit in the class.

- If you do not have a College Handbook for Writing I recommend that you buy one.
- Take advantage of the “labs” on campus: i.e. the (D Building) reading & writing lab.
- Make sure that you visit one of the computer labs and activate your e-mail account so that you can access and download course materials & Connect with your colleagues.
- Come see me. Talk to me. If the office hours do not fit your schedule-make an appointment-just give me some lead time. Problems with the material, an assignment, just curious, need to know about programs available on campus- I am a good resource for you.
- Turn off cell phones and pagers while you are in the classroom. 
- Some assignments have flexible due dates-others do not. If you are having difficulty meeting a deadline, see me before not after and we will try and work on some alternatives.
- I rarely offer extra credit. There is enough work due in the quarter for you to “...do better the next time.”
- Did I mention-COME TO CLASS? AND DO THE READING!

***Learning is not always entertaining-it can be frustrating, confusing and “boring,” but that does not mean that learning can not be fun and worth the effort! Do not give up; reaching the end of the quarter WITH THE KNOWLEDGE & EXPERIENCES FROM THIS CLASS is a goal worth achieving.***

Student Biography

CMST: 210 Quarter: Fall Class Time: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Quarters @ BC \_\_\_\_\_ Other Campuses? \_\_\_\_\_

English/Writing Classes Taken \_\_\_\_\_ Have you taken Engl& 101 \_\_\_\_\_

Science & Math Taken \_\_\_\_\_

Social Science Taken \_\_\_\_\_

Other Speech Classes Taken: \_\_\_\_\_

Do you have a computer at home or easily available to you? Yes \_\_\_\_\_ No \_\_\_\_\_

Is this class a requirement? \_\_\_\_\_ For? \_\_\_\_\_

What are you expecting of this class? What do you hope to learn?

Learning Skills:  
What do you consider to be your strengths as a student?

What areas do you need to improve?

On the back of this page... Tell me about yourself! Fill the entire page-Write legibly☺