



...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*, 12th Edition

MyBC campus Book: *The Immortal Life of Henrietta Lacks*, Rebecca Skloot

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

& on MyBC www.bellevuecollege.edu

Student Responsibilities

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

Discussion Essays/ "Backburner/Reflective" exercises

Communication Analysis Paper: 25% (250 points)

Group Projects: 12.5% (125 points)

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

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

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 D125/Library 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



TENTATIVE SCHEDULE

WEEK		READING ASSIGNMENT
1 Sept. 23 day one☺	Introduction to Interpersonal Communication, Class overview Models and Theories “Getting to know You...”	Chapters 1 & 7 (Weekly Task Sheet)  & the art of discussion Start “ Immortal ”
2 Sept. 30	Language: Verbal & Nonverbal Sapir Whorf Theory Linguistic Determinism...	Chapters 5 & 6 (Methods of Discovery, Self Reflection & establish learning goals and course norms)
3 Oct.7	Perception & Self Concept  Culture & Nonverbal Observations	Chapter 2 , 3, 4- chapters student taught Exam #1 (1, 5,6, 7 & Lecture)
4 Oct. 14	The Many “Faces” of emotions & the mysteries of love! 	Chapters 8, & Readings The influence of Media on our vision of love...
5 Oct. 21 No class on 10/23 W.	Interpersonal Relationships Attribution & Internal Monologue	Chapters 9, 10, Exam #2- (2,3, 4 & Lecture) Questions due
6 Oct. 28	Self Disclosing & Communication Climate-- “The H. O. T. S.” 	Chapter 11 & 12  State of the Course Exercise
7 Nov. 4	Relationships & Conflict Last day to withdraw in person noon - online	Readings in Intercultural Communication Exam#3- (8 & 11, & Lecture)
8 Nov. 11 No class 11/ 11 th M.	Culture, Gender, Conflict & Family Small group project begins (reference, readings & group research)	Readings in Small group Communication
9 Nov. 18	Culture, Gender & Conflict continued. Small Group Work	So how are you doing? Schedule for final conferences
10 Nov. 25 No class 11/28 & 11/29	Small Group Work & Presentations 	Date: negotiate: Exam #4 (9,10,12, Readings + Lecture) Relax for some of the time off☺
11 Dec. 2	Presentations cont.	Communication Paper due Exit Questions
12 Dec. 9 Notice final times!!!	Last class day 12/6 Finals begin 12/9 <u>Note start and finish times</u> <u>930 class: 12/9 M. 930-1120</u> <u>1130 class: 12/9 M. 1130-120</u>	Final Exams: 12/9-12/11 <u>MUST ATTEND FINAL PERIOD</u>   Winter quarter begins Jan. 6^d 2013

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:

- Define the process of communication and describe the specific qualities found in interpersonal relationships.
- Explain the relationship between perception, self-concept, and communication.
- Describe the characteristics of a competent communicator and the methods of improving language, nonverbal communication, and listening skills.
- Identify the common stages of interpersonal relationships and discuss the recommendations for improved relationship initiation, maintenance, and termination.
- Explain the influence of gender and culture in the interpersonal communication process.
- Discuss the nature of conflict and explain the effectiveness of the various approaches to conflict management.

GO to the site and follow the instructions: <http://www.earthday.org/footprint-calculator>

...so how many earths do you need to maintain your lifestyle☺_____

***You are not separate from the whole. You are one with the sun, the earth, the air.
You don't have a life. You are life." —Eckhart Toll***



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/Reflective Exercises are open ended and are meant to be self reflective and provide data for your analysis paper. (i.e. what so you think and why©)

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

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 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) 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 put them away 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 Eng. 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☺