

CMST& 210 INTERPERSONAL COMMUNICATION

COURSE SYLLABUS

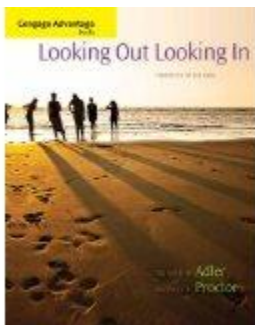
Winter Quarter 2014

INSTRUCTOR/FACILITATOR: Laura Driscoll Nudelman

CONTACT INFORMATION: Please contact me on Conversations (our website Email found in the upper right hand corner of your screen labeled "inbox". If you are having trouble accessing Canvas, feel free to leave a message on my office phone [425-564-2358](tel:425-564-2358) or email me at: lnudelma@bellevuecollege.edu. You will receive a response within 24 hours Monday-Friday. Please note that a Friday afternoon message may not be returned until Sunday.

OFFICE HOURS: I'm available to meet in person, Skype, or over the phone. Feel free to send me a conversation message (through the inbox located in the upper right hand corner of your screen) and I will set up a time with you.

TEXT: Looking Out/Looking In, Adler , Proctor, & Towne, 14th edition.
Cengage ISBN: 9781285070568. Copies are also on reserve in the library under Nudelman, Oleson, or Communication Studies.



- *One lower cost option is to rent the book. You may wish to check [chegg.com](http://www.chegg.com) or [bookrenter.com](http://www.bookrenter.com) This is the best price I have been able to find this quarter:*

<http://www.bookrenter.com/cengage-advantage-books-looking-out-looking-in-adler-1285070569-9781285070568>

- *While you are waiting for your text to arrive, feel free to use these PDF files*



of Chapters 1-3

COURSE OBJECTIVE

The purpose of this course is to provide you with the knowledge and skills necessary for quality communication with other people. This objective will be accomplished through the study and application of interpersonal communication theory and concepts.

COURSE OUTCOMES

By the end of this course, students will be able to:

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

FORMAT

You will be engaged in online discussion and complete writing assignments that help you apply the material. This course ends with a comprehensive self-analysis of your communication competence. Although CMST& 210 might seem like the ultimate contradiction--interpersonal online instruction, you will be given many opportunities to apply the information in the course. The reading materials in this class contain

complex theory and terminology. *It is highly recommended that you have a college reading level.* Please consult your English placement test scores.

GRADING BREAKDOWN

Orientation Quiz	20	930-1000 = A
Quiz #1	90	900-929 = A-
Quiz #2	90	860-899 = B+
Quiz #3	90	830-859 = B
Quiz #4	90	800-829 = B-
Communication Assessment	100	760-799 = C+
Final Paper	150	730-759 = C
Discussion Board Participation	370	700-729 = C-
Total	1000	660-699 = D+
		600-659 = D
		0 - 569 = F

Quizzes

Quiz format consists of a combination of true/false and multiple-choice questions and are worth a total of 380 points. *Quizzes will be timed (60 minutes) so be sure to take your assessment at a reliable connection.* A review sheet will be made available

before each quiz.

Communication Assessment

Students will complete a series of personal assessments designed to help students guide their learning and establish goals for improving their communication effectiveness.

Final Paper

The final paper consists of an analysis of the individual student's interpersonal communication effectiveness. Students will be asked to revisit the goals established in the Communication Assessment Assignment and devise a plan for improvement which addresses their specific needs. This paper is assigned in lieu of a final exam.

Discussion Board Participation

Participation in chapter discussions is required for completion of the course and is worth 370 points. Students must **answer one assigned** question and **respond to another student's answer** for each discussion (unless other noted). Postings must address all aspects of the discussion question and consist of a well-developed paragraph that includes references to the material found in the text or article mentioned in the assignment. One sentence responses are unacceptable. Emphasis should be placed on discussing the concepts and theories discussed in the text and personal experience should only be used as examples to apply course-related material. The format for discussion board postings is very specific and could be quite different from previous online classes you have taken. Please consult the [Guide for Discussion Participation](#) before you post your first discussion board message.

POLICIES

1. Late work (discussion board postings, quizzes, or application exercises) will **not** be accepted unless arrangements are made with me before the due date. This policy is in place to help students learn the skills that will help them

succeed in future classes and the workplace. **You can always post discussion board messages or submit the Communication Assessment or Final Paper in advance of the due dates and I encourage you to work ahead so a sudden work deadline or family issue does not create a difficulty for you.**

If you are experiencing a major illness or know that you will out-of town during a quiz for a planned event such as a wedding or military service, please let me know in advance and we can work out a schedule to complete your work without penalty.

2. **Students are required to access the textbook for the course by the second week of class.** As a courtesy, I have uploaded the first three chapters of the textbook in pdf files found in the Start Course Here document on the class homepage, Getting Started Learning Module, and linked in the Discussion 1 instructions. **Extensions will not be granted on assignments if a textbook is not accessed by the time the Chapter 4 material is needed** (on Discussion 3). A copy of the text is on reserve in the library if a student is having delivery issues with an online purchase.
3. Students caught cheating on a quiz or plagiarizing an assignment will not receive any credit for that portion of the class. Repeat offenses will be reported to the Dean of Student Programs.
4. Students are expected to model the behavior discussed in the content of this course. During online discussions you may certainly disagree and debate, but you are required to demonstrate tolerance and respect at all times in your postings. One general rule--please do not use all capital letters to emphasize a point when you are disagreeing with a student as this is the written equivalent of shouting.
5. Students are required to follow the behavior outlined by the Arts and Humanities Student Procedures and Expectations: <http://bellevuecollege.edu/artshum/policy.html>
6. Special Needs: 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. The DRC office is located in the Library Media Center 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 the DRC website for application information into the program and other helpful links at www.bellevuecollege.edu/drc Please meet with me if you have any questions.

7. Should you have concerns about any aspect of the class, I encourage you to come to me with them. If for any reason you don't feel comfortable raising your concerns with me, the usual next step would be to speak with the program chair (Katherine Oleson, koleson@bellevuecollege.edu). You can refer concerns about this class to the Arts and Humanities Division Dean, Maggie Harada (maggie.harada@bellevuecollege.edu) or the Assistant Dean, Scott Bessho (scott.bessho@bellevuecollege.edu) in the Arts and Humanities division office (R230). An additional resource for concerns you find aren't being addressed by faculty or administration is the Ombuds Office (<http://www.bellevuecollege.edu/ombuds/default.html>).