
Pdf readings as assigned.

Rationale: Interpersonal communication is more than “mere talk” or even “interpersonal skills.” The argument of this course is that interpersonal communication creates who we are and can be as both individuals and social beings. During the course, we will explore various aspects and implications of this argument. You will be asked to reflect on your own assumptions and experiences in order to more fully develop your understanding of yourself as an interpersonal communicator.

Objectives:
1. Develop a repertoire of interpersonal communication skills.
2. Become familiar with recent research in interpersonal communication.
3. Reflect on personal habits and assumptions in view of interpersonal concepts.
4. Learn research interviewing practices.
5. Engage theoretical and ethical issues about what interpersonal communication is and our responsibilities as communicators.

Policies:
- After three absences, I will deduct 5 points from your final grade in the class for each additional absence.
- There will be no make-up for in-class activities including presentations.
- Plagiarism will be reported to the Dean of Students so carefully document any sources you use for your presentations.
- I encourage you to contact me about any questions or suggestions. In addition, please see me about any particular accommodations in accordance with MTU’s ADA policy: MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (72212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action office (7-3310).

Grading:

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<td>Report on topic article</td>
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Scale: 100-93 [A]; 92-88 [A/B]; 87-83 [B]; 82-78 [B/C]; 77-73 [C]; 72-68 [C/D]; 67-63 [D]
Assignments:

Quizzes
All quizzes will be available on the course Blackboard site and should be turned in online.

Report on topic article
You will be assigned to report on a research article related to the content of a particular chapter in the textbook. You have two goals: inform the class about the content of the article and design an interactive activity that will engage the class with the main points of the reading. Remember that no one else in the class will be assigned this reading so you may be the only one familiar with it.

Research interviews
The goal of this assignment is threefold: to learn interviewing skills; to tap a "practitioner's" perspective on a topic; to reflect on interviewing as an interpersonal communication practice. You will be assigned a classmate to interview about a topic of interpersonal communication based on our textbook readings and your own research. You must find at least 3 scholarly sources to supplement the textbook discussions. Interviews will be 20-30 minutes. An interview schedule of your questions is required in advance. The final product will be a 3-page paper explaining your interview process and what you learned about the topic and about interviewing.

Research project
As part of a small group, prepare a report and presentation on a topic of interpersonal communication.

1. Annotated bibliography
You must find at least ten (10) sources, five of which may be from popular venues (websites, magazines, newspapers) and five of which must be from scholarly venues. For each source, write 3 paragraphs:
   1. summarize the material (but do not just copy the abstract!)—what are the main ideas and arguments?
   2. relate the material to the text and class discussions (what are the points of agreement, disagreement, or difference?) and connect this material to the other materials you have gathered – how do they complement, counter, or connect with each other? What have you learned from this source that is unique?
   3. Relate the material in this source to your own ideas and experiences.

2. Final Presentation
You must not only research your topic but effectively present what you have learned. You should give some thought to developing an effective teaching/training format for presenting your findings to the class. For example, you may use an entertainment-education format like a video, create a website, or develop a skill-building exercise to involve the class. Required:
   1. An outline of your group's presentation plan.
   2. A discussion of your research sources that identifies the contributions of each and connects them in a coherent narrative about your topic.
   3. A 3-page (minimum) group report that summarizes why you developed your presentation the way you did, what you expect your audience to know/learn, and what advantages/limitations your approach may have.
Schedule:

5/10  Course introduction
5/11  What is interpersonal communication? Read chapter one
5/12  Perception and identity (44-68)
5/13  Self-perception (69-75); Quiz
5/16  Listening skills (184-200); Quiz
5/17  Improving listening (201-211) & Interviewing skills (pdf)
5/18  Interviewing skills (interview schedule due)
5/19  Interviewing a classmate
5/23  Verbal symbols (112-135)
5/24  Using verbal symbols in relationships (136-146)
5/25  Nonverbal communication (150-172)
5/26  Nonverbal codes (173-180); Quiz
5/30  Memorial Day
5/31  Emotion matters (214-236)
6/1   Communicating emotion (237-249)
6/2   Self-disclosure (252-289); Quiz
6/6   Talking about power and conflict (292-311)
6/7   Patterns of conflict communication (311-324)
6/8   Diversity in the US (78-108); Quiz
6/9   Research projects
6/13  Close relationships (326-356)
6/14  Choices & Ethics (357-363)
6/15  Technology and relationships (366-390)
6/16  No one knows you’re a dog (391-404)
6/20  Research projects
6/21-6/24 Final presentations