HU3820 Interpersonal Communication
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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.
• Plagiarism will be reported to the Dean of Students so carefully document any sources you use for your papers and 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:
Interview report 35 points
Research project & presentation 75 points
Bridges reading responses 45 points (N = 3 points)
Bridges facilitation 45 points
Total points: 200 points

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]
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 your topic and about interviewing.

Facilitate Class Discussion
Facilitate a class discussion about a reading from the textbook. Required: responses to all reading questions, 3 original questions to ask the class, handouts for all class members, visual aides. To get people involved, you may conduct an exercise or bring in videotapes, audiotapes or other materials relevant to the topic. The goal is to reflect on your assigned reading in order to help us understand the ideas in the reading and what they mean for our own communication practices.

Bridges Reading Responses (Choose 15)
In the Stewart text, read the assigned reading and respond to 2 of the review questions at the end of that reading (do not use "fill in the blank" questions) and one of the Probe questions (total: 2 Review and 1 Probe). The goal is to demonstrate your understanding of the main ideas in the reading (cite definitions of the concepts from the text) and to reflect on your own practices in light of the ideas you learn.

Research project and presentation (minimum 3 pages + source reviews)
As part of a small group, develop a project inspired by our readings about interpersonal communication and aimed at improving the communication habits/skills/ideas of a specified group. Prepare a 3-page report + an Annotated Bibliography (see below) and a 15-minute presentation on a topic we have discussed — nonverbal or conflict, for example — or one that is not addressed in our texts — for example, the interpersonal aspects of blogging. The project must involve research that updates our knowledge of the topic based on both scholarly and popular sources. You must connect the research you find to the concepts from the Stewart text. The goal is to learn more about a topic of interest and to think carefully about how to make the ideas you learn useful to a particular audience.

Annotated bibliography
You must find at least 8 sources, 4 of which may be from popular sources (websites, magazines, newspapers) and 4 of which must be from scholarly sources. 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? For popular sources, evaluate the credibility of the information.
(3) Relate the material in this source to your own ideas and experiences.
<table>
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<th>DATE</th>
<th>CLASS TOPIC</th>
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<tr>
<td>6-25</td>
<td>Class introduction</td>
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<td>6-26</td>
<td>Chapter 1 &amp; practice response questions</td>
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| 6-27  | Facilitation assignments  
Perspectives on interpersonal communication  
Stewart text: chap. 2 (Stewart*) |
| 6-28  | Defining ourselves as communicators  
Stewart text: chap. 3 (Stewart, Zediker, & Witteborn*) |
| 7-2   | Verbal & nonverbal contact  
Stewart text: chap. 4 (Stewart & Logan*) |
| 7-3   | Stewart text: chap. 4 (Duck & McMahan*)                                     |
| 7-4   | Holiday                                                                     |
| 7-5   | Listening (pdf*)                                                            |
| 7-9   | Understanding & listening  
Stewart text: chap. 5 (Stewart, Zediker, & Witteborn “Inhaling”*) |
| 7-10  | Listening (pdf*)                                                            |
| 7-11  | Engaging Others & self-disclosure  
Stewart text: chap. 6 (Johnson*) |
| 7-12  | Family  
Stewart text: chap. 7 (Wood*) & mapping (pdf) |
| 7-16  | Friends  
Stewart text: chap. 7 (Duck*) |
| 7-17  | Interviewing skills (pdf)                                                   |
| 7-18  | Interviewing skills (question schedule*)                                   |
| 7-19  | Interviewing each other (Paper DUE 7-24)                                    |
| 7-23  | Intimacy  
Stewart text: chap. 8 (Guerrero, Andersen & Afifi*)                     |
| 7-24  | Community resources                                                         |
| 7-25  | Walls  
Stewart text: chap. 9 (Stewart, Zediker & Witteborn*)                   |
| 7-26  | Technology & relationships (pdf*)                                           |
| 7-30  | Conflict (Interview paper due)                                              |
| 7-31  | Cultural differences  
Stewart text: chap. 11 (Hofstede & Hofstede*) |
| 8-1   | Community resources                                                         |
| 8-2   | Dialogue  
Stewart text: chap. 12 (Zediker & Stewart*)                             |
| 8-6   | Project presentations                                                       |
| 8-7   | Project presentations                                                       |
| 8-8   | Project presentations                                                       |
| 8-9   | Course conclusion                                                           |