CMS 220 Interpersonal Communication (3 credits)
Instructor: Emily Heathcock
Phone: 402.466.4774
Email Address: emily.heathcock@doane.edu

CMS 220 Interpersonal Communication fulfills the requirement for a Foundational Area of Knowledge in Rhetorical Communication.

Description: Any course that fulfills that requirement will assure that students will use language purposely and effectively to become more thoughtful communicators, more keenly aware of what they are doing and why in each phase of the communication process.

Learning Outcomes
The focus of CMS 220 will be to analyze rhetorical context (purpose, audience, genre) and operate accordingly in oral and/or written communication. In addition, CMS 220 will seek to understand effective communication as a process that involves reasoned decision making and multiple steps including planning, invention, drafting, feedback, revision, and editing

Course Description:
A focus upon the nature and influence of communicative behavior in close, personal relationships Interpersonal communication structure and processes are explored as they relate to the development and maintenance of identities, friendships, romance, and family relationships.

In addition to FAK learning outcomes, learning outcomes specific to this course:
Through thorough examination and discussion of theoretical study and practice of communication exercises, at the end of this course, each participant should:

1. Establish effective interpersonal, intrapersonal, and group communication
2. Know the techniques for improvement of communication skills
3. Be able to assess his/her communication skills
4. Become aware of barriers to effective communication
5. Be aware of different perceptions and possibilities for interpretation of communication

Description of learning strategies:
To meet the stated learning outcomes students will complete assigned readings and activities from the workbook. Students will further discuss the assignments, interact and communicate with each other in large and small groups. Lectures, presentations, and guest speakers will also be utilized throughout this course. Finally, students will exhibit concepts learned in class through a group and an individual project/presentation.

Text:
Communicate! A Workbook for Interpersonal Communication.
ISBN: 0-7575-1332-8

Workbooks must be purchased new. Used workbooks will not be acceptable for this course.
You must have your workbook with you for every class meeting!
READ AND COMPLETE ASSIGNMENTS FOR CLASS ONE PRIOR TO THE FIRST MEETING!!!

**Class one:**
Introductions/Syllabus Review/Attendance policy/Weather/Classroom rules – no cell phone use, communication rules, confidentiality/Breaks

Read Chapter 1 Communication Foundations - **due prior to class**
Complete the following pages prior to class, be prepared to discuss in class
Communication Questionnaire - pages 5-6
Getting to Know Me - pages 7-8
Julie & Mr. Conroy – pages 16-17
Things to Work On – pages 19-20
Course Goals – pages 21-22
Reactions to Chapter 1 – pages 23-24

Read Chapter 2 Listening - **due prior to class**
Complete the following pages prior to class, be prepared to discuss in class
Listening Quiz – pages 32-33
Listening Questionnaire – page 36
Listening Skills Self Inventory – pages 39-41
Testing for Listening Power – pages 44-45
Reactions to Chapter 2 – pages 59-60

**Class two:**
Read Chapter 3 Perception- **due prior to class**
Complete the following pages prior to class, be prepared to discuss in class
Perception – pages 69-73
Quiz: Common Perception – pages 74-75
The Way I See Things – page 76
Count the Squares – page 81
The Way We See Me (Self) – pages 85-86
The Whole Truth – pages 91-92
Now the Rest of the Truth – pages 93-94
Reactions to Chapter 3 – pages 95-96

Read Chapter 4 Nonverbal Communication – **due prior to class**
Complete the following pages prior to class, be prepared to discuss in class
Nonverbal Rules – pages 106-107
Reactions to Chapter 4 – pages 111-112
Class three:
Read Chapter 5 Using Language – due prior to class
Complete the following pages prior to class, be prepared to discuss in class
Semantic Reactions – pages 120-121
Hidden Assumption Test – pages 122-123
The Uncritical Inference Test – pages 124-125
Polarization – page 126
Owning My Communication – page 127
The Slang Test – pages 128-129
Reactions to Chapter 5 – pages 133-134

Read Chapter 6 Understanding Self – due prior to class
Complete the following pages prior to class, be prepared to discuss in class
Exercising Compliments – page 139
Turning Points in My Life – page 141
Comfort Survey – pages 142-143
Rate Your Self Confidence – pages 144-145
Role Analysis – pages 147-149
Reactions to Chapter 6 – pages 155-156

Class four:
Read Chapter 7 Values – due prior to class
Complete the following pages prior to class, be prepared to discuss in class
Complete the Thought – pages 169-170
Self-Appraisal – pages 171-172
Lost in a Lifeboat – pages 173-174
Reactions to Chapter 7 – pages 175-176

Class five:
Read Chapter 8 Managing Conflict – due prior to class
Complete the following pages prior to class, be prepared to discuss in class
Conflict Quiz – page 184
Feelings About Conflict – page 185
Identifying Conflicts Activity – pages 186-187
Five Sample Situations – pages 205-206
Reactions to Chapter 8 – pages 209-210

Interpersonal Influence Inventory (we will complete in class)
Assertion training (we will complete in class)

Class six:
Read Chapter 9 Relational Communication – due prior to class
Complete the following pages prior to class, be prepared to discuss in class
Skills 1-5 – pages 219-223
How Well Do We Know Women & Men – pages 224-225
Diagnosing Your Relationship – pages 229-230
Self-Disclosure Questionnaire – pages 231-235
Relationship Roles – pages 236-237
Reactions to Chapter 9 – pages – page 239

Chapter 10 Job Search Skills – Susan Rocker visit if available

Class seven:  
Group projects/presentations

Class eight:  
Individual presentations

Grading:

Attendance:  
5 points x 8 classes = 40 points
(Must be present for entire class)
(3 absences = need to repeat course)

Participation:  
5 points x 8 classes = 40 points

Workbook:  
40 points

Interpersonal Influence Reflection paper:  
20 points

Group Project:  
30 points

Individual Project:  
30 points

Total:  
200 points

Academic Integrity Policy:  
This policy requires that you immediately and cheerfully offer the benefit of your knowledge and skills to any fellow student who needs your help. If someone helps you, whether a fellow student the author of a book/article, a family member, a pastor or priest, a coworker, a child, a pet, or anyone else, say that the helped you. That’s called citing a source. Always show respect for the ideas or words of others by giving them credit. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.