

EASTERN ILLINOIS UNIVERSITY
DEPARTMENT OF COMMUNICATION STUDIES
CMN 5510: Interpersonal Communication

Term: Fall 2016, Section: 001, CRN: 93647

Location/Time: Coleman 1771, R 7:00 – 9:30, 3 credit hours

Instructor Name: Dr. Richard G. Jones, Jr. Office: Coleman 1751

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Office Hours: M 1:00 – 3:00, T 11:30 – 12:30, R 5:30 – 6:30, or by appointment

Welcome: Taking an interpersonal class as an undergraduate propelled me to change my major from music to communication studies. I'm excited about exploring the sub-discipline of interpersonal communication with you and learning new things as we appreciate its breadth and depth.

Course Description: CMN 5510 is a survey course designed to provide foundational knowledge of the theories and research related to interpersonal communication. More specifically, we are interested in the construction and negotiation of social reality, focusing on the fundamental processes that occur during interaction. We will examine the production, exchange, and interpretation of messages both in general and in a variety of relational contexts.

Course Objectives:

1. To provide a foundational and thematic overview of interpersonal communication
2. To provide a systematic but critical basis on which to discuss interpersonal communication issues and to analyze assumptions associated with related theories
3. To enhance students' research, analysis, writing, and presentational skills
4. To enhance students' abilities to understand their lived experience through an interpersonal communication lens

GRADING AND EVALUATION

Your grade will be based on the following:

ASSIGNMENT	WEIGHT
Participation	35%
- Discussion participation	20%
- Co-facilitation	15%
Research project	55%
- Topic paper	5%
- Context paper	7.5%
- Methods paper	7.5%
- Complete draft	12.5%
- Final project	22.5%
Assessment	10%
- Exam	10%

Grading Scale: A = 90-100, B = 80 – 89, C = 70 – 79, etc.

Evaluation for graduate students will be appropriate to graduate level education.

COURSE POLICIES

Academic Integrity: The Student Code of Conduct states that students should meet the following standard: “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” The Code defines *plagiarism* as: “the use, without adequate attribution, of another person’s words or thoughts as if they were one’s own.” As graduate students, you are considered scholars and members of the academy. You are expected to follow the principles of academic integrity as well as the ethical credo of the National Communication Association: <http://www.natcom.org/ethicalstatements/>. Any case of academic dishonesty will result in sanctions ranging from failing the assignment to failing the class. All cases will be forwarded to the Office of Student Standards.

Statement Regarding Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

Class attendance: Because this class is discussion-driven (a seminar) your engagement is necessary. If you have an emergency, please contact me. Lack of attendance will be reflected in your final grade.

Class structure: We will have breaks in class. Since this class is scheduled during dinner time, you may feel free to bring food/snacks as long as their presence/consumption doesn’t disturb others in the class.

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, religion, etc. Such language will not be accepted in your classroom communication, written work, or your oral presentations. If you disrupt the safety of our learning community you may be asked to leave.

ASSIGNMENTS

Participation:

Readings: I expect that you will read all of the assigned materials and come to class ready to discuss the readings.

Reading preparation prompts: You will have knowledge, application, and critical thinking questions to consider as you complete each week’s readings. For some of the application and critical thinking questions, you will likely want to outline some of your answer to help prompt your verbal contributions in class.

Seminar discussion: We should engage in class discussion and provide insights, grounded in the readings, and based on our relevant experiences. Contributions will be most meaningful when they are informed by the course readings. This includes using appropriate terminology, citing researchers, and applying theory. Well-prepared students who offer insights grounded in the

readings, contribute to class discussion by describing salient experiences, offer oral references to relevant materials outside the course and are respectful of others will be successful contributors.

The readings and discussions in this class often lead to personal exploration and reflection. The class often leads us to share personal experiences, feelings, and thoughts about our own and others' teaching/life experiences. It is important to respect the contributions made by class members. Our comments are "for our ears only" in the sense that we understand that disclosures can lead to vulnerability and should be viewed and handled as "private" information. We should try to respect and understand one another and demonstrate appropriate empathy.

To be successful in this aspect of the course, students should make verbal contributions (as outlined above) and respond to other classmate's contributions. Your verbal contributions will be assessed and evaluated. You will receive individualized feedback every three weeks on your discussion performance.

Co-facilitations: Seminar members will be responsible for co-facilitating discussion on one week during the semester. You will co-facilitate on a day that connects to your intellectual/research interests. In consultation with Rich, you will choose at least one reading, help develop the reading preparation prompt, plan an activity, and co-facilitate in-class discussion. Be ready to guide discussion, pose questions, and add to/constructively critique the contributions of other seminar members. You will be required to meet with Rich at least 10 days before your scheduled facilitation.

Research Project:

The major assignment for the course is a research project on an interpersonal topic of your choosing. You will submit a topic paper and section drafts before submitting a rough draft and the final paper. The final product should be a completed research project that includes a literature review, methods section, data analysis, and conclusions and should be quality enough to submit to a conference.

The course will have IRB approval. Part of your preparation for conducting research will be learning about the ethical guidelines associated with research on human subjects. You will be responsible for reading the document about "Protecting Human Subjects in Research" found here: <http://www.eiu.edu/~grants/Files%20--%20IRB/Protecting%20Human%20Subjects%20in%20Research.pdf>. We will also discuss this document in class and you will be assessed on your knowledge of its content.

Assessment:

The first four weeks of the semester will cover foundational concepts that will guide us for the rest of the course and inform your research projects. To assess your understanding of these core concepts, you will complete a take home, essay exam covering this material.

COURSE CALENDAR

Subject to revision as necessary

Date:	Readings:	Assignments:
Week 1 08/25	<i>Introduction to Course</i> <i>Interpersonal Communication in Popular Culture</i>	
Week 2 09/01	<i>Interpersonal Communication Overview</i> <i>Interpersonal Communication: Theories and Methods</i>	Read: Interpersonal Communication Processes Read: Communication in Relationships Read: Chapters 3 and 4
Week 3 09/08	<i>Interpersonal Communication: Concepts that Span Contexts</i> Assign Exam	Read: Chapters 6, 10, 11, 12, 39
Week 4 09/15	<i>Interpersonal Communication Processes</i> Assign Context Paper	Read: Chapters 13, 18, 20, 22, 31
Week 5 09/22	NO CLASS – Rich at ICTA <i>Exam Due by Saturday 9/24 at 10:00 PM</i>	
Week 6 09/29	<i>Friendship</i>	READ: Phases of Friendship READ: Closeness and Intimacy READ: Turning Points in Friendships READ: Co-Facilitator Reading(s) Co-Facilitator: Ryan
Week 7 10/06	<i>Family Relationships</i>	READ: Family Comm Environment READ: Division of Domestic Labor READ: Perceived and Ideal Communication Patterns READ: Relational Quality and Incarceration READ: Family Ties and Imprisonment Co-Facilitator: Brandon DUE: Context Paper
Week 8 10/13	<i>Family Relationships Part 2</i>	READ: TBD READ: Relational Maintenance and Sibling Types READ: Managing Religious Identity Difference READ: Religion in Families Co-Facilitator: Wade
Week 9 10/20	<i>Romantic Relationships</i>	READ: The Social Animal READ: Chapters 7, 8, 32 READ: Hurt in Romantic Relationships READ: Post-Relational Dissolution Communication Co-Facilitator: Malcolm
Week 10 10/27	<i>The Dark Side of Relationships</i>	READ: Overview of the Dark Side READ: 28, 29, 30 READ: Co-Facilitator Reading(s) Co-Facilitator: Alli
Week 11 11/03	<i>Race, Ethnicity, Nationality, and Relationships</i>	READ: Seeking Difference READ: Inter and Intra-racial Relationships READ: Identity Gaps of US Immigrants READ: TBD DUE: Methods Paper

Week 12 11/10	<i>Gender and Relationships</i>	READ: Chapter 15 READ: TBD READ: Co-Facilitator Reading(s) Co-Facilitator: Shelby TO DO: Schedule meeting for next week to discuss research project
Week 13 11/17	<i>Sexuality and Relationships</i>	READ: Chapters 16, 25 READ: Outing Heteronormativity in Interpersonal Research READ: Drag Queens, Drama Queens, and Friends READ: App Use and Romantic Relationships READ: Co-Facilitator Reading(s) Co-Facilitator: Kelli
11/24	NO CLASS - Thanksgiving Break	
Week 14 12/01	<i>Technology and Relationships</i>	READ: Advantages and Disadvantages of Tech in Relationships READ: Online and Offline Dating Discourses READ: TBD DUE: Complete Draft of Paper (by 11:00 pm on Monday 11/28)
Week 15 12/08	<i>The Future of Interpersonal Communication</i> Final Paper Presentations	READ: TBD
Final Exam Period	TBD May use this class time to accommodate changes in the course schedule	DUE: Final Research Paper (specific day and time will be determined as a class)