

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR SPCH 1318
INTERPERSONAL COMMUNICATION**

Semester Hours Credit: 3

INSTRUCTOR: Dr. Lewis A. Porch _____

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I. INTRODUCTION

- A. The purpose of this course is to study the process used to exchange messages with others in dyads and groups.
- B. This course is designed to meet curriculum requirements for many degree plans at Central Texas College.
- C. This course is occupationally related & serves as preparation for professions including nursing, teaching, counseling, child development, psychology and office management.
- D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Interpersonal Communication, students will:

- A. Define the meaning of interpersonal communication.
- B. Evaluate the relationship between interpersonal communication, self and perception.
- C. Demonstrate the importance of effective listening & responding skills in interpersonal communication.
- D. Distinguish the significance of effective verbal & nonverbal skills in interpersonal communication.
- E. Examine the importance of escalating, maintaining and terminating relationships.
- F. Practice strategies in managing conflicts.
- G. Demonstrate an awareness of cultural aspects of communication.
- H. Experience the importance of developing relationships with family, friends, colleagues and clients.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through http://www.ctcd.edu/im/im_main.asp.

And *Interpersonal Communication: Relating to Others* (6th Ed.) by Beebe, Beebe and Redmond.

Reading Assignment: THE ENTIRE TEXTBOOK. You are responsible for all material in the textbook and other reading assignments designated by the instructor.

IV. COURSE REQUIREMENTS

A. Reading Assignments:

1. Unit I: Textbook chapters 1-5
2. Unit II: Textbook chapters 6-8,
3. Unit III: Textbook chapters 9-12

B. Projects and Activities:

1. Self-Concept Exercise and Essay
2. Application Journal or Essay
3. Group Project
4. Group Activities: This course is designed to be highly interactive. During the semester, many activities will require interaction with classmates to analyze or apply class content. These activities are designed to illustrate ideas discussed in class or to apply those ideas to your own communication experiences.

C. All graded assignments will be evaluated by the instructor according to pre-determined criteria discussed in class.

D. Students are expected to arrive to class on time and stay until the end of class. Regular attendance is required. **Please keep the instructor aware of any absences well in advance.**

V. EXAMINATIONS:

A. Unit I Test: Chapters 1, 2, 3, 4 & 5

B. Unit II Test: Chapters 6, 7 & 8

C. Unit III Test: Chapters 9, 10, 11 & 12

D. The exams will consist of multiple choice questions and a variety of other question

types--true/false, definition of terms, short answer, etc. They will cover the assigned textbook reading and class lecture/discussions. Class attendance and good note-taking are encouraged.

VI. SEMESTER GRADE COMPUTATION

	ACTIVITY	Percentage of Grade:
900 - 1000 = A		
800 – 899 = B	Exam #1	100
700 – 799 = C	Exam #2	100
600 - 699 = D	Exam #3	100
0 - 599 = F	Group Presentation 30 min	150
	Journal (100 x 4)	400
	Class Participation/Leadership	150
	Miscellaneous Assignments	<u>50</u>
	Total Points	1000

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student's responsibility to withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other length is:

10-week session	Friday of the 7 th week
08-week session	Friday of the 6 th week
05-week session	Friday of the 3 rd week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of W provided the student's attendance and academic performances are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

If a student is unable to continue in this class, his or her responsibility is to go to the Records Office to file an application for withdrawal. The student must sign the withdrawal form. In the case of military tuition assistance students, the Education Service Office must also sign it. Failure to file a withdrawal form will result in Administrative Withdrawal with a grade of F (N).

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 or SOAR for submission to the registrar. Students may be administratively withdrawn from any class when their absences exceed a total of four (4) class meetings for a sixteen week course or

three (3) class meetings for shorter semesters, and in the opinion of the instructor, they cannot satisfactorily complete the course. The final decision rests with the instructor.

C. Incomplete Grade: The College catalog states, an incomplete grade may be given in those cases where the student has completed the majority of the course work but because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. Prior approval from the instructor is required before the grade of IP for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an F for the course.

D. Cellular Phones and Beepers: Cellular phones, mobile phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans with Disabilities Act (ADA): Students requiring accommodations for disabilities are responsible for notifying the instructor. Reasonable accommodations will be granted in full compliance with federal and state law and Central Texas College policy.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. If you are asked to leave a class, you will be considered absent for the day.

VIII. COURSE OUTLINE

A. Unit One: Communication Process

1. Learning Outcomes:

- a. The student will discover the meaning of interpersonal communication.
- b. The student will explore the relationship between interpersonal communication and self.
- c. The student will relate perception to interpersonal communication.
- d. The student will illustrate the relationship between listening and responding skills in interpersonal communication.

2. Learning Activities:

- a. Experience the five methods of communication
- b. Organize and process the communication model
- c. Interpret and respond to listening opportunities
- d. Evaluate listening habits
- e. Discover self-concept
- f. Apply self-concept to interpersonal relationships

3. Lesson Outline:

- a. Methods of Communication
- b. Communication Models
- c. Steps in Listening

- d. Barriers to Listening
- e. Perception Activities
- f. Journal activities related to each chapter

B. Unit Two: Developing Interpersonal Skills

1. Learning Outcomes:

- a. The student will integrate verbal and nonverbal skills in interpersonal communication.
- b. The student will engage in assertive message strategies.
- c. The student will apply strategies in managing conflict.
- d. The student will demonstrate an awareness of cultural aspects of interpersonal communication.

2. Learning Activities:

- a. Organize and evaluate interpersonal situations.
- b. Experiment with verbal and nonverbal communication through various activities in class.
- c. Practice creating assertive messages.
- d. Negotiate conflict resolution.
- e. Process the steps in decision making.
- f. Exercise leadership styles.
- g. Experience similarities between personal, familial & professional relational communication.

3. Lesson Outline:

- a. Discovery of Interpersonal Situations
- b. The Steps in Group Decision Making
- c. Problem solving activity
- d. The Process of Conflict Resolution
- e. Prepare and present information as a Group
- f. Journal activities related to each chapter

C. Unit Three: Developing Relationship Skills

1. Learning Outcomes:

- a. The student will discriminate between escalating, maintaining and terminating relationships.
- b. The student will explain how relationships are both systems and processes.
- c. The student will differentiate between relationships of choice and relationships of circumstance.
- d. The student will identify the principles of interpersonal power and be able to describe the types of power and how to negotiate power in a relationship.
- e. The student will be able to identify the different types of love in relationships.
- f. The student will learn strategies of how to manage relationship challenges.

2. Learning Activities:

- a. Organize and evaluate interpersonal relationships.

- b. Process the stages of interpersonal relationships.
- c. Interpret the escalation and maintenance of interpersonal relationships.
- d. Experience similarities between personal, familial & professional relational communication.

3. Lesson Outline:

- a. Analyze factors leading to the development of various types of interpersonal relationships
- b. Stages of Relational Development Activity
 - c. Escalating and Maintaining Relationships
 - d. Managing relationship challenges that could lead to termination
 - e. Ways to terminate a relationship
 - f. Developing relationships with family, friends, colleagues and consumers.
 - g. Journal activities related to each chapter

IX. SCHEDULE

- Day 1: Intro to the course; reading assignments; class schedule and assignment sheet, course outline
 TEXT: Chapter 1 & Chapter 2
 Assign Group Led Chapter Activities
 Assign Shield Activity; Self Disclosure Activity; Johari Window Activity
- Day 2: TEXT: Finish up chapter 2; Begin Chapter 3
 Assign Self-Concept Inventory; Perception Activities
- Day 3: TEXT: Chapter 5; Listening Activities
 Assign Listening Skills Activity
 Self-Concept Inventory Exercise and Essay Due; Group Presentation
- Day 4: TEXT: Chapter 4; Diversity Activities
 Assign Cultural Reflection Assignment
Take Exam #1 (closed book, closed notes) in class
 (Chapters 1, 2, 3, 4, 5)
 TEXT: Chapter 6; Verbal Communication Activities, Assign Verbal Barriers Activity
- Day 5: TEXT: Chapter 7; Breaking Nonverbal Rules Activity; Nonverbal Card Game Activity, Review Verbal Barriers Activity
- Day 6: TEXT: Chapter 8; Conflict Management Activities
Take Exam #2 (closed book, closed notes) in class (Chapters 6, 7, 8)
 TEXT: Chapter 9; Relationship Activities; Group Presentation
- Day 7: TEXT: Finish Chapter 9; Begin Chapter 10; Relationship Activities
 Assign Group Presentation
 TEXT: Finish Chapter 10; Begin Chapter 11; Stages of Relational Development Activity
- Day 8: TEXT: Finish Chapter 11; Chapter 12; Relationship Activities; Group
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Presentation

Take Exam #3 (closed book, closed notes) in class (Chapters 9, 10, 11, 12)

NOTE: ALL WRITTEN ASSIGNMENTS WILL USE APA (6TH ed.) GUIDELINES. See:
<http://owl.english.purdue.edu/owl/resource/560/01>

Students are responsible for all assignments and presentations. However, time may not permit for all presentations to be offered.

Further explanation regarding course requirements:

Exams: 3 @ 100 points

Three brief exams, including 40 multiple-choice, 7 true/false, and short answer questions, will be given for each of the three units of the text.

Journal Assignments: 4 @ 100 each

Journal of Websites: Each student will keep a journal of their favorite website from each chapter of the Interactive Edition. Students should come to class prepared to report on their favorite site on the date the chapter is being discussed. A brief description of what learning the site provided the student will accompany each entry. Journals must be typed and turned in during the last week of each unit.

Journal of Interpersonal Relationships: Each student writes a journal on some aspect of interpersonal communication that is covered in a particular unit in the text. For example, students may choose to journal about how self concept and self esteem affect their relationships with others (Unit 1); the progress they are making to improve their listening skills and how this impacts their relationships (Unit 2); or journal about the use of mediated communication in their lives by keeping a record for a period of time on how and why they use technology (Unit 3). **Journal will have three separate divisions: one for each unit of this course. Final grading of the journal will occur during the last exam.**

Journal of Activities: Students will complete each of the activities assigned as a Journal Entry. These can be turned in by the week. All in-class and homework assignments will become entries in your personal journal.

Group Presentation: 150 points

Each student will be assigned to research a specific area of interpersonal communication. Each student will designate a topic, perform research, and present a thirty minute presentation to the class covering their topic. Students will be graded based on content, delivery, and peer evaluation. PowerPoint visual aid is encouraged.

Miscellaneous Assignments: 50 points.

From time to time, various in-class or homework assignments may be given to supplement the learning process.

Class Participation and Leadership: 100 points – as the instructor determines.