

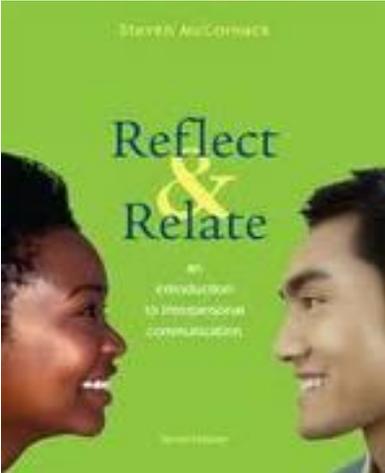
Speech 2: Interpersonal Communication  
Fall 2010  
Monday 12:30pm – 1:45pm  
Room: Reedley College: Business 40  
Instructor: Bryan R. Hirayama  
Course Information: 50803  
Email: [bryan.hirayama@reedleycollege.edu](mailto:bryan.hirayama@reedleycollege.edu)  
Phone: 559-859-0473



### Office Hours

Tuesday and Thursday: 10:30am -12:15pm or by appointment

### Required Text

	<b>Required Materials: Textbook and Scantrons</b>
	Textbook: McCornack, S. (2010). <i>Reflect and relate</i> (2nd ed.). Boston, MA: Bedford St. Martins.  <b>ISBN-10:</b> 031248934X <b>ISBN-13:</b> 978-0312489342
	Scantrons: 882E Scantrons (Two)

### Required Materials and Resources

1. Two 882 E Scantron. The Midterm for the course will use the front side (1-50) of the scantron and the final can be filled out on the back (51-100). Students who keep and use one scantron for both the Mid-Term and Final will receive 10 points extra-credit. However, this scantron cannot, in any way shape or form, be hole-punched.
2. Access to a computer
  - a. Microsoft Word
  - b. Access to the internet

## **Course Description**

Interpersonal communication is designed to increase understanding and implementation of effective interpersonal communication behaviors and skills. Throughout the semester the course will examine basic verbal and nonverbal elements effecting communication between individuals in family, peer groups and work contexts. This course requires participation in activities designed to develop interpersonal communication skills. Interpersonal communication introduces students to the complex interaction of social and psychological forces operating in human communication. The course is designed with a dual approach consisting of both theory and application that allows students opportunities to critically evaluate the intricacies of interpersonal relationships and the communication issues surrounding human interaction in various contexts.

## **Specific Objectives**

1. To understand the theories and principles of interpersonal communication.
2. To employ understand better listening skills.
3. To become aware of one's communication behavior and to recognize where improvement is needed.
4. To improve interpersonal relations and conflict-management strategies through self introspection and an analysis of communication techniques.
5. To become more successful in communication with others, developed through analysis of personal communication situations and make appropriate choices.
6. To develop confidence in interacting on an interpersonal level.
7. To write an appropriate and effective academic term paper.
8. To emphasize the need for clear and concise organization of ideas.
9. To use supporting materials effectively.
10. To provide student with practical assignments and exercises that will reinforce the theoretical concepts studied in class.

## **Student Learning Outcomes**

Upon completion of this course, students will be able to:

1. Discuss how messages are transmitted from one person to another, how those messages can be distorted, and how to reduce that distortion.
2. Identify and apply principles of effective communication.
3. Resolve interpersonal conflicts in non-destructive ways.
4. Articulate a personal sense of ethics concerning communication.
5. Listen to others effectively, attending to both factual and emotional information while providing appropriate feedback.
6. Monitor their own communication and adapt to different communication situations.
7. Communicate effectively within the context of various relationships including family, marriage, friendships, and work relationships.

## Classroom Deportment

Every student is expected to honor the rights of their peers and instructor. Students who do not behave in a respectful manner will be asked to leave the class. Students who repeatedly act in an inappropriate and/or disrespectful manner will be asked to drop the class. Racist, sexist, ageist, and any other racially or culturally insensitive language used in class will **not be tolerated**. Just think before you speak and then think again before saying anything that may offend other students.

Please turn all cell phones and pagers off before entering class. In the event that a cell phone or pager goes off in class, it is at the discretion of the instructor to decide what punishment is just for each student. Impromptu speeches, short song and dance skits, and other embarrassing acts maybe the punishment for the day. Text messaging during class is also not appropriate. Any technological gadgets, including laptops, which are not being used for purposes pertaining to the class, will also not be permitted.

Students should also be respectful of the instructor and conduct themselves like professional people and sophisticated students. Students who make inappropriate use of class time, attempt to call attention to discrepancies in grading, instruction, or other personal or professional behaviors of the instructor will be asked to voice these opinions at another time. We are all adults in this classroom and I expect everyone to act accordingly. Also, students should understand the rules and regulations for the class and be respectful of the instructor's policies. Students who ask to make-up work that they have missed will be directed to re-read the syllabus.

## Attendance

After the first week of class, it is the student's responsibility to add/drop the course through the proper channels at Reedley College. Students who do not take care of this enrollment issue will receive the grade they earned for the duration of the class despite their clear disinterest in the class for whatever reason. If you are enrolled in the course at the end of the semester, you receive a semester grade. Please make sure that you are taking care of business so you can avoid problems associated with this issue.

Tardiness is unacceptable in this class especially on days when presentations are taking place. Roll will be taken at the beginning of class and any student not in their seats when the roll is taken will be marked absent. If a student does come in to class late, it is their responsibility to see the instructor after class to have their absence changed to a tardy. After a student is tardy 3 times it will be counted as an absence.

If for some reason a student is late on the day of a debate, they should wait patiently outside until the speakers are finished delivering their debate. It is rude, inconsiderate, and disruptive to have someone come in during a debate, so don't do it. If by accident a student happens to enter into class during a debate, they should sit down in the first available chair and be very quiet. Please be courteous to your peers and instructor. Just

come to school and there will be no problems. Please see the “Participation” section below for a more detailed description of how attendance plays into participation.

All excused absences must be verifiable. This means that any documentation submitted regarding an absence must come from a reputable source and should include contact information. All documentation must be submitted the day the student returns to class. A potentially excused absence will not count if submitted beyond the day the student returns. Notes from parents, work scheduling conflicts, lost keys, tickets, vacations, childcare issues, transportation problems, and any other excuse that falls outside of the boundaries of excusable absences recognized by Reedley College will not be accepted.

### **Late Assignments**

Absolutely no late work can be handed in. It is the student’s responsibility to hand in all work on time. In the event that a student has a recognized excused absence, the work is due the day that the student returns to class. The documentation must account for every class session missed to be eligible for this.

I will not accept any handwritten papers. I have a very strict policy when it comes to late work and the quality of work that is submitted to me. All work for this course will either be submitted as a typed hard copy or emailed to me as an attachment. Attachments must be sent as Microsoft Word documents. All work is due at the beginning of class. That means any work emailed to me must be sent before class starts. Students who are absent on the day an assignment is due must turn in the work before the start of class. Any work submitted after it is collect at the beginning of class will not be eligible to earn points for said assignment. Do not come into class late and assume that your work will be accepted because it will not.

The policies dealing with late work are designed to establish and maintain a fair classroom environment. No exceptions will be made regarding late work and unexcused absences. Asking the instructor to make up late work despite their knowledge of the late work policies is unacceptable.

### **Cheating and Plagiarism**

Cheating and Plagiarism will also not be tolerated in this class. Any act of cheating or plagiarism, whether large or small, will be treated the same. Students who are caught cheating or plagiarizing will receive an “F” on the assignment in question, will be reported to the proper authorities, and will be required to drop the class.

### **Changes to the Syllabus**

The instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any change made to the course syllabus will be done in the best interest of the students. Changes could potentially be made to assignments, evaluations, and due dates. Announcements for these changes could be made verbally or online. It is the

students' responsibility to make sure they are informed about changes and denying they have received information concerning changes to the course are not grounds for appealing the information on the course syllabus.

### **Etiquette and Format for Written Communication**

It is important that the communication that take place between the instructor and students are done so in a professional, organized, and respectful manner. Below are the guidelines for communicating via text-message and email.

#### **Text Messaging and Email**

For this course there is a specific format that email and text messages should be sent. Below are the format requirements for each of these types of messages. Messages not sent to the instructor using these required formats will not be opened by the instructor. It is the student's responsibility to follow these instructions.

Text Messages	Email	
Mr. H This is (your name) from your (our class e.g. Speech 1 Summer School Class)... (Continue your message here). Sincerely, Your name	To:	bryan.hirayama@reedleycollege.edu
	Subject:	Day, Time, and Course Title (e.g. Summer School: Speech 1: Assignment Title (e.g. Self-Portrait Think Link)
	Message:	Mr. H, Your Message Sincerely, Your Name

All written assignments turned in via email must follow the format mentioned above. Assignments that do not follow this format are subject to not being accepted by the instructor. Making the move to paperless can be difficult and drastically complicated by emails with seemingly unrelated titles. Please follow the instructions about and there will be no problems.

#### **Students with Disabilities**

If you have a verified need for an academic accommodation or materials in alternate media (Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

## Assignments

Assignment	Points Possible	Score
<b>Introduction Speech</b>	<b>Credit/No Credit - 25 pts</b>	
<b>Self-Concept Presentation</b>	<b>50 pts</b>	
<b>Full-sentence Outline</b>	<b>30 pts</b>	
<b>Visual Aid/Self-Concept Hat</b>	<b>25 pts</b>	
<b>Presentation Evaluations</b>	<b>25 pts</b>	
<b>Online Quizzes (11 x 20)</b>	<b>220 pts</b>	
<b>Group Movie Presentation</b>	<b>50 pts</b>	
<b>Individual Grade</b>	<b>100 pts</b>	
<b>Individual Full-sentence Outline</b>	<b>30 pts</b>	
<b>Group Handout</b>	<b>30 pts</b>	
<b>Interpersonal Journal</b>	<b>60 pts</b>	
<b>Quiz 1</b>	<b>25 pts</b>	
<b>Quiz 2</b>	<b>25 pts</b>	
<b>Quiz 3</b>	<b>25 pts</b>	
<b>Term Paper</b>	<b>100 pts</b>	
<b>Term Paper Presentation</b>	<b>25 pts</b>	
<b>Term Paper Outline</b>	<b>30 pts</b>	
<b>Final Examination</b>	<b>50 pts</b>	
<b>Participation</b>	<b>75 pts</b>	
<b>Total Points Possible</b>	<b>1000 pts</b>	

### Brief Description of Assignments

Unless otherwise specified, more information outlining each of the following assignments will be distributed when these assignments are officially assigned during the semester. Please look at the Fall 2010 Calendar to see when these assignments will be discussed in class.

**Introduction Speech:** In order for students to become acclimated to this classroom environment, it is important that everyone gets to know each other. This course covers many sensitive topics, exposes the realities created through communication, and calls into question many of the behaviors and communication practices people use on an everyday basis. It is important that students begin to build trust with each other so conversations in this class can be more fruitful. Students will be responsible for drawing pictures to represent who they are and who they want to be in three contextual areas. No words should appear on these visual aids, only symbols. Students will address the class and share how their drawings, both abstract and concrete symbols/signs/figures, represent who they are. Students are required to speak for no less than one minute and no more than four minutes.

	At Home	At Work and School
Who I am		
Who I want to be		

**Self-Concept Presentation:** Before we can begin looking at how our communication impacts the world around us, it is important that we look at how the world around us has impacted who we are as individuals. The self-concept presentation consists of a package of assignments including the presentation itself, a full-sentence outline, and a visual aid. Through this assignment, students will analyze how they have come to be individuals through their relationships with others. Students will analyze how communication plays a central role in the construction of ideas of “self” and identify some of the different identities, faces, masks, hats, and/or guises they enact in their everyday lives in relationships. More information discussing the details of this assignment will be handed out later in the semester.

**Presentation Evaluations:** Students will be responsible for evaluating the presentations of their classmates. Students will analyze the content, organization, and delivery of their peers in an effort to both become better constructive critics and active listeners of public discourse.

**Online Quizzes:** Before discussing the assigned readings in class, students will be responsible for taking quizzes through the website that accompanies the textbook. Students will need to register for these quizzes at the website listed below. Students will only be taking the multiple-choice and the [www.bedfordstmartins.com/reflectrelate2e](http://www.bedfordstmartins.com/reflectrelate2e).

**Group Movie Presentation:** Movies are a source for developing interpersonal scholars to use when thinking about, analyzing, and discussing theories, concepts, and ideas that deal with the interpersonal. Students will be put into groups and assigned a movie to analyze, dissect, and discuss. Students will be responsible for creating an organized presentation, submit full-sentence outlines of the concept, theory, or idea they are covering within the group presentation as well as provide information that contributes to the group handout that will be shared with each member of the class. More information and a detailed breakdown of this assignment will be shared with the class at a later date.

**Interpersonal Journal:** It is important that students be exposed to the world around them in new ways so that they can see the concepts, theories, and ideas covered in Interpersonal Communication take life. The interpersonal journal asks students to put themselves in situations where they will confront the perceptions, practices, and behaviors of others interacting. These opportunities will hopefully challenge students to think differently about their communication practices, call into question why people behave the way they do, and become more aware of the impact things such as media, gender, culture, and a whole host of other factors influence how people communicate.

**Quizzes:** Three times during the course of the semester, students will be tested on their knowledge of interpersonal concepts, theories, and ideas. Students will be responsible for the information covered in the course textbook, notes from lecture and discussion, questions introduced in the online quizzes, and other supplementary materials distributed over the course of the semester.

**Term Paper and Term Paper Presentation:** At the end of the semester, students will submit a term paper and present the ideas that they address in their writing. Students will be required to do outside research for this paper, read additional materials from scholarly peer-edited journals, and cite these, and other sources, within their papers using APA style manual.

**Final Examination:** The final examination in this class will be comprehensives. Students are subject to be tested from all materials covered in the course textbook, in class lecture and discussion, online quiz questions, outside reading materials, and information discussed by class peers in presentations. Students will have a study guide for this examination. More information will be distributed to students closer to the end of the semester.

**Participation:** An important component in this skills-based course is participation. Students are expected to be prepared for class discussions, offer constructive feedback to their peers, and interact in a productive way during group activities. Students who do not participate in class or are absent and otherwise unable to participate will not earn the participation points for this course. Participation points will be earned in the following ways:

1. Every class period will begin and end with an activity that will be collected before students depart from class.
2. On the days students are not required to record information on this note card, other activities will be going on where students can be directly observed by the instructor for participation points.
3. Pop quizzes can be administered for participation points.

Students who can provide documentation for their absence, have a legitimate reason for missing class (as recognized by Reedley College), or have received approval from the instructor will not be penalized for their absence/s. Student-Athletes who will miss class due to their game schedule must provide a full game schedule to the instructor within the first two weeks of school. Students who miss class while attending an event sponsored or hosted by Reedley College or are part of a group, club, or organization associated with the college will also be excused with the proper documentation. There are many absences that can be excused with the proper documentation but there are zero that cannot be without it. Documentation is also subject to verification by the instructor and documentation can be handed in no later than one-week from the absence in question.

## Fall 2010 Calendar

Date			
<b>August</b>			
<b>8/17</b>	Tuesday	Course overview, textbook website, and Introductions	
<b>8/19</b>	Thursday	Student Introductions	Read Chapter 1. Chapter 1 Quiz due.
<b>8/24</b>	Tuesday	Discuss Chapter 1: Introducing Interpersonal Communication. Assign Interpersonal Journal.	Read Chapter 2. Chapter 2 Quiz due.
<b>8/26</b>	Thursday	Discuss Chapter 2: Considering Self. Assign Self-Concept Presentation	Read Chapter 3. Chapter 3 Quiz due.
<b>8/31</b>	Tuesday	Discuss Chapter 3: Perceiving Others	
<b>September</b>			
<b>9/2</b>	Thursday	Public Speaking Lesson	
<b>9/7</b>	Tuesday	Self-Concept Presentations	All Self-Concept Presentation Outlines due
<b>9/9</b>	Thursday	Self-Concept Presentations	Read Chapter 4. Chapter 4 Quiz due.
<b>9/14</b>	Tuesday	Self-Concept Presentations. Discuss Chapter 4: Experiencing and Expressing Emotions	Study for Quiz # 1
<b>9/16</b>	Thursday	Quiz # 1	Read Chapter 5. Chapter 5 Quiz due.
<b>9/21</b>	Tuesday	Discuss Chapter 5: Listening Actively.	Read Chapter 6. Chapter 6 Quiz due
<b>9/23</b>	Thursday	Discuss Chapter 6: Communicating Verbally	Read Chapter 7. Chapter 7 Quiz due
<b>9/28</b>	Tuesday	Discuss Chapter 7: Communicating Nonverbally	Read Chapter 8. Chapter 8 Quiz due
<b>9/30</b>	Thursday	Discuss Chapter 8: Developing Interpersonal Competence	Read Chapter 9. Chapter 9 Quiz due
<b>October</b>			
<b>10/5</b>	Tuesday	Discussing Chapter 9: Managing Conflict and Power	
<b>10/7</b>	Thursday	Activities dealing with Conflict and Power	Study for Quiz # 2
<b>10/12</b>	Tuesday	Quiz # 2	
<b>10/14</b>	Thursday	Movie (TBA)	
<b>10/19</b>	Tuesday	Movie (TBA)	
<b>10/21</b>	Thursday	Group Presentation Example	Read Chapter 10. Chapter

			10 Quiz due
<b>10/26</b>	Tuesday	Discuss Chapter 10: Relationships with Romantic Partners	Read Chapter 11. Chapter 11 Quiz due
<b>10/28</b>	Thursday	Discuss Chapter 11: Relationship with Family and Friends	
<b>November</b>			
<b>11/2</b>	Tuesday	In class activities. Interpersonal Journal due	Study for Quiz # 3. Interpersonal Journal due
<b>11/4</b>	Thursday	Quiz # 3	
<b>11/9</b>	Tuesday	Group Presentations	
<b>11/11</b>	Thursday	Group Presentations	All Group Outlines due
<b>11/16</b>	Tuesday	Group Presentations	
<b>11/18</b>	Thursday	Group Presentations	
<b>11/23</b>	Tuesday	Group Presentations	
<b>11/25</b>	Thursday	No Class	<b>Thanksgiving Break</b>
<b>11/30</b>	Tuesday	Term Paper Consultations / Library Research.	
<b>December</b>			
<b>12/2</b>	Thursday	Term Paper Presentations	All Term Paper Presentation Outlines due. All Term Papers due.
<b>12/7</b>	Tuesday	Term Paper Presentations	
<b>12/9</b>	Thursday	Review for Final Examination	Study for Final Examination
<b>12/13 -12/17</b>		<b>Finals Week</b>	