

Speech 2  
**INTERPERSONAL COMMUNICATION**  
 Fall 1999

**Instructor:** Anna Martinez, M.A.

**Office #:** AA 5

**Office hours:** MWF 1:00p-2:00p, T 12:30p-1:30p, Th 5:00p-6:00p

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**Textbook:** DeVito, Joseph A. (8th ed., 1998). *The Interpersonal Communication Book*.  
 New York, NY: Harper Collins.

**Course Objectives:**

1. To understand the theories and principles of interpersonal communication.
2. To employ more accurate and supportive 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 making appropriate choices.
6. To develop confidence in interacting on an interpersonal level.

**Course Requirements and Assignments:**

1. **Six quizzes** **300 points (50 points each)**  
 Quiz one will consist of Units 1-4, Quiz two will consist of Units 5-8, Quiz three will consist of Units 9-11, Quiz four will consist of Units 12-14, Quiz five will consist of Units 15-18 and Quiz six will consist of Units 19-22. The procedure for quiz-taking will be as follows:
  - Each student will take a brief quiz (10 questions) which will be turned in to me.
  - In groups of 5 or 6 students, a second quiz will be taken (15 questions – the same 10 from the individual quiz plus 5 more) and the group decides which are the "correct" answers.
  - Group members then complete and sign a single answer sheet.
  - A student's score is the total of the correct answers on her/his individual test plus the total number of correct answers on the group answer sheet.
  - **Due to this system, there can be NO make-ups of group quizzes – please be on time on quiz day in order to have a chance at the total number of points.**
  
2. **Cultural Artifact Project** **100 points**  
 Bring in a cultural artifact along with a 2-3 page double spaced, typed paper explaining: (1) how important your artifact is in describing who you are; (2) how it symbolizes your culture; and (3) what significance it has in your culture. On the date the paper is due, please bring your cultural artifact and be prepared to discuss a few of the main ideas of your paper.

**3. Journal 150 points**

Keep a journal of your interpersonal experiences on and off campus. You will benefit more from these writings if you *analyze* the interaction, instead of simply stating what happened. You can also write on your reflections of the class discussions and exercises. There will be one entry due per week for a total of 15 entries. You will need to turn these entries in to me on separate 8 ½ X 11 sheets of paper each week.

**4. Research Paper 200 points (175 for the paper, 25 for discussion)**

A 7-8 page double-spaced, typed research paper on some aspect of interpersonal communication. Examples of topics can be found on page 11 of the text. A minimum of 6 references are needed. References include books, journal articles, magazines, etc. Topics must be approved by the instructor. Be prepared to discuss your paper on the due date. See attached sheets for more specific details for this assignment.

**5. Group Project 200 points**

Groups of 2-3 individuals develop an analysis of the interpersonal communication between characters in a movie. Each group will present their analysis to the class and present suggestions to improve the communication between the characters. Groups shall show the scene on a VCR. Each group will have 15 minutes to show their scene and present their analysis. Please keep the presentations of the scenes to a minimum of 5 minutes; the analysis is what is being graded. A typed, full sentence outline will be handed in at the time of the presentation. Scenes must be approved by the instructor. See attached sheets for more specific details for this assignment.

**6. Participation 50 points**

**To reap the benefits of this class, attendance is essential as well as participation in class discussions and activities, therefore:**

- Excessive absences are usually considered to be more than one week of unexcused absences. If the student misses more than one week of class, it makes it very difficult to get involved in class activities, and (s)he will be at risk of losing participation points. Excused absences are those such as community college sponsored trips, medical and family emergencies (a note from a faculty member or medical doctor is required upon your return).
- Students are expected to participate in classroom learning activities as assigned while in attendance and participate in class discussions.
- Students are expected to listen attentively when the instructor or a student is speaking. Distracting behavior such as studying, talking, or reading is unacceptable. Any distracting or other rude behaviors that take place during a presentation or class discussion will have a detrimental effect on your participation grade, as well as your right to remain in this class.
- Students are required to adequately complete all assigned readings and exercises.
- Students are expected to be on time. Attendance will be taken at the beginning of class. Frequent tardiness will also make it difficult for you to gain points in this area.

**Grade Distribution: Total Points = 1,000**

<u>Grade</u>	<u>Points</u>
A	900-1,000
B	800-899
C	700-799
D	600-699
F	0-599

I will post frequent grade updates on my web site so you will ALWAYS know your current grade in the class.

**Late Assignments:**

Group presentations must be given on the day scheduled. **NO** late presentations will be allowed. Individuals missing a group presentation will receive **no** credit for the assignment. Written assignments turned in late will be lowered one **full** letter grade for each class meeting. If you are absent for a quiz (with a verifiable excuse), you may make up the individual portion of the quiz upon your return. However, the group portion of the quiz cannot be made up.

**PLEASE NOTE:** Make-up of missed assignments will **ONLY** be allowed if the student provides 1) a verifiable medical excuse or 2) a documented legitimate hardship. There will be **NO** makeup of **ANY** assignment without notice prior to the day of the assignment in question (that means you **MUST** call me or my machine **BEFORE** the time you are due with an assignment).

The College's policies regarding student conduct in classes, including cheating and plagiarism, are located in the Catalogue and the Schedule of Courses. You should be aware of these policies and abide by them. Also, students with disabilities are reminded that it is your responsibility to identify yourself to the Reedley College Disabled Students Division and to your instructor(s) so reasonable accommodation for learning and evaluation within the course can be made.

**\*\*\*Extra help:** I have an **EXTENSIVE** web site created exclusively for the use of my students. On this site, you can find my course syllabus, copies of handouts (in case you miss a day or need an extra copy of anything), web address links to help you do research, some fun things about me, and grade reports. Please use this web site – it is there for **YOU**. If you do not have Internet access, I highly encourage you to get it. Please make use of the computer lab here on campus, as I will not always have access to extra copies of handouts, grades, etc. in class. I also encourage you to get an email account (we will be going over this in class), and to **CHECK** your email **REGULARLY** as it will make communication between us much easier!



## **Speech 2 Research Paper Assignment**

This will be a 5-7 page, double-spaced, typed research paper on some aspect of interpersonal communication. Examples of topics to explore are Gender Communication, Conflict Resolution, Family Communication, Intercultural Communication, etc. A minimum of 5 references is needed. References include books, journal articles, magazines, etc. I must approve topic (by 11/3).

During the course of the semester, we will discuss various relationships and relational concepts. Any of these topics can be selected as your topic for the paper. You may also select a topic that has not been discussed in class. The primary purpose of the paper is to provide you with an opportunity to examine in detail some aspect of interpersonal communication. This paper will allow you the opportunity to explore an area you find interesting. If you are struggling with a topic, please refer to page 11 in the text or ask me for assistance.

Upon selecting your topic you will research the topic in the literature (academic and popular). What is it you want to know? Why do you want to know it? What answers are provided in the literature? What are the major issues of this topic? How is it related to interpersonal communication? What has been verified from experiments? What does the literature tell you about your topic? Where would you like to go from here?

### **Requirements**

All papers must follow a selected writing style (either APA or MLA—details of these styles will come on a later handout. You may also pick up a style guide at the bookstore). They must be carefully referenced and accompanied by a reference section (refer to style manual). Papers must be double-spaced, **typed**, and corrected on standard 8 ½ x 11" paper. All papers should have a title page and should be copied to protect yourself against the loss of your paper.

### **Evaluation of Papers (this is what I will use to grade you)**

1. How well does the student synthesize the researched material into a cogent (to-the-point) report of what is known and not known about the topic?
2. How well does the student support and illustrate the major issues of his/her topic?
3. How well does the student present the discussion in a clear and organized fashion?
4. How well does the student examine the implications of his or her topic to interpersonal communication?
5. How well does the student follow APA written style? Has the paper been proofread?

(The next pages contain an outline example of a paper.)

Here is a rough outline of what your term paper might look like (you are not required to turn in an outline with the paper):

(title page)

Conflict Styles: Differences Between Men and Women

Jane Doe

Fresno City College

9/4/97

(page 2 and on)

(Don't forget to put page numbers on each page)

(heading) INTRODUCTION

Don't forget a thesis statement here and preview of the research you will review.

(heading) CONFLICT MANAGEMENT STYLES

- A. Different conceptual use of conflict management styles
- B. The importance of conflict management styles to interpersonal communication.
- C. Study one-Differences in conflict management styles between men and women in the work place
- D. Study two-Differences in conflict management styles between men and women in romantic relationships
- E. Study three-No significant differences in conflict management styles between men and women in opposite sex friendships.

(heading) FURTHER RESEARCH (In this section, please explain what is not yet known about this topic)

Discuss the areas where further research is needed.

1. Variety of ethnicity (studies based on European American college students)
2. Further research to determine why there is a difference between study three and studies 1-2.

(heading) CONCLUSION

- A. Summary of what was discussed in the paper.
- B. Reinstatement of the thesis.

(This Reference Page example uses APA style):

(on a separate page -- heading) REFERENCES

(Example of a book):

Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.

(Example of a journal/periodical article):

Horowitz, S. V. & Boardman, S. K. (1994). Managing conflict: Policy and research implications. *Journal of Social Issues*, 50, (1), 197-211.

(Example of a article in a magazine):

Smith, N. (1997, September) . The ways men and women handle conflict. *Conflict Today*, 104, 100-110.

(Example of an Internet source):

Martinez, R. (1997, October 15). Romantic conflict: Differences in coping between men and women. [Online] Available: <http://csuf/martinez>

USE CAUTION when quoting and paraphrasing your author. Plagiarism is a serious academic offense with serious consequences. If you need help in this area, please ask.

## Speech 2 Group Presentation Assignment

Groups of 2-3 individuals will develop an analysis of the interpersonal communication between characters in a movie. Each group will present their analysis to the class. Groups shall show the scene on a VCR. Each group will have 15 minutes to enact or show their scene and present their analysis. Please keep the presentations of the scenes to a minimum (max. 5 minutes); the **analysis** is what is being graded. A typed, full sentence outline will be handed in at the time of the presentation. You will be receiving an example evaluation/grading sheet that I will use to assess your presentation.

You must pick a scene that is WITHOUT sexual explicitness or degradation; extreme profanity; racist, sexist or heterosexual language; or violence. In other words, the scene needs to be as close to G-rated as possible. This is to insure that the scene offends none of your fellow class members. Since I must approve the scenes, I want each group to get my approval by 10/27. You will be allowed to choose your own groups – this will occur on 10/13.

The communication analysis will be much like the class activities in which you will engage, particularly the ones involving the in-class TV viewing of situation comedies. You want to apply what you have learned in class, read in the text, or found in your outside research to the scene. Show the audience the nuts and bolts of the interaction. What is really going on?

On the following pages is an example of a complete sentence outline. Some things to watch out for: always cite your sources in your presentation and make sure you have a reference section at the end of your outline (if you use some information from a source and do not give credit to that source, you've plagiarized).

Remember, as stated in your syllabus, individuals missing a group presentation will receive NO credit for the assignment, regardless of the reason for absence. It is impossible to make up group presentations. Also, no late presentations will be allowed. As time draws near, we will draw names for who will present on which day.

### Sample Presentation Outline

Your names:  
Speech 2  
Martinez  
Date:

Scene: Title of the scene (create one if needed) (use quotes)  
Movie Title (underline)

#### Introduction:

- I. Briefly tell the audience why you chose this scene and from which movie it comes from. You might have to give the audience a synopsis of what has lead up to the scene. Show the scene.
- II. Thesis: Inform the audience that your group will be presenting a communication analysis of the scene.
- III. Preview: Give the audience a preview of which aspects of communication your group will be analyzing. Example: In a conflict scene, the aspects of communication analyzed could be 1) the power differences between the interactants, 2) the conflict management styles the interactants chose and 3) the outcomes of the conflict. In the preview, the group would state that these are the three areas they will be discussing.

Body (Using a conflict-scene example)

I. Power differences between the interactants were:

In full sentences (one per line) state your group's reasoning as to why you think there is a power difference. Use sub-points, sub-sub- points, etc.

A.

1.

2.

a.

b.

1)

2)

B.

(etc.)

[Transition: Move the audience into the next main point. For example, "The next area we will discuss is conflict management styles.

II. Conflict Management Styles chosen by the interactants were:

In full sentences, state your group's reasoning as to why you think certain conflict management styles were chosen by the interactants.

[Transition: Move the audience into the next main point. For example, "The final area we will discuss is the outcomes of the conflict."

III. Outcomes of the conflict were:

In full sentences state the outcomes of the conflict and how they benefited or harmed the interactants' relationship.

Conclusion:

I. In the conclusion, summarize your main points.

II. Remind the audience that your group has presented a communication analysis of " \_\_\_\_\_ " scene.

Works Cited

Waiting to Exhale. Dir. Forest Whitaker. Perf. Whitney Houston, Angela Bassett, Lela Rochon, and Loretta Devine. 1995. Videocassette. Fox Video, 1996.

Glass Menagerie. By Tennessee Williams.

DeVito, Joseph. The Interpersonal Communication Book. 8th ed. New York: Harper Collins, 1998.



**PROPOSED SCHEDULE  
Speech 2 Fall 1999**

ACTIVITY

W	8/18	Course Introduction, Unit 1	
W	8/25	Units 2, 3	Journal entry #1 due
W	9/1	Units 3, 4	<b>Artifact Paper due</b> , Journal #2 entry due
W	9/8	Units 5, 6	<b>Quiz #1 (units 1-4)</b> , Journal #3 entry due
W	9/15	Units 6, 7	Journal entry #4 due
W	9/22	Unit 8	<b>Quiz #2 (units 5-8)</b> , Journal entry #5 due
W	9/29	Units 9, 10	Journal entry #6 due
W	10/6	Unit 11, 12	<b>Quiz #3 (units 9-11)</b> , Journal entry #7 due
W	10/13	Units 12, 13, 14	Journal entry #8 due
W	10/20	Unit 14	<b>Quiz #4 (units 12-14)</b> , Journal entry #9 due
W	10/27	Units 15, 16, library	<b>Scene choices due</b> , Journal entry #10 due
W	11/3	Units 17, 18	<b>Term Paper topics due</b> , Journal entry #11 due
W	11/10	Unit 19	<b>Quiz #5 (units 15-18)</b> , Journal entry #12 due
W	11/17	Units 20, 21	Journal entry #13 due
W	11/24	<b>Group presentations</b>	Journal entry #14 due
W	12/1	<b>Group presentations</b>	Journal entry #15 due
W	12/8	Unit 22	<b>Term papers due</b>

**QUIZ #6 (units 19-22) will be given during the final examination period:**

Wednesday, December 15: 6:00-8:00 p.m.

This schedule is only tentative. It is possible it may be adjusted at a later time. If this occurs, you will receive an updated schedule.

**BIG note:** It is totally up to you to keep up with the reading in this class. This class moves at a very rapid pace, and you will need to be very self-disciplined to keep up. You should read the chapter before we cover it in class so that we can have productive discussion about the ideas.