

**Speech 2**  
**INTERPERSONAL COMMUNICATION**  
**Spring 2000**

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

**Office #:** Annex 5 (southeast corner of the campus)

**Office hours:** Mon 1:00p-2:00p, Wed 1:00p-3:00p, Tue/Th 2:00p-3:00p

**Phone #:** 638-3641 ext. 3680 **Email:** Anna.Martinez@do1.scccd.cc.ca.us

**Class web address:** <http://www.engr.csufresno.edu/~anna>

**Required Textbook:**

DeVito, Joseph A. The Interpersonal Communication Book. 8<sup>th</sup> ed. New York: Harper Collins, 1998.

**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

*Attendance*

also write on your reflections of the class discussions and exercises. There will be one entry due per week (each Thursday) 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**

A 5-6 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 4 references is 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.

#### **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 its scene and present its 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.

#### **6. Participation 50 points**

To reap the benefits of this class, attendance is essential as well as participation in class discussions, activities, and brief homework assignments. Therefore:

- 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.
- 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, exercises, and brief occasional homework assignments.
- 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.

#### **7. Additional points**

There may be one or two opportunities to participate in a small, novice-level speaking competition on the Reedley campus. By participating, you would receive around 20 extra points for the class. These opportunities are NOT guaranteed, but are only probable (as I cannot schedule the competitions to fit everyone's schedules). They will most likely occur on a weekday afternoon or (perhaps) on a Saturday. You will receive further details as I find out more.

#### **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:**

Excuses for late work or 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). Unexcused reasons include (but are not limited to) job/work-related problems, stress from other classes, etc. Remember, there is a difference between an "excuse" and a "reason." Just because you have a reason does not mean the late work or absence will be excused.

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, regardless of reason (excused or unexcused). There is simply no way to make it up.

Written assignments (listening report or self-analysis) turned in late with no verifiable excuse will be lowered one full letter grade (10%) for each class meeting it is late.

If you are absent for a quiz (with a verifiable excuse—see above), you may make up the individual portion of the quiz upon your return. However, the group portion of the quiz cannot be made up. I will simply adjust your score accordingly. With no verifiable excuse, I will not adjust your score—you will receive a maximum of only 15 out of 25 points).

**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. That means: I will need the excuse IN WRITING from a credible person capable of verifying the excuse.

The College's policies regarding student conduct in classes, including cheating and plagiarism, are located in the college 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 Services 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 will find:

- the course syllabus
  - copies of handouts (in case you miss a day or need an extra copy of anything)
  - further details on assignments
  - example assignments (from real students in recent classes)
  - grade reports
  - quiz reviews
  - links to helpful research sites
  - interpersonal games and surveys
- ...and much more!

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 if you do not have access at home, as I will not always have extra copies of handouts, grades, etc. in class. Past students in my classes have LOVED this site – it could make your experience in this class MUCH easier!

IT IS YOUR RESPONSIBILITY TO MONITOR YOUR PROGRESS IN THIS CLASS. I DO NOT SEARCH OUT STUDENTS TO INFORM THEM OF THEIR GRADES—I EXPECT THAT YOU ARE WATCHING MY WEBSITE OR KEEPING TRACK OF IT YOURSELF. IT IS A GOOD IDEA TO KEEP EVERY ASSIGNMENT/WORK THAT YOU DO IN THIS CLASS (actually, in every class) AS PROOF OF YOUR STATUS AT LEAST UNTIL YOU RECEIVE YOUR FINAL GRADE AT THE END OF THE SEMESTER.

## Journal Assignment

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 stating what happened. You can also write on your reflections of the class discussions and exercises. You will do one entry per week, so each Thursday, you will turn in one full, 8½" X 11" size journal entry. There is no need to type the entry, just make sure it is legible.

Evaluation is based on reflection and analysis. Questions to ask yourself to help in this process are:

1. What concepts, skills, or theories that have been discussed in class can you see in your specific interpersonal experience (i.e. what would DeVito say was happening)?
2. Does this interaction symbolize the effectiveness of the overall communication in the relationship?
3. As an effective communicator, would you have done anything differently in the interaction?

Be sure not only to refer to the text, but also to often refer to it DIRECTLY.

\*\*\*\*\*g

### Sample Journal Entry

Jane Doe  
Speech 2 -- Interpersonal Communication  
Journal Entry #1

9/7/99

Last night, my boyfriend and I got into a deep discussion about our pasts. I disclosed something very painful from my past, and in turn he disclosed something very painful from his.

DeVito (1998) suggests disclosures of others is an influence on self-disclosure. He specifically mentions the dyadic effect which states what one person does the other reciprocates. This was the case between my boyfriend and me. I disclosed, and then he followed.

DeVito mentions the rewards of self-disclosure. I feel there were two rewards by our disclosures to each other last night. The first reward was communication effectiveness. Through our disclosures, I sense a new understanding between us which will assist in our ability to better communicate with one another. The second reward is meaningfulness of relationships. I perceive these disclosures will bring us even a little closer to one another. My boyfriend later said he appreciated that I was able to talk to him (i.e. disclose to him). DeVito proposes your affection increases for your partner as you self-disclose. My boyfriend's comment indicates to me that his affection for me has increased since I self-disclosed to him.

I feel I used the guidelines for responding to self-disclosures while my boyfriend was self-disclosing to me. I used effective and active listening skills and supported and reinforced him. I also intend to keep his disclosures confidential (as I am doing in this entry) and will never use his disclosures against him.

I am glad he and I were able to share with one another, since it seems that it has brought us even closer together.

## 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 its analysis to the class. Groups shall show the scene on a VCR. Each group will have 15 minutes to enact or show its scene and present its 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 are being graded on a group basis, so it is important that each member contribute equally to the assignment, both in preparation for it AND in the presentation of it.

You must pick a scene that is WITHOUT sexual explicitness or degradation; extreme profanity; racist, sexist or heterosexist language; or violence. In other words, the scene needs to be pretty close to "G" rated. This is to ensure that the scene offends none of your fellow class members. Each group must get my approval on its scene choice. You will be allowed to choose your own groups.

The communication analysis will be much like the class activities in which you will engage, particularly the ones involving the TV viewing of Friends and Home Improvement. You want to apply what you have learned in class, read in the text, or found in your outside research for the scene. Show the audience the nuts and bolts of the interaction. What is really going on from a communication expert's perspective?

The following is an example of a complete sentence outline (using a conflict scene example). 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). You are not required to use outside sources for your presentation, but citing areas of your textbook will probably improve your grade.

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 determining who will present on which day.

\*\*\*\*\*

### Sample Presentation Outline

Your names  
Speech 2  
Martinez  
Date

### Presentation Outline

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 of the overall theme of your presentation – what does your presentation reveal overall that is valuable to our interpersonal studies?
- 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

(for further help with this, consult a style guide or check my web site)

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.

## Research Paper Assignment

You will do a 5-6 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 4 references is needed. References include books, journal articles, magazines, etc. I must approve your topic.

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 (see my web site for help on this -- you may also pick up a style guide at the bookstore). Your paper must be carefully referenced and accompanied by a reference section (refer to style manual). Papers must be double-spaced, typed, and corrected on standard 8½" x 11" paper. All papers will have a title page and should be copied to protect yourself against the loss of your paper.

### Evaluation of Papers

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 or MLA style? Has the paper been proofread for errors?
6. Also, refer to the Essay Grading page for further details on how I will be evaluating your paper.

\*\*\*\*\*

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

(on the title page):

Conflict Styles: Differences Between Men and Women

Jane Doe

Reedley College

7/20/99

(cont. on next page)

(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.

**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 studies.

(heading) **CONCLUSION**

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

(last page):

(This Reference Page example uses APA style):

(on a separate page) **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.



## PROPOSED SCHEDULE

You are expected to have read the chapter in the book before we analyze it in class.

<u>DATE</u>		<u>ACTIVITY</u>	<u>ASSIGNMENTS DUE!</u>
T	1/11	Intro to the course	
Th	1/13	Unit 1	Journal #1
T	1/18	Unit 2	
Th	1/20	Unit 3	Journal #2
T	1/25	Unit 4	
Th	1/27	Artifact Paper discussion	Journal #3 & Artifact Paper
T	2/1	<b>Quiz #1</b>	
Th	2/3	Unit 5	Journal #4
T	2/8	Unit 6	
Th	2/10	Unit 7	Journal #5
T	2/15	Unit 8	
Th	2/17	<b>Quiz #2</b>	Journal #6
T	2/22	Unit 9	
Th	2/24	Unit 10	Journal #7
T	2/29	Unit 11	Group teams & names
Th	3/2	<b>Quiz #3</b>	Journal #8
T	3/7	Unit 12	Group scene choices
Th	3/9	Unit 13 (last day to drop (Friday the 10 <sup>th</sup> ))	Journal #9
T	3/14	Unit 14	
Th	3/16	<b>Quiz #4</b>	Journal #10
T	3/21	Library tour – term paper discussion	
Th	3/23	Unit 15	Journal #11
T	3/28	Unit 16	Term paper topics
Th	3/30	Unit 17	Journal #12
T	4/4	Unit 18	
Th	4/6	<b>Quiz #5</b>	Journal #13
T	4/11	<b>Group presentations</b>	Group outlines
Th	4/13	<b>Group presentations</b>	Journal #14 & Group outlines
T	4/18	Spring Break – no class	
Th	4/20	Spring Break – no class	
T	4/25	<b>Group presentations</b>	Group outlines
Th	4/27	Unit 19	Journal #15
T	5/2	Unit 20	
Th	5/4	Unit 21	
T	5/9	Unit 22	
Th	5/11	Term paper discussions	Term paper
T	5/16	<b>Quiz #5 (final)</b>	3:30-5:30