

Course: Speech 2: Interpersonal Communication
Location: Fowler High School
Days: Mon., Tues., and Thurs.
Time: 8:14 – 9:04
Instructor: Bryan R. Hirayama
Email: yamad6@yahoo.com

Required Materials

McCornack, S. (2006). *Reflect and relate: An introduction to interpersonal communication*. Boston, MA: Bedford / St. Martins

Additional Materials will be provided by the instructor

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 and 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 person, how those messages can be distorted, and how to reduce that distortion.
2. Identify and apply principle of effective communication.
3. Resolve interpersonal conflicts in non-destructive ways.
4. Articulate a personal sense of ethics concerning communication.
5. Listen to other 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 Department

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. The classroom should be a safe, fun, and respectful environment conducive to learning for all students. Inappropriate talks concerning extra-curricular activities such as alcohol consumption, drug use, and/or other illegal activities are unacceptable and can sabotage the ideal atmosphere for learning. Racist, sexist, ageist, and any other racially or culturally insensitive language used in class will also 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.

Student Rights

So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the “Campus Policies” section in the Schedule of Courses Handbook for Reedley College. This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students with disabilities should identify themselves in the beginning of the semester so the appropriate accommodations and adjustments can be made. Please see the instructor after class to discuss these issues.

Assignments

Reading Quizzes: At the beginning of each class following a reading assignment, students will have a short reading quiz. These reading quizzes will consist of three to five multiple choice questions and are worth 9 to 10 points.

Online Quizzes: After each reading assignment, students will complete quizzes online. There are two sections to each online quiz; a multiple choice section consisting of 10 questions and a True/False section consisting of 10 questions. Students must register online at www.bedfordstmartins.com/reflectrelate and take the quizzes that correspond with our assigned reading days. The due dates for these quizzes are marked on the Course Schedule. Do not forget to plug in your instructors email address (yamad6@yahoo.com) so that the scores of your quizzes are sent directly to the instructor's grade book. If you are experiencing any problems with the site please email the instructor immediately.

Student Introduction Speeches: Students will give a short 1-2 minute presentation on their personal information which should include their full name, the meaning of their name or the history behind it, what they like to do in their free-time, and the reason why they are enrolled in this course, where they see themselves in ten years. This assignment is designed to get students up in-front of the classroom and familiar with the emotions, feelings, and tendencies they experience during moments of public communication. Although this is a credit/no credit assignment, it should be taken seriously and students should be well-prepared for their speech.

Small Group Presentations: Students will complete one small group presentation covering a theory, principle, or concept covered in that weeks chapter reading. Students will be responsible for highlighting the important characteristics of the theory, principle, or concept, explain in detail the inner workings behind the idea up for discussion, and provide their fellow peers a handout that outlines the information covered in their presentation. These presentations will be 4-6 minutes in length, should be well-planned, and must have all members of the group participate in the delivery of the presentation. More information regarding requirements, due dates, and a grading rubric will be handed out later in the semester.

Unit Tests (3): Three times during the semester, students will be tested on the theories, principles, and concepts from the chapter readings and classroom discussions. These tests will consist of multiple choice, matching, short essay, and long essay questions. Students will need three 886 E scantron to take these examinations. These scantrons can be purchased at the Reedley College Bookstore. If for any reason students find it difficult to acquire these scantrons, please see the instructor to work out other arrangements.

Participation: An important component in this course is participation. Students are expected to be prepared for class discussions 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. Absenteeism is the easiest way to lose out on these points. After the 3rd unexcused absence in this course,

students can only earn half of the participation points (or 50 points) possible for the course. After the 4th unexcused absence, students can not earn any of the participation points for the course. Lastly, students who miss 5 classes due to unexcused absences will not be able to earn any extra-credit.

Students who have a legitimate reason for missing class (as recognized by Reedley College) and documentation 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/Fowler High School or are part of a group, club, or organization associated with the college/high school 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 can 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.

Short Writing Assignments: During the semester students will be required to write two 2-4 page papers addressing prompted topics. Students will use the theories and principles discussed in the course text and the ideas talked about in class to explain or describe real-world communication phenomena. More information regarding requirements, APA formatting, due dates, and a grading rubric will be handed out later in the semester.

Short Writing Assignment Presentations: After completing the short writing assignments, students will give a short 1-2 minute presentation summarizing their paper. Students will introduce the theory, principle, or concept they addressed, the real-world situation they applied the theory, principle, or concept to, and what they have taken away from this paper. Students should also share some about the setbacks and difficulties that they experienced during their research and the writing process.

Research Paper: The final writing assignment for this course will be a research paper focusing on an area of interpersonal communication covered over the semester. The details of this assignment have not been decided yet. More information regarding requirements, APA formatting, due dates, and a grading rubric will be handed out later in the semester.

Additional Homework Assignments: Periodically throughout the semester, students will be responsible for completing exercises and activities outside of class that deal with the theories and principles being addressed in class. These assignments are designed to aid students in their quest to learn and understand the concepts covered in the course readings and discussions. More information concerning the requirements and due dates for these assignments will be distributed later in the semester.

Late and Missed Assignments

Late assignments will only be accepted for those students who have an excused absence (see Participation section above for a more detailed description of what constitutes an excused absence). Late assignments must be turned in the day a student returns from their excused leave. If a student has an excused absence on Thursday for example, the same day an assignment was due, the assignment must be turned in on the Monday of the next week. If a student is absent on a group presentation day with an excused absence, there are a few possibilities for making up the assignment. Depending on the circumstances of the absence, the time lapsed since the absence and the assignment due, and the time limitations of the course, the instructor will discuss make-up assignments with each individual. Make-up assignments are generally harder than what was originally assigned, so it is in the best interest of all students to not be absent.

Attendance

Tardiness is unacceptable in this class especially during group presentations. 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 within the first 10 minutes of class 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, students will be considered absent from 1 class period.

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

Fog in the Central Valley is a real problem and a legitimate reason for students being late or absent. If Fowler High School declares any assigned class day a foggy day schedule, students will be able to make-up any and all work for that assigned class day without penalty. Group presentation will be postponed on foggy days so students should not stress or place themselves in danger trying to get to school to present.

Outside of this special situation, 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.

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.

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.

Grading Rubric

Student Introduction Speeches		Credit / No Credit
Reading Quizzes		120 Points
	12 * 10 points	
Online Quizzes		240 Points
	12 * 20 points	
Small Group Presentation		25 Points
	Presentation	15 Points
	Handout	10 Points
Unit Tests		50 Points
	Part 1	50 Points
	Part 2	50 Points
	Part 3	50 Points
Participation		100 Points
Short Writing Assignments		100 Points
	Assignment #1	50 Points
	Assignment #2	50 Points
Short Writing Assignment Presentation		40 Points
	Assignment #1	20 Points
	Assignment #2	20 Points
Research Paper		100 Points
Additional Homework		100 Points
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Total Points		875 Points

Course Schedule

Date	Day	Class Assignments	Reading Assignment / Due Dates
August			
8/24	Monday	Course Overview	Student Introduction Speech Assigned
8/25	Tuesday	Student Introduction Speeches	Review Chapter Summary and Vocabulary Flashcards
8/27	Thursday	Student Introduction Speeches. Chapter 1: Introducing Interpersonal Communication	
8/31	Monday	Discussion Continued.	
September			
9/1	Tuesday	Discussion Continued	
9/3	Thursday	Discussion Continued. Groups Assigned and Group Presentation Days Set.	Read Chapter 2. Online Quiz.
9/8	Tuesday	Chapter 2: Considering Self. Short Writing Assignment Handed Out.	
9/10	Thursday	Discussion Continued.	Chapter 3. Online Quiz
9/14	Monday	Chapter 3: Perceiving Others	
9/15	Tuesday	Discussion Continued.	Read Chapter 4. Online Quiz.
9/17	Thursday	Chapter 4: Experiencing and Expressing Emotions	
9/21	Monday	Discussion Continued. Review for Unit Test #1	
9/22	Tuesday	Unit Test #1.	
9/24	Thursday	Unit Test #1	Short Writing

		Continued.	Assignment #1 Due.
9/28	Monday	Short Writing Assignment Presentations	Read Chapter 5. Online Quiz Due.
9/29	Tuesday	Chapter 5: Developing Interpersonal Competence	
October			
10/1	Thursday	Discussion Continued.	
10/5	Monday	Discussion Continued.	Read Chapter 6. Online Quiz Due.
10/6	Tuesday	Chapter 6: Communicating Verbally	
10/8	Thursday	Discussion Continued.	
10/13	Tuesday	Discussion Continued.	Read Chapter 7. Online Quiz Due.
10/15	Thursday	Chapter 7: Communicating Non-Verbally. Short Writing Assignment #2 Handed Out.	
10/19	Monday	Discussion Continued.	
10/20	Tuesday	Discussion Continued.	Read Chapter 8 & 9. Online Quiz Due.
10/29	Thursday	Chapter 8: Developing Interpersonal Confidence & Chapter 9: Managing Conflict and Power	
November			
11/2	Monday	Discussion Continued.	
11/3	Tuesday	Discussion Continued.	
11/5	Thursday	Review for Unit Test #2	Review for Unit Test #2
11/9	Monday	Unit Test # 2	
11/10	Tuesday	Unit Test # 2	Read Chapter 10.

		Continued.	Online Quiz
11/12	Thursday	Chapter 10: Relationships with Romantic Partners.	Short Writing Assignment #2 Due.
11/16	Monday	Short Writing Assignment Presentations	
11/17	Tuesday	Discussion Continued. Research Paper Prompt Handed Out.	Read Chapter 11. Online Quiz.
11/19	Thursday	Chapter 11: Relationships with Family and Friends	
11/23	Monday	Discussion Continued.	
11/24	Tuesday	Discussion Continued.	
11/30	Monday	Discussion Continued.	Read Chapter 12. Online Quiz Due.
December			
12/1	Tuesday	Chapter 12: Relationships in the Workplace	
12/3	Thursday	Discussion Continued	
12/7	Monday	Discussion Continued	Research Papers Due.
12/8	Tuesday	Research Paper Presentations	
12/10	Thursday	Research Paper Presentations	
12/14	Monday	Review for Unit Test # 3.	
12/15 – 12/17		TBA	

This schedule is subject to change throughout the semester. Any and all changes will be announced by the instructor.