**Introduction to Interpersonal Communication**

**(Speech 2)**

**Spring 2010 Syllabus**

**Class Information:**

Instructor: Justin Navarro

Meeting Time: Tuesday 6:00-8:50 PM

Class Location: Sanger High School 307

Required Text: Adler, R. B. Rosenfeld, L.B. & Proctor II R.F. (2010). Interplay (11th ed.).  New York, NY. Oxford University Press.

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**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.

**Attendance Policy:**

Due to the nature of this course, attendance is important. Roll will be taken at each class session. Participation grades will be drastically affected by absences, leaving early, and/or coming to class late. Understanding that perfect attendance can only happen in a perfect world each student is allowed 3 unexcused absences. I suggest you use them well. On the 4th unexcused absence you forfeit all of your participation points and any opportunity for extra credit. Arriving late to class and leaving early are also unacceptable and will result in a reduction of participation points. 2 tardies or early departures are equivalent to 1 absence. It is your responsibility to keep track of your absences. Excused absences are verifiable, documented and only occur under unavoidable circumstances\*. Exceptions are only made for school-sponsored functions (e.g. school sports, school mandated field trips). Please note that all excused absences MUST have verifiable documentation by a reputable source. (This does NOT include your parents!)

ALL documentation must be submitted to me NO later than one week following the absence. Note that all documentation will be verified.

\*Please note that work schedules, lost keys, car trouble, parking trouble, or vacations are not excused absences. If however you know in advance that you will be absence please inform me so that accommodations can be made for speeches or quizzes prior to your absence. Also understand that notifying me does not excuse the absence.

*Late and Missed Assignments*

*I will NOT accept any emailed or handwritten papers.*

*I have a very strict policy on late work.*

*ALL WORK IS DUE AT THE BEGINNING OF THE CLASS –*

*DO NOT COME IN LATE AND ASSUME I WILL ACCEPT YOUR WORK.*

**Expected Classroom Behavior (3 Class Rules):**

1. 1. Students must respect the rights of their classmates.  The exploration of controversial ideas is an essential component of this class. Students who are not respectful will be asked to drop the class.
2. 2. When presentations are in progress students arriving late are to stay outside until the presentation is complete. Interrupting a presentation for any reason other than a severe emergency is inconsiderate and will not be tolerated.
3. 3. Cell phones should be turned off before coming to class. If a student interrupts 2 speeches for any reason other than a severe emergency they will be confronted by the instructor and their speech grade will be lowered one letter grade.

**Specific Course 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.

**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, friendship and work relationships.

**Assignments:**

|  |  |  |
| --- | --- | --- |
| Graded Item | Points Possible | Score |
| Self-Concept Presentation | 100 |   |
| Self-Concept Mask | 30 |  |
| Self-Concept Outline  | 20 |  |
| Group Movie Analysis Presentation (Individual) | 100 |  |
| Group Movie Analysis Presentation (Group) | 50 |  |
| Movie Analysis Handout | 10 |  |
| Group Movie Analysis Outline (Individual) | 20 |  |
| Group Movie Analysis Reference Page (Individual) | 20 |  |
| Dyad Interaction Speech | 50 |  |
| Dyad Interaction Outline (Individual) | 20 |  |
| Interaction | 50 |  |
| Reflection | 30 |  |
| **Journal (10 entries)**  | **100** |  |
| Participation | 100 |   |
| Quiz #1 (Midterm)  | 100 |  |
| Quiz #2 (Final) | 100 |  |
| Classroom Activities | 100 |  |
| Total Points Possible\* | 1,000 |  |

\*The following guidelines will be used in the assignment of final grades.

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599-0 = F

**Participation Points:**

This class is interactive; participation is vital to the classroom environment. Each student is expected to attend class each day and be prepared to discuss ideas, and participate in class activities. Please come to class prepared to engage the material.  Absences, late arrivals and leaving early, in addition to a lack of participation in class discussions and activities will adversely affect participation points. Please note that your participation points can be completely exhausted on the basis of attendance.

**Speeches:**

This class fulfills the oral component for general education requirements. I take this very seriously. Students who miss a speech will lose all participation points, will not be able to submit extra credit and in turn will not pass my class. Mathematically students who miss a speech would have a difficult time passing this course. Keep this in mind and do all 3 of the graded speeches.

*Emailed Papers/ Printer Problems/ and Hand Written Work*

*I will NOT accept emailed papers and please do not come to class with your disk complaining you were “UNABLE” to print the file. Plan ahead and be responsible for your work. Remember this is college not high school - all submitted papers MUST be typed.*

**Outlines:**

ALL outlines must be submitted to me at the beginning of class on the first day of presentations. No one will be allowed to give their speech without giving me an outline on time. Without an outline (submitted on time) you will not be placed on the speaking line-up and will receive a 0 on your outline, speech, and reflection grade.

**Reference Pages:**

I only require reference pages on the Group Movie Analysis and Dyad Interaction speeches. They MUST be typed and in APA format. If you do not submit a reference page you will NOT give a speech. These speeches are to be properly researched and make use of appropriate sources.

\*\*\*This schedule is subject to change at the discretion of the instructor – it is the responsibility of the student to check on announcements made during any absence.\*\*\*

**Calendar for Spring 2010:**

|  |  |  |  |
| --- | --- | --- | --- |
| M/D |   | What we will be covering/doing |  Required Reading & Assignment Deadlines |
| 1/12 | Tuesday | Course Introduction & Introduction Speeches |  |
| 1/19 | Tuesday | Interpersonal Process | Chapter #1 |
| 1/26 | Tuesday | Culture and Communication | Chapter #2 |
| 2/2 | Tuesday | Communication and the Self | Chapter #3 |
| 2/9 | Tuesday | Self-Concept Speeches | Self Concept Outline **DUE** |
| 2/16 | Tuesday | Perceiving Others | Chapter #4 |
| 2/23 | Tuesday | Language | Chapter #5 |
| 3/2 | Tuesday | Nonverbal Communication | Quiz #1Chapter #6 |
| 3/9 | Tuesday | Listening | Chapter #7 |
| 3/16 | Tuesday | Emotions | Chapter #8 |
| 3/23 | Tuesday | Movie Night/Group Movie Analysis Workshop |  |
| 3/30 | Tuesday | NO CLASS: SPRING BREAK |  |
| 4/6 | Tuesday | Group Movie Analysis Presentations | Group Presentation Outlines **DUE** |
| 4/13 | Tuesday | Dynamics of Interpersonal Relationships | Chapter #9 |
| 4/20 | Tuesday | Communication Climate | Chapter #10 |
| 4/27 | Tuesday | Communication in Families and at Work | Chapter #12 |
| 5/4 | Tuesday | Dyad Interaction Speech Presentations | Journals **DUE** |
| 5/11 | Tuesday | Course wrap-up & Final review |  |
| 5/18 | Tuesday | FINAL |  |

**Students with Disabilities:**

If you have a verified need for a academic accommodation or materials in alternate media (i.e., 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.

**Student Rights:**

So that students are fully aware of their rights and responsibilities they are encouraged to become familiar with the “Campus Policies” section of the Schedule of Courses.  This material includes information regarding cheating and plagiarism, disruptive classroom behavior, and other instructional issues. Students with disabilities should identify themselves so that appropriate accommodations can be made.