Communication 2

**INTERPERSONAL COMMUNICATION**

Spring 2012

Sanger High School

**Instructor:** Helen Chavez, M.A.

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**Office hours:** Available by appointment only

**Course 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 effective communication strategies within the context of various relationships.

3) Choose appropriate organizational patterns.

4) Resolve interpersonal conflicts in non-destructive ways.

5) Articulate a personal sense of ethics concerning communication.

6) Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience.

7) Listen to others effectively, attending to both factual and emotional information while providing appropriate feedback.

8) Monitor their own communication and adapt to different communication situations.

9) Communicate effectively within the context of various relationships including family, marriage, friendship and work relationships.

10) Analyze the effectiveness of communication through constructive critique.

11) Utilize research materials that incorporate sufficient, credible, and relevant evidence.

**Required Textbook:**

Devito, Joseph A. The Interpersonal Communication Book. 12th ed. Boston, MA: Pearson Education, Inc., 2009

**Course Requirements:**

Further information will be given for these assignments.

*Assignments* *Points*

A) Six Tests 300

B) Cultural Artifact Paper 100

C) Persuasion/Group Project 200

D) Participation 200

E) Journals

Total Points 800

**Assignments and Points:**

* Six Tests: 300pts (50 points each)

The procedure for test taking will be as follows: 1) each student will take a brief test (10 Questions) which will be turned in to me, then 2) in groups of 5 or 6 students, a second test will be taken (15 questions- the same 10 from the individual test plus 5 more) and the group decides which the “correct” answers are, then 3) group members complete and sign a single answer sheet. A student’s score is the total of the correct answers on his/her individual test plus the total number of correct answers on the group sheet. Each question is worth two points. **Due to this system, there can be NO make-ups of group tests.** The individual part of the exam can be made-up, but must be taken immediately (first day/night back) or you will receive zero points. Please be on time for the test in order to have a chance at the total number of points.

Test #1…………………….Chapters 1 and 2………………………….50

Test #2…………………….Chapters 3 and 4………………………….50

Test #3…………………….Chapters 5 and 6………………………….50

Test#4……………………..Chapters 7 and 8………………………….50

Test #5…………………….Chapters 9 and 10………………………...50

Test #6…………………….Chapters 11, 12 and 13…………………...50

* Cultural Artifact Paper: 100 pts

Bring in a cultural artifact along with a 2-3 page, double spaced typed paper explaining *how important your artifact is in describing who you are, how it symbolizes your culture and 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.

* Persuasion/Group Project: 200pts

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 DVD. Each group will have 15 minutes to show its scene and present its analysis. Please keep the presentation 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 decent!

* Participation: 200pts

Throughout the semester, students will periodically be asked to give written and/or verbal critiques of other students’ speeches/arguments/debates/presentations. This is a mandatory part of the class. Unlike other classes you may take at the college level, this class has a hard time functioning unless all students are present to give suggestions, offer praise, and receive help/advice from other classmates throughout the semester. **You are expected to attend class and be on time in order to reap these benefits as well as provide help to your peers. Missing class (regardless of reason) especially when others are giving speeches/arguments/debates/presentations WILL hurt this section of your grade.**

**In addition, you are also expected to complete all assignments. This includes not only graded assignments but non graded assignments as well (class activities, homework, etc.).**

**One more thing, all of you must be on your best behavior. No talking in class when the instructor is talking!! Do not answer cell phones, text in class or anything else (Turn it OFF)!! No iPods or anything of the sort in class!! Please, do not make me take away your stuff…this is college not grade school!!!**

**I DO AND WILL deduct points from this section!**

**Note:** Students will lose all participation points if there are any violations of these rules.

* Journals: LATE JOURNALS WILL NOT BE ACCEPTED

HARD COPIES ONLY, NO EMAIL ATTACHMENT

The text consists of three parts. The first part covers chapters 1-4, the second part covers chapters 5-8 and the last part covers chapters 9-13. You are required to write a two page double-spaced, typed journal for each part (3 journal entries in all)! These journals are designed for you to relate text concepts to your life experience.

These three journal entries are a requirement. No points will be given but participation points will be deducted (50%; minus 100pts) if you fail to turn in these entries. Also, they must be done correctly. If not done right, points will be deducted. Therefore, I do NOT wish to read repetition of what was said in the text or in general class discussion (defining concepts, etc.). I do wish to read descriptions of your communication with others (i.e. specific situations, exchanges, and events) that are of specific concepts; for example, apprehension, self-awareness, culture shock, etc.

**Grade Distribution:**

I give numerical scores to all work you do. I do not give letter grades on any assignment. There are 800 points possible for the semester. I add up your points at the end of the semester to determine your grade. Save and add up all graded work that is returned to you, so you can have a rough idea of the grade you are earning in class. Plus, your saved work is your receipt.

**TOTAL POINTS: 800**

***Points* *Grade***

**800-720 A**

**719-640 B**

**639-560 C**

**559-480 D**

**479-0 F**

**Late Assignments:**

MY LATE ASSINGMENT POLICY IS A STRICT ONE! Missed in class activities, group lectures, class assignments, final examination, etc. cannot be made up regardless of the reason or excuse. Late work is what I say it is. So even if you show me your work on a flash drive or whatever, it is still late! I do not accept late work- period!

HERE ARE THE TWO BIG, BIG ONES!!

1) **Persuasion/Group presentations** must be given on the day/night scheduled. No late presentations will be possible. The other group members must still present even if missing a member or two. Individuals missing a group presentation will receive zero points for the assignment regardless of the reason (excused or unexcused by the instructor). There is simply no way to make up the assignment.

2) **Tests** must be made up your first day/night back to class and must be taken before the next test. If you fail to take the test before then, you will receive zero points for that test. Also, you will only be allowed to take the group test. The most you can receive on any make up test is 30 points out of 50 points.

**Please Note:**

Be advised that after the drop date (March 9th, I’M **NOT SURE ON THIS, FIND OUT FOR YOURSELF!!**) you will be issued a letter grade “A” through “F” if you are still enrolled in class. It is *your responsibility to drop* the course, *NOT MINE*!

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 is your responsibility to identify yourself to the college’s Disable Students Services and to your instructor(s) so reasonable accommodation for learning and evaluation within the course can be made.

It is your responsibility to monitor your progress in this class, and to know when class assignments are due. I am capable of making mistakes, so you need to be aware of dates, times, etc. Let me know of any errors and problems that might arise. I do not search out students to inform them of their grade or anything else. It is a good idea to keep every assignment 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.

Additional class rules, policies, conditions, etc. will be stated in class during the course of the semester.

**ADDITIONAL NOTES:**

***Academic Dishonesty***

*Students at Reedley College are entitled to the best education that the college can make available to them, and they, their instructors, and their fellow students share the responsibility to ensure that this education is honestly attained. Because cheating, plagiarism, and collusion in dishonest activities erode the integrity of the college, each student is expected to exert an entirely honest effort in all academic endeavors. Academic dishonesty in any form is a very serious offense and will incur serious consequences.*

***Cheating***

*Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work, supplying one’s work to another, giving or receiving copies of examinations without an instructor’s permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.*

***Plagiarism***

*Plagiarism is a specific form of cheating: the use of another’s words or ideas without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or failing to observe computer security systems and software copyrights. Incidents of cheating and plagiarism may result in any of a variety of sanctions and penalties, which may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.*

We have had a surge in plagiarism cases, and we are taking a hard line.  If you have an intentional case of plagiarism, please complete the necessary Disruptive Conduct paperwork found in the VP of Student Services office.  Michael White, VP of Student Services, is very helpful with this and follows through on the steps you would like him to take.

As always, you are welcome to use the writing center space to meet with students or work at one of our computers.  The writing center is open M-TH, 8-2.  If you would like to bring your class to the writing center during the first week of instruction to sign them up, please do so.  If you would instead like a representative of the writing center to come to your classroom, let me know as I am the acting coordinator of the writing center until Rebecca Snyder returns from maternity leave.  Rebecca has some money still available of you are interested in having an embedded tutor in your classroom.  Since the embedded tutor program is funded by the Basic Skills Initiative, it must be a basic skills level course.

**Proposed Schedule**

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

**Tuesday Night**

Jan 10 Introduction to the class and Chapter 1☺

Jan 17 Chapters 1 and 2

Jan 24 Chapter 2 and **Test #1**

Jan 31 Chapter 3 [bring your textbook to class]

Feb 07 Chapter 4 and **Test #2** **Begin Journal #1—2pgs**

Feb 14 Artifact Paper Discussion and Paper Due

Feb 21 Chapter 5 and Group Presentation Sample Demo

Feb 28 Chapters 5 and 6

March 06 Chapter 6 and **Test #3**

March 13 Chapters 7 and 8 **Group Members’ Names Due**

March 20 Chapter 8 and **Test #4** **Begin Journal #2—2pgs**

(*Schedule group presentations*)

March 27 Chapters 9 and 10 [read ch.11 for April 11th]

April 03 *Spring Recess (no class)*-Homework: Read Ch.11!

April 10 **Test #5** and Chapter11 [bring your textbook & read ch.12 for next week]

April 17 Chapters 12 and 13 [bring your textbook]

April 24 Chapter 13 and Prep Work for Group Presentations **Begin Journal #3—2pgs**

May 01 Group Presentations and Outlines Due

May 08 Group Presentations and Outlines Due

May 15 Final (6:00-8:00pm)

1) **Test #6**