***Reedley College ~ FALL 2014***

***Communication 2 – Interpersonal Communication***

***(59140)MW 8:00-9:15 (SOC36)***

***(59137) 12:30-1:45 (SOC 36)***

**Instructor:** Jennifer Graber-Peters **Office/Lab hours:** via email or by appt

**Phone:** 859-6455 (text preferred) **Email address:** [rcspeechtwo@yahoo.com](mailto:rcspeechtwo@yahoo.com)

[jenny.graber-peters@reedleycollege.edu](mailto:jenny.graber-peters@reedleycollege.edu)

**Last Day to Drop w/Refund**: August 22 **Last day to drop w/o a W**: August 29

**Final drop date**: October 10

Adler, Ronald B. and Proctor, Russell F. II (2011) Looking Out, Looking In. 14th ed. Boston, MA: Wadsworth. Cengage Learning.

ISBN: 978-0-8400-2817-4

\*A copy of the text will be on reserve in the library

http://ecx.images-amazon.com/images/I/51l63uJwaCL._SL75_.jpg

**COURSE OUTCOMES, DESCRIPTION AND RATIONALE:**

Interpersonal communication is designed to increase understanding and implementation of effective interpersonal communication behaviors and skills. This course will examine basic practical everyday communicative interaction; behavioral aspects of interpersonal communication, self-concept, perception, listening, non-verbal communication, conflict, language gender and cultural differences will be emphasized. Students will engage in both group communication and the development of oral presentations. 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.

**Student Learning Outcomes**

Upon completion of this course students will be able to:

1. Identify and apply effective communication strategies within the context of various relationships.

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

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

4. Choose appropriate organizational patterns.

5. Analyze the effectiveness of communication through constructive critique.

**Specific Objectives**

Upon completion of this course students will be able to:

1. Demonstrate an ability to work effectively with other students in the completion of specific projects.

2. Explore at least one area of interpersonal communication in depth.

3. Evaluate various communication situations for effectiveness.

4. Evaluate their own communication patterns.

5. Read and discuss summaries of the research related to interpersonal communication effectiveness.

6. Develop skill in extemporaneous speaking; students will present a minimum of three speeches in front of an audience.

7. Explore interpersonal conflict management strategies.

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

**COURSE REQUIREMENTS:**

**Attendance: is required.** Attendance is crucial in a communication course. Not only does attendance count toward your participation grade, but it shows respect for your instructor and fellow classmates. Additionally, regular attendance has been shown to increase overall course grades.

Excused absences are allowed for illness or documented, unavoidable circumstances only. Absences for any other reason may be discussed prior to class. It is *your* responsibility to notify me by phone or email if you will be absent and to make arrangements to get notes and/or turn in the days assignments. A grade of “0” will be assigned if you miss a speech without an acceptable excuse. Work related excuses are not acceptable.

If you are absent, turn in your assignment before the start of the next class period. A grade of “0” will be assigned if you miss an assignment without an acceptable excuse. If you are absent on a speech day, with an excused absence, you may be allowed to make up your performance **if** time allows on the next make-up speech day. You must email me within one class period as to why you were absent. I will respond by email with my decision as to whether or not you have been excused.

More than 2 days of unexcused absences will result in a reduction of up to 5 participation points for each additional absence. **You will also forfeit your right to complete extra credit** if you have more than a week of unexcused absences. Any student who misses more than **4** classes before the drop date will be asked to drop the course. After the first week of class, it is your responsibility to add/drop the course through the proper channels at Reedley College. If you do not, you will receive your “earned grade” at the end of the semester. Please be responsible and “take care of business” so you can avoid problems associated with this issue.

If class will be cancelled, a note will be placed on the classroom door, an email will be sent and/ or an announcement will be posted on Blackboard.

**DO NOT BE LATE**. Excessive tardiness will result in a reduction of participation points from your final grade. If you are late the day of a speech, please wait outside until the speaker has finished. It is rude, inconsiderate, and disruptive to stroll into class during a speech. If by accident you do come in late during a speech, sit down in the first available chair and be very quiet. If you are more than ten minutes late, you may lose your opportunity to speak.

**Participation**: In addition to attending class, you are expected to actively participate in all classroom activities and group discussions. Therefore, plan on arriving to class on time and remaining until class is dismissed. Class participation is essential in a course of this nature where we work in groups, pairs, etc. You are expected to listen to both the instructor and your fellow classmates. Rude behavior will not be tolerated. Furthermore, **please turn off all phones or put on silent. Anyone seen texting in class will be asked to leave for the day.**

This also applies to homework, laptops, and any other devices or materials you may have with you. When you are in the classroom, you are here to learn. When another is speaking, your desk must be cleared of all other materials.

**Computer Access:** Since you will be spending considerable time researching and collecting sound evidence, you **must** have access to a computer (either in the RC library or at home). You should also have a basic knowledge of Word and Power Point.

**Blackboard:** You must have a basic knowledge of BB in order to complete assignments, turn in assignments and communicate with both your instructor and fellow students.

**Communication Lab:** Check out our Communication Lab in Soc 37 (right next door) for help with all of your assignments. Lab hours will be posted on the door. Be sure to take all your course materials with you and sign in when you arrive. You may also want to check out the Tutorial Center in the library and/or the Writing Center in Hum 59.

**COURSE POLICIES:**

**Cheating and Plagiarism**: Cheating and Plagiarism will 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.

**Changes to the Syllabus**: The instructor reserves the right to make changes to the syllabus throughout the course of the semester. Any changes made to the course syllabus will be done in the best interest of the students. Changes may be announced verbally or online. **It is your responsibility** to make sure you are informed about any changes that occur.

**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.

**COURSE ASSIGNMENTS:**

***Interactive Notebooks***: You will create a personal textbook for this class. You will keep daily, organized notes as well as collect and process information in meaningful ways. You MUST have your notebook with you EVERDAY in class. **Notebooks will be collected three times during the semester for grading. You must keep your notebook up to date for every class**. More details will be handed out in class.

**Fakebook**: You will introduce yourself to the class in a fun way. This will have an Interactive Notebook portion as well as an Oral component. Further details will be given in class.

**Readings**: You will be responsible for all of the readings assigned from the text. Daily reading assignments are posted on the class schedule and **should be read before class**.

**Cultural Artifact Project**: This assignment has two parts; written and oral. For the written portion, you are to choose a cultural artifact and write a 2-3 page paper about it’s significance. You must include at least 2 references. You should discuss 1) how important your artifact is in describing who you are, 2) how it symbolizes your culture, and 3) what significance it has on your culture. Your written report should be typed, double spaced and conform to APA or MLA format. **The paper must be turned in by the due date**. DO NOT use a question-answer format. Write this as you would any other paper (Introduction, Body, Conclusion, and a Reference section). **The oral report** is your opportunity to share your thoughts with the class in a safe environment. You will have approximately 2 minutes to do this. Further details will be given in class. . Do not be anxious – This is not a public speaking class; therefore, the presentation will be less formal. Tips for reducing anxiety and giving presentations will be handed out in class and can also be found on Blackboard in the documents tab. You will find a grading sheet for this assignment in the Documents and Assignments tabs also.

**Term Paper**: This assignment will have two parts; written and oral. The oral presentation is at the end of the semester. Further details will be given in class and will also be available on Blackboard under the Documents and Assignments tabs.

For the written portion, you will **compose a 5-6 page paper which applies one of the concepts we are studying to a real life relationship or situation you are involved in**. **This must be turned in on time.** You MUST include at least 4 references in your paper to validate your statements. Examples of communication concepts include Listening, Assertiveness, Conflict, Self Disclosure, Gender, etc. Your paper should have an Introduction, Body, and a Conclusion as well as a reference page.

While exploring topic ideas, you may want to ask yourself several questions: What real life, interpersonal communication situation am I interested in exploring further? OR What is the one area we have studied in this course that is the most challenging for me? What does the research say about this issue? What related studies have been done and what was the outcome? How can I apply this information to my life? This is an opportunity to search for answers to a current problem you are having or a way to explain why an interpersonal relationship you are involved in is so successful. Also, at the end of each chapter is a “Researching…” section which has great research topic ideas. Check these out!

**Requirements**:

\*Your paper must be typed, double spaced and conform to either MLA or APA style. If you are unfamiliar with these paper styles, you may “google” the terms and find examples or ask the librarian if your campus has an example sheet (Reedley College does). Additionally, you must include (and cite in your oral report) at least 4 references. In other words, refer to what others have said on the topic and be sure to document properly.

\*Use caution when quoting or paraphrasing. Plagiarism is a serious offense. If you plagiarize, you will receive an “F” on the assignment. Depending on the specific offense, you may also receive an “F” in the class, or worse, be expelled from the college. Please do not hesitate to ask if you need help in this area.

Grading: Papers will be graded using the following criteria:

Grammar, spelling, and overall readability of the paper. Be sure to have someone proofread your paper before turning it in.

Clarity and completeness of ideas. Papers should have an introduction, body and a conclusion with transitions which link your thoughts and ideas.

Demonstrated knowledge of the communication concepts under investigation. Again, do not copy word for word from the text or any other source (this is plagiarism). Even if you paraphrase, you must give credit to the original author. Explain the concepts in your own words so anyone reading the paper can understand what you are talking about. Also, support with research and document properly.

Ability to “apply” the interpersonal communication concept(s) to a real life situation. Explain/define the communication concept and then give a real life example. In other words, “show” what this dimension looks like in a real relationship.

**\*\*NO LATE PAPERS WILL BE ACCEPTED**

**Chapter Quizzes**: There are no exams! You will take true/false, multiple-choice, short answer **quizzes at the beginning of class on the assigned date**. Each quiz will cover information from the readings and lectures and will focus on the previous lessons. Quizzes will be handed out precisely at the start of class. If you are late, you will NOT be able to take the quiz. If you miss a quiz, you might consider completing an extra credit assignment to make up some of the missed points.

**Group Presentation:** You will work ingroups of 3-4 individuals and develop an analysis of the interpersonal communication between characters in a movie. Each group will present their analysis to the class and show the movie scene(s) that were investigated. Each group will have 15 total minutes total. Scenes must be kept to a maximum of 5 minutes. The scene analysis is what is being graded, not the movie. All scenes must be approved by the instructor beforehand. Further details will be given out in class.

**Reflection paper**s: After each presentation (CA, TP and Group) you will spend some time reflecting on your performance then will attach a 1-2 page self-evaluation in your IN. Further details will be given in class.

**Peer Evaluations**: You will be evaluating your classmate’s presentations on several occasions in order to become better constructive critics as well as active listeners of public discourse.

**Extra Credit**: At various times during the semester, extra credit may be offered, either in class or posted on Blackboard in the announcements. Remember, Extra Credit means “extra work and extra effort.” Absolutely NO late assignments will be accepted. ***Additionally, if you have more than a week of unexcused absences, you will not be eligible for extra credit.***

**Make-Up Class**: At the end of the semester you *may* have the opportunity to make-up a missed speech if your absence has been excused. Names will be drawn randomly out of a hat if there are more make-ups than time allows. There is no guarantee all students will be able to do a make-up.

**Grade Tracking and Grading Scale**

Record your grades on this sheet and you will always know what grade you are currently achieving. To figure out your grade, add up the total points possible at any given time and then multiply that number by 90%, 80%, 70%, and so on. Then add up your actual points and see where you fall on the grading scale. For example, if by mid semester there are 50 points possible, 90% (A) would be 45-50; 80% (B) would be 40-44;etc. If you had 42 points, you would be in the “B” range.

**Assignment Possible Points Your Grade**

Fakebook Profile 20 (10 written/10 oral) \_\_\_\_\_\_\_\_\_\_

NOTEBOOK Checks 75 (3 @ 25 pts each entry)

N1-25 \_\_\_\_\_\_\_\_\_\_

N2-25 \_\_\_\_\_\_\_\_\_\_

N3-25 \_\_\_\_\_\_\_\_\_\_

Cultural Artifact Project 175 \_\_\_\_\_\_\_\_\_\_

(Outline-25/Written-100/Oral-50)

Term Paper 275 \_\_\_\_\_\_\_\_\_\_

(Outline-25/Written-200/Oral-50)

Quizzes 180 (6 @ 30 pts. each)

Q1-30 \_\_\_\_\_\_\_\_\_\_

Q2-30 \_\_\_\_\_\_\_\_\_\_

Q3-30 \_\_\_\_\_\_\_\_\_\_

Q4-30 \_\_\_\_\_\_\_\_\_\_

Q5-30 \_\_\_\_\_\_\_\_\_\_

Q6-30 \_\_\_\_\_\_\_\_\_\_

Participation 50 \_\_\_\_\_\_\_\_\_\_

Peer Evaluations 75 (25 each) \_\_\_\_\_\_\_\_\_\_

Reflection Papers 50 (25 each) \_\_\_\_\_\_\_\_\_\_

Group Presentation 75 (Outline-25/Oral-50) \_\_\_\_\_\_\_\_\_\_

Grade My Group 25 \_\_\_\_\_\_\_\_\_\_

TOTAL POSSIBLE POINTS: 1,000 MY POINTS: \_\_\_\_\_\_\_\_\_\_

**Grading Scale**:

(Out of 1,000)

A = 900+

B = 800-899

C = 700-799

D = 600 – 699

F = 599 -