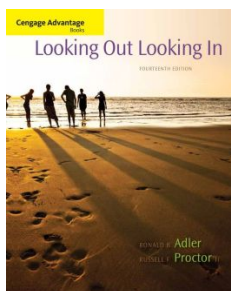


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Communication 2 - Interpersonal Communication - Spring 2014



Required Texts:

Adler, R. B., Proctor, R. F. (2013). Looking out, looking in (14th ed.). Stamford, CT: Cengage Learning.
Krakauer, J. (1997). Into the wild. New York, NY: Random House.

Recommended Text:

Bourhis, J., Adams, C., Titsworth, S. (2008). Style manual for communication studies (3rd ed.). New York, NY: McGraw Hill.

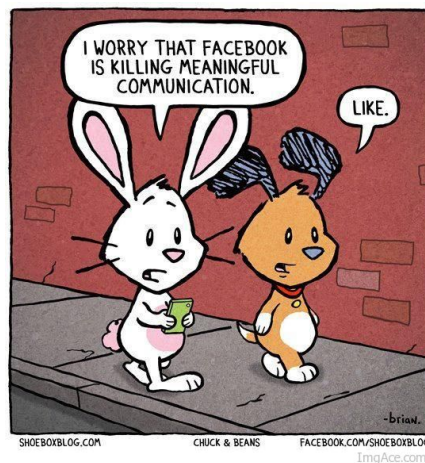
Course Description: Interpersonal communication is designed to increase understanding and implementation of effective interpersonal communication behaviors and skills. This course will examine basic practical everyday communicative interaction; behavioral aspects of interpersonal communication, self-concept, 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. (CSU AREA C)
ADVISORY: Eligibility for English 1A recommended.

This semester we will be exploring whether or not it is possible to live without meaningful human communication. To do this, we first have to define what meaningful human communication is - including how it affects our formation of relationships, friendships, and acquaintances. We will read and watch stories of people who have tried to cut ties with the world and have ultimately succeeded/failed. And, we will discuss how social media has impacted our ability to communicate and how connected/disconnected we really are.

Course 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 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.



Course Objectives:

In the process of completing this course, students will:

- gain communicative competence and confidence as the result of the preparation, presentation, and analysis of oral messages.
- gain an understanding of the communicative process.

- develop skill in informative, persuasive, and ceremonial speaking.
- recognize the need for clear and concise organization of ideas.
- use supporting materials effectively.
- analyze and adapt messages to address audience attitudes, needs, and demographics.
- recognize the role of culture in the production and management of spoken interaction.
- develop skill in extemporaneous speaking.
- enhance vocal skills (projection, diction, inflection, and volume).
- improve listening skills.
- critique and analyze their own and other students' speeches.
- utilize practical assignments and exercises that will reinforce the theoretical concepts studied in class.

Policies and Rules:

Contract

You are guaranteed a B if you:

1. attend class regularly--not missing more than three classes;
2. attend class during all major speech assignments;
3. meet due dates and minimum criteria for all major speech and paper assignments;
4. participate (not just attend!) in most (80%) in-class exercises and activities;
5. complete most (80%) informal, low stakes assignments (e.g. journal writing, mini speeches, homework);
6. complete reading quizzes regularly--not missing more than three quizzes;
7. complete the final exam.

Thus, you earn the B grade entirely on the basis of what you do – on your conscientious effort and participation. The B grade does not come from the my judgment about the quality of your work.

The A grade, however, does rest on the my (and peer) judgment of your work quality.

To earn an A your speeches must be exceptionally high quality. We will use class discussions to explore your notions about what constitutes “exceptionally high quality”, and the we will derive our criteria from your comments and input. After the first few weeks, the criteria will be posted publicly, and hopefully be as concrete as possible. In the end, the I retain power over higher-grade decisions.

I also hope that no one will aim for the lower grades of C, D, or F, however, the quickest way to these grades is to miss lectures and quizzes, and fail to turn in assignments.

Please note, if you miss more than 1 major speech assignment, you are no longer eligible for a passing grade. Also, there is no “late work.” If you are missing classes and assignments, please come talk with the instructor.

Attendance - I will take roll every day. Both tardies and early departures – arriving more than five minutes late or leaving more than five minutes early – will be recorded, and will count as half an absence. You get three free absences, so use them wisely. Please let me know in advance if you are participating in a college activity, so alternate arrangements can be made. No other absences are “excused.”

Please know that the college requires me to drop you if you are absent 4 or more times before the drop deadline, or anytime within the first 2 weeks without notifying me.

Assignments - Because I am trying to cut back on paper usage, all assignments in this class will be

submitted electronically. I know that for some of you this is going to be a new experience, so here are some tips: 1) make sure to save your assignments as .doc(x) or .pdf(x). My computer cannot open other file formats. 2) Sometimes computers are glitchy! Especially 5 minutes before a major deadline. If Blackboard or the dropboxes are acting up, just email me a copy of your assignment. It's easy for me to upload it for you.

Remember that assignment deadlines are strictly enforced (no late work is accepted), so plan ahead to get your assignments in before the deadline.

We will be performing 4 major speeches in this class.

- Personal Crest: an introductory presentation designed to introduce you to the class, and practice with the class speech format.
- Interpersonal Karaoke: a presentation where you will share a favorite song and how it connects with the class material.
- Interpersonal Theatre: a presentation that allows you and a partner to perform a scene from a movie and then discuss how it connects with class material.
- Other Culture: a group speech designed to give you an opportunity to explore a culture other than your own.

You can find more detail about these assignments and grading on Blackboard. You must submit an outline for each major speech assignment - if you do not submit an outline, or do not do the presentation, you will not receive credit for either assignment.

The other class assignments are designed to help you practice your ability and understanding.

We will do 4 how-to mini speeches that practice individual components of the speech-making process.

We will do 3 personal connection mini speeches that ask you to connect a personal experience with a concept from the chapter.

You will also write an explanation paper after your Interpersonal Theatre speech that will act as our term paper for the semester.

Toward the end of the semester, we will read *Into the Wild* a story about a young man who ventures into the wild after becoming disillusioned with society. Since our final will be based on the book and class, you will be keeping a reading journal that will help with class discussions and will later be your final exam notes.

A final note on workload: the college estimates that for every hour you spend in class, you should expect to spend 2 outside of class. Some of you will need more, and some of you will need less. But as you are planning your extracurricular activities, please remember, on average, you can expect to spend 9 hours a week on this class - both in and out.

Cheating and plagiarism - I believe very strongly in academic integrity, and because of this, I take cheating and plagiarism very seriously. We will use Turnitin, a plagiarism detection agency, as a safeguard against any temptations. Below is the official college policy. If you are caught cheating or plagiarizing, please know that I will report it to the college, and you will not receive credit on the assignment. Please realize this includes verbal citations as well as in-text citations - if you do not cite sources in a major speech or paper assignment, you will not receive credit.

STATE CENTER COMMUNITY COLLEGE DISTRICT ACADEMIC DISHONESTY POLICY

Academic dishonesty is unacceptable and will not be tolerated by the State Center Community College District. Cheating,

plagiarism, and collusion in dishonest activities erode the college's educational and social role in the community.
CHEATING - Cheating is the act of deception by which a student misleadingly demonstrates that he/she has mastered information on an academic exercise. Examples include but are not limited to:

Copying or allowing another to copy a test, paper, project, or performance.
Using unauthorized materials during a test, for example, notes, formula lists, or "cheat sheets."
Taking a test for someone else or permitting someone to take a test for you.

PLAGIARISM - Plagiarism is the act of representing the work of another as one's own without giving credit. Plagiarism includes but is not limited to: Incorporating the ideas of words of another's work without giving appropriate credit.
Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, etc., as one's own.

DISCIPLINARY PROCEDURES - When a faculty member discovers a violation of the cheating or plagiarism policy, the faculty member:

Will arrange a conference with the student and at that time advise the student of the allegations.

Will notify the dean of the division in writing that an act of dishonesty has occurred.

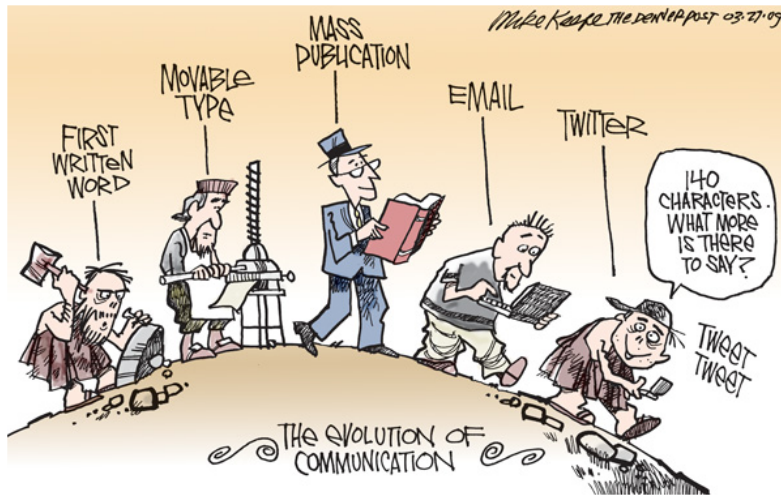
May give the student an F for the assignment and/or for the course

A student may appeal the faculty member's action to the Academic Standards Committee

Classroom Behavior - I know that giving speeches is not a favorite activity for most people. Because of this, I believe it is extremely important for you all to feel comfortable in the classroom and with your classmates. We will be covering topics related to culture, relationships, and self-disclosure. You should feel like the classroom is a safe space to participate. If anyone makes you feel uncomfortable, please let me know.

Rude comments, eye rolling, sleeping or being disruptive during class will not be tolerated, and you will be asked to leave.

Electronic Devices - Part of our semester-long theme of the class is discovering whether or not we can live without communicating. To truly experience this, we will hold classes with no cell phones allowed. I know this may be hard for some of you - especially if you are as addicted to Instagram as I am, but I promise,



losing the cell phones will encourage you to stay engaged with the class and you will find it more interesting than otherwise. Lectures and class discussions are more fun when you are all active participants.

To encourage you all, we will be having a semester-long phone challenge. If we can go the whole semester without any phone slip-ups

(being heard or seen), I will offer an alternate (easier) assignment instead of the final exam.

However, if cell phone usage becomes an issue, I will start asking offenders to leave class (and use up one of their absences!).

E-mail/Call/Text Policy - I answer all emails/calls/texts within 24 hours during the week, and 48 hours on the weekend. Please know that I am happy to answer questions outside of class and office hours. Remember, as you are contacting me, to include your name and which class you are in.

Children and Guests - Unfortunately, I cannot allow children, guests, or animals into the classroom.

Student Rights - You are encouraged to read the “Campus Policies” section of the Schedule of Courses, so you are fully aware of their rights and responsibilities.

Students with disabilities should identify themselves so that appropriate accommodations can be made. If you have a verified need for an 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.

Disclaimer - Due to unforeseen circumstances, I may need to change, add, or delete course assignments or materials. If you are absent, it is your responsibility to check on changes, assignments, and announcements you may have missed.

Schedule Spring 2014

*Note: students should read the scheduled chapter for the class **before** they come to class.*

Date	Topic	Reading and Assignments Due
1/14	introduction, syllabus, course overview	intro speeches
1/16	why we communicate	chapter 1, quiz 1
1/21	why we communicate	I+C mini speech
1/23	communication and the self	chapter 2
1/28	communication and the self	HW #1
1/30	communication and the self	MOD mini speech
2/4	personal crest presentations	
2/6	personal crest presentations	
2/11	perception	chapter 3, quiz 2
2/13	perception	HW #2
2/18	emotions	chapter 4, quiz 3
2/20	emotions / conflict	chapter 11, citation mini speech
2/25	interpersonal conflict	
2/27	karaoke presentations	
3/4	karaoke presentations	
3/6	karaoke presentations	
3/11	relational dynamics	chapter 8, quiz 4
3/13	close relationships	chapter 9, HW #3
3/18	improving climates	chapter 10
3/20	relationships, continued	
3/25	interpersonal theatre presentations	
3/27	interpersonal theatre presentations	
4/1	interpersonal theatre presentations	
4/3	verbal and nonverbal communication	chapter 5, 6, quiz 5
4/8	verbal and nonverbal communication	HW #4
4/10	listening / group work day	chapter 7, quiz 6
4/15	SPRING BREAK	
4/17	SPRING BREAK	

4/22	other culture presentations	interpersonal theatre papers due
4/24	other culture presentations	
4/29	other culture presentations / Into the wild	journal check
5/1	Into the wild	journal check
5/6	Into the wild	journal check
5/8	Into the wild	journal check
5/13	Into the wild	journal check
5/15	Into the wild	journal's due
FINAL	2PM - 5/20 2-350 3:30PM - 5/22 3-450	