

**Interpersonal Communication – COMM 2**

**Fall 2017 - Course #55569, 3 units**

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| **Instructor:** Elise Barba  **Time:** W, 6:00 – 8:50 PM  **Location:** SOC 36 | **Email:** [elise.barba@reedleycollege.edu](mailto:elise.barba@reedleycollege.edu)  **Preferred Method of Contact:** Canvas |
| **Office Hours:** by appointment | |

**Required Textbook:** (ISBN: 9780190646264)

Adler, R. B., Rosendfeld, L. B., & Proctor, F. P. (2018) *Interplay: The process of interpersonal communication*. (14th ed.). New York: Oxford.

**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. 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.

# **Advisories/Prerequisites:**

Eligibility for English 1A or 1AH.

Knowledge of word processing and presentation programs

**Student Learning Outcomes (SLO):**

*Upon completion of this course, students will be able to:*

1. Identify and apply effective and ethical interpersonal relationship strategies which are grounded in communication theory and research.

2. Construct and deliver dynamic and competent presentations that are adapted to the purpose and audience by using organizational patterns and research materials that incorporate sufficient, credible and relevant evidence.

3. Analyze how verbal and non verbal communication affect personal identity through constructive critique of self and others.

**Classroom Policies\*:**

Attendance:

* Students who miss in the first week of class will automatically be dropped.
* You are allowed *2* unexcused absences without penalty. *Use them wisely.* For every additional absence, your final grade will be lowered by 5%.
* Every *two* tardies will be considered an absence.
* *It is your responsibility to get any missed notes or assignments*. It is also your responsibility to provide documentation of an excused absence – I will not ask.

Participation:

* COMM 2 is a lecture, discussion, and performance course, and your participation is expected and encouraged in all of these areas.
* Open participation requires respect and tolerance for the presentation of diverse ideas and experiences. Differences in viewpoints should be offered in a manner that promotes the free exchange of ideas and the development of mutual understanding.
* Readings should be completed *in their entirety* by the beginning of the class for which they are assigned (Reading quizzes comprise 10% of your overall grade!)

**IMPORTANT NOTE**: If it becomes apparent that students are consistently failing to complete assigned readings, students will be expected to turn in assigned chapter outlines at the beginning of each period in order to earn daily attendance points.

* **Electronics:** Behaviors that distract from the learning environment will not be tolerated, as such I invite you to unplug when you enter the classroom. Students that have phones out during class will be asked to leave.

Missed Assignments & Late Work:

* This class fulfills the oral component for the general education requirements. Missing an assigned speech means a **ZERO** on the speech and oUtline. I do not allow anyone to give their speech on a day other than their assigned date. Do not ask for an extension. If you are unable to present on your assigned date you will be given a zero on that speech. Due to the fast pace of the class, no late speeches will be granted.
* *NO LATE WORK* will be accepted.
* *NO QUIZZES* will be proctored after the syllabus-specified date.

Email Etiquette:

* You will be expected to check your Canvas inbox and school email daily for announcements and as the main source of outside communication from your instructor. Please use the following template when emailing me:

Dear Ms. Barba,

Greeting, identification of who you are, statement of specific question

Sincerely,

Student name

**IMPORTANT NOTE**: The average response time for email is between 24-48 hours, so do not wait until the last minute for assignment questions. Also, emails received after 5 pm on Friday may not be answered until Monday morning.

University Policies:

**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.

### Students with Disabilities (ADA Statement): "If you have a verified need for an academic accommodation or materials in alternate media (ie: Braille, large print, electronic text, etc.) per the Americans with Disabilities Act or Section 504 of the Rehabilitation act, please contact your instructor as soon as possible."

**Changes to Syllabus:** As the semester progresses, there may be changes or alterations to the schedule and class syllabus. The instructor reserves the right to make changes to this syllabus and to the class calendar if extenuating circumstances arise. This right extends to assignments, evaluations, and all other aspects of the course. Announcements will be posted or said aloud in class if need be; it is your responsibility to keep up with the class changes. I strongly recommend exchanging phone numbers and/or emails with at least two people in class.

**Plagiarism**: Plagiarism and cheating will not be tolerated in this class. Any student found to plagiarize, fabricate or otherwise submit dishonest work will automatically receive an F for the

assignment. This policy will apply regardless of the magnitude of the offense (i.e., how much

is plagiarized or fabricated) or the studentʼs intent (i.e., whether the offense is deliberate or a

mistake). I pursue any hint of plagiarism or fabrication that I detect in your work. If you are not

sure about something you are using in your writing/speech, or whether/how to attribute

information, always ask before proceeding.

“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.”

Course Outline:

**Assignments\*:**

Journal Entries: 10% of total grade. Each student will be required to submit a scheduled journal entry to Canvas (see syllabus for due dates) responding to an instructor-provided prompt, which will be available on Canvas as well. These entries should be 300 words or more, should include an introduction, body, and conclusion, and should apply an interpersonal concept or theory that has been covered in the textbook or in class. Detailed assignment guidelines will be available on Canvas and discussed in class. (SLO 1, 3)

Pop Culture Artifact Analysis: 15% of total grade; accompanying outline: 5%. Working in groups of 3, students will choose a pop culture artifact, such as a movie, music video, song, or TV episode, and analyze an interpersonal relationship within the artifact. Students will cite the textbook, the artifact itself, and any other relevant materials to support their analysis. Students will prepare a *6-8 minute* presentation, which will include elements of the artifact as a visual aid. A presentation outline will be submitted at the time of presentation. Detailed assignment guidelines and rubric will be available on Canvas and discussed in class. (SLO 1, 2)

Self Concept Assignment: 10% of total grade. Students will design an engaging presentation that visually represents 3 elements of their lives and personalities. You can design a hat, a “Mary Poppins-style” carpet bag, or use another tangible artifact to demonstrate the connection between self concept and interpersonal relationships and interactions. This presentation will take the form of a *2-3 minute* social media-style video post to Canvas. You will be required to identify which platform your post would be best housed upon (ex. YouTube, Facebook Live, Instagram, etc.) Detailed assignment guidelines and rubric will be available on Canvas and discussed in class. (SLO 2, 3)

Topic Presentation: 20% of total grade; accompanying outline: 5%. Students should choose a topic that has been covered in class in which they have interest in studying and further understanding. Students will prepare a *6-8 minute* presentation to their peers in a manner that is engaging, creative, and demonstrates a thorough understanding of the topic. This presentation should include citations of the textbook and any other relevant sources. Students can share their topic via facilitating a classroom activity, sharing a narrative, showing a self-created video, or preparing a lecture, etc. – be creative! Detailed assignment guidelines will be available on Canvas and discussed in class. (SLO 1, 2, 3)

Break-Up Speech: 5% of total grade. Students will engage in interpersonal relationships throughout the semester, both with each other and with the instructor. At the semester’s conclusion, students will “break-up” an interpersonal relationship in which they have been a member. These relationships can be related to our course (i.e., breaking up with a group, the instructor, the course itself), or can be external to the course, (i.e., breaking up with your major, a friend, a favorite food, etc.). This presentation should be *2-3 minutes* long, and is designed to be fun, while demonstrating understanding of course concepts. (SLO 1, 2, 3)

Reading Quizzes: 10% of total grade. In order to ensure students are completing and understanding course readings, ten scheduled quizzes will be given throughout the course of the semester. (SLO 1)

Final Exam: 20% of total grade. The Final Exam will be cumulative, with questions drawn from the previous 10 reading quizzes. (SLO 1)

**Course Grade Distribution:**

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| **\*Changes to Syllabus:** |
| The instructor reserves the right to make changes to  this syllabus and to the class calendar in the event of  extenuating circumstances. Denying that you heard  an assignment change or evaluation process change  is not a basis for appealing the information contained  in this syllabus. |

Journal Entries 100

Pop Culture Artifact analysis 150

Artifact Outline 50

Self Concept 100

Topic Presentation 200

Topic Outline 50

Break up Speech 50

Reading Quizzes 100

Final Exam 200

**Tentative Course Schedule\*:**

Date Topic Due/Reading Assigned

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| --- | --- | --- | --- |
| W | 8/15 | 1. Syllabus Overview  2. Ice Breaker Activity  3. A First Look |  |
| W | 8/22 | 1. *Reading Quiz #1*  2. Social Media  3. Culture  4. Assigned: **Journal #1, due 8/29** | Chapter 2 |
| W | 8/29 | 1. *Reading Quiz #2*  2. The Self  3. Assigned: **Journal #2, due 9/5**  4. Assigned: **Self Concept Assignment, due 9/7** | Chapter 3  **Journal #1**  due to Canvas by 11:59pm |
| W | 9/5 | 1. *Reading Quiz #3*  2. Perception & Others | Chapter 4  **Journal #2**  due to Canvas by 11:59pm  **Self Concept Assignment** due to Canvas by 11:59 **Friday 9/7** |
| W | 9/12 | 1. *Reading Quiz #4*  2. Language  3. Assigned: **Pop Culture Artifact Analysis**, **due 10/3**  4. Assigned: **Journal #3, due 9/19** | Chapter 5 |
| W | 9/19 | 1. *Reading Quiz #5*  2. Nonverbal Communication  3. PCA Group Work  4. Assigned: **Journal #4, due 9/26** | Chapter 6  **Journal #3**  due to Canvas by 11:59pm |
| W | 9/26 | 1. Listening: Receiving & Responding  2. PCA Group Work | Chapter 7  **Journal #4**  due to Canvas by 11:59pm |
| W | 10/3 | ***Pop Culture Artifact Presentations*** |  |
| W | 10/10 | 1. *Reading Quiz #6*  2. Emotions  3. Assigned: **Journal #5, due 10/17** | Chapter 8 |
| W | 10/17 | 1. *Reading Quiz #7*  2. Relational Dynamics  3. Assigned: **Journal #6, due 10/24** | Chapter 9  **Journal #5**  due to Canvas by 11:59pm |
| W | 10/24 | 1. *Reading Quiz #8*  2. Communication in Close Relationships  3. Assigned: **Journal #7 & 8, due 10/31**  4. Assigned: **Topic Presentation, due 11/21-28** | Chapter 10  **Journal #6**  due to Canvas by 11:59pm |
| W | 10/31 | 1. *Reading Quiz #9*  2. Conflict  3. Assigned: **Journal #9, due 11/7** | Chapter 11  **Journal #7 & #8**  due to Canvas by 11:59pm |
| W | 11/7 | 1. *Reading Quiz #10* (last one, yay!)  2. Climates  3. Assigned: **Journal #10, due 12/5** | Chapter 12  **Journal #9**  due to Canvas by 11:59pm |
| W | 11/14 | TBD |  |
| W | 11/21 | ***Topic Presentations*** |  |
| W | 11/28 | 1. ***Topic Presentations***  2. Final Exam Review  3. Assigned: **Break-up Speeches, due 12/12** |  |
| W | 12/5 | **FINAL EXAM** | Bring: 882E Scantron  **Journal #10**  due to Canvas by 11:59pm |
| W | 12/12 | ***Break up Speeches & Potluck*** | **Break up Speeches** due in class at 6:00pm |