
SRJC's Mission is to cultivate learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

COMM 6: Summer 2018

Interpersonal Communication

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Office Hours: Tues/Wed/Thur, 12:30 to 1:00 p.m. **and** 7:00 to 7:30 p.m.
Textbook: Beebe, Beebe & Redmond. *Interpersonal Communication. Relating to Others*. 2014. Pearson Publishing (7th edition).

Reserve Call No.: tba

Course Description: Interpersonal Communication explores, through theory and practice, the ways people communicate one-on-one in personal relationships. We study awareness of perception, development of self-concept, self-disclosure, listening, language, relationships, and conflict through verbal and nonverbal communication. Communication skills will be built through experiential activities, class discussion, writing assignments, technology, research, presentations, partner and group work.

Student Learning Outcomes:

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

1. Listen effectively to others in interpersonal communication settings.
2. Describe the elements of verbal and nonverbal communication as they relate to interpersonal communication.
3. Identify and implement guidelines for successful resolution of interpersonal conflicts.

Objectives: (link to [Course Outline of Record](#))

Upon completion of this course, students will:

1. Demonstrate understanding of a variety of interpersonal communication concepts and principles.
2. Acquire an awareness and appreciation of the complexities of the communication process.
3. Improve listening ability by understanding the key elements of this most frequently used aspect of interpersonal communication.
4. Identify, interpret and demonstrate appropriate uses of verbal and non-verbal communication.
5. Describe and discuss how choice of words and gender influences can significantly impact interpersonal interactions.
6. Explore and analyze social and gender roles as they apply to relational communication.
7. Identify the difference between passive, assertive and aggressive behavior.
8. Explain ways that communication creates, develops and changes personal identities.
9. Examine one's own self-esteem through journal writing and other self-exploratory tasks.
10. Identify and practice constructive conflict management skills.
11. Analyze the role of technology in interpersonal communication.
12. Analyze interpersonal communication in various contexts, including personal and professional.

Grading:

Course assignments count for 80% of your semester grade. Participation counts for the remaining 20%. Some assignments are weighted more heavily than others and are considered "High Stakes" (see list on next page). Assignments are assessed as follows:

- + takes a risk (raises semester grade a step)
- ✓ satisfies guidelines (maintains semester grade at same level)
- does not fulfill basic guidelines (drops semester grade a step)
- 0 assignment not attempted (drops semester grade 3 steps)

Students begin the semester at the level of B minus (80%). It requires "plus" grades on 3 "High Stakes" or 6 "Low Stakes" assignments to raise semester grade a full letter (i.e., B to A). "Minus" grades cancel out "plus" grades and reverse upward progress.

A "Zero 0" grade, as its shape suggests, opens a black hole in the Holistic Learning Universe, potentially sucking the student into oblivion. More concretely, ***not attempting an assignment lowers semester grade by 3 steps.***

Taking Risks: Risks may be creative, intellectual, emotional or social-interactive. The following explanations are by no means exhaustive, and students are encouraged to think outside the box and/or stretch beyond your comfort zones.

- *Creative risks* could involve an unusual or innovative approach to an assignment encompassing multiple intelligences, and/or integrating multi-sensory or multi-cultural dimensions.
- *Intellectual risks* could involve addressing controversial or emerging issues that challenge all participants to question our biases and re-consider our beliefs.
- *Emotional risks* could involve honest self-disclosure and sensitive feedback on others' personal disclosures.
- *Interactive risks* could involve engaging with classmates with authenticity; listening and speaking from the heart as well as the mind.

Late work: Written assignments are accepted up to one week after the due date, but cannot earn a "plus" grade. Being late with oral assignments disrupts the course for your classmates and is not allowed. Re-scheduling a collaborative presentation requires advance consultation with the instructor and is not guaranteed. Exceptions to these late work guidelines are addressed on a case-by-case basis.

Active Participation: This section emphasizes experiential learning of oral communication through face-to-face interaction, group discussions and experiential activities. Participation counts for 20% of your semester grade. Missing class erodes your participation credit.

Attendance: Attendance is mandatory. College policy 8.1.5 stipulates that students missing more than 10% of total class hours are subject to being dropped from the class. For this class, 10% = 280 minutes. Each summer meeting equals a week. If you expect to miss class more than once this summer, consult instructor ahead of time.

Assignments

Course assignments encompass observational, introspective, presentational, interactive and integrative approaches to learning. Specific guidelines and grading criteria for each assignment will be provided in class as we go along. See list of assignments on next page.

Assignments (*continued*)

6 Low Stakes Assignments (30%)

- Self-Concept Royal Crest/Coat of Arms
- Personal Experience Storytelling (oral)
- Emotions "Color Wheel" Group Project
- Letter from the Limbic Dimension
- Blurts and the Inner Critic: Excavating ancient ruins of self-esteem
- Beloved Action Plan

5 High Stakes Assignments (50%)

- IPC Blog (responses to 12 interpersonal resources; 2 per week)
- Communication Observation Field Notes (5 diverse settings; 1 per week)
- Conflict Management Action Plan
- Panel Interview—Professional meets Interpersonal Communication
 - Panelist (low stakes)
 - Candidate (low stakes)
- Final Exam

Participation (20%)

Expectations

This section emphasizes experiential learning of face-to-face communication. Therefore, students are expected to

- Attend every class meeting.
- Be "present" (awake, alert and engaged) during class.
- Be open to communicating with the instructor.

Electronic messages are useful for sharing information. Face-to-face communication tends to work better when discussing personal concerns. Students are invited to speak informally with the instructor after class as needed and/or to schedule appointments during office hours for private or sensitive matters. If you have a concern about me, the instructor, that you are uncomfortable talking about with me directly, contact the Chair of the Communication Studies Department at 527-4238.

Cell Phone Activity Unwelcome in Classroom

This section focuses on face-to-face, real-time oral communication. More than simply speaking, communication entails listening, attention to body language and nonverbal messages, and awareness of listeners' energy and emotions. Cell phones offer many tools, but cell phone activity unrelated to class needs interferes with the focus of this course.

WARNING: Subtle radiation emitted by cell phones and texting devices may activate an "inner Hulk" response in your instructor, who may lose control and "Hulk Smash" said devices. Bring into classroom at your own risk. To avoid "collateral damage" to classmates and College property, kindly exit classroom before using cell phones for personal use. Inside classroom, unauthorized phone use will result in a referral to Student Health.

Sound Off ✧ Vibrate Off ✧ Signal Off Out of Reach ✧ Out of Sight ✧ Out of Mind

Academic Honesty & Student Conduct

Honesty and integrity are encouraged in this course and among the relationships that develop in this classroom. To paraphrase author and radio host Caroline Casey in her interpretation of philosopher George Ivanovitch Gurdjieff:

Knowledge tends to degrade from one generation to the next, especially when we take on somebody else's original work without doing our own. A Tibetan saying goes, "Knowledge must be burned, hammered, and beaten like gold. Then, one can wear it like an ornament." When we passively, hence uncritically, receive teaching of any kind, our learning is degraded and our grade is merely fool's gold.

College Policy 3.11 states: "Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, impersonation, misrepresentation of idea or fact for the purpose of defrauding, use of unauthorized aids or devices, falsifying attendance records, violation of testing protocol, inappropriate course assignment collaboration, and any other acts that are prohibited by the instructor." Students are responsible for knowing and honoring [academic honesty guidelines](#).

All students are expected to know the [Student Conduct Code](#), and adhere to it in this class (see *SRJC College Catalog*).

Emergency Plan, Health, and Disability Accommodations

Emergency Evacuation Plan: In the event of an emergency during class that requires evacuation of the building, please leave the class immediately and calmly.

To make sure everyone got out of the building safely and to receive further instructions, our class will meet at the following location:

► ***On the athletic field south of the classroom building***

If you are a student with a disability who may need assistance in an evacuation, please see instructor during office hours as soon as possible to discuss an evacuation plan.

Health & Learning: Health issues (physical and mental) can interfere with academic success. Student Health Services is here to support you. Details available at shs.santarosa.edu.

Accommodations for Students with Disabilities: If you need disability-related accommodations for this class, such as a note taker, test taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to the instructor as soon as possible. You may also speak with the instructor privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in Bertolini (3rd Floor, Room 4842) on the Santa Rosa campus, and Jacobs Hall (Room 101) on the Petaluma Campus.