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

COMM 6: Spring 2019

Interpersonal Communication

Section 4044: Tuesdays & Thursdays, 9:00 to 10:30 a.m., Analy Temps 692T
Instructor: Cassandra Shafer
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Office: Analy Temps 686T (or Maggini 2820 for private appointments)
Office Hours: Tues/Thurs. 10:30 to 11:00 a.m.
Textbook: Beebe, Beebe & Redmond. *Interpersonal Communication. Relating to Others*. 2014. Pearson Publishing (7th or 8th edition).
Reserve Call No.: *to be announced*

Course Description: Interpersonal Communication explores, through theory and practice, the ways people communicate one-on-one in personal relationships and informal situations. We study awareness of perception, development of self-concept, self-disclosure, listening, language, relationship growth, and conflict through verbal and nonverbal communication. Communication skills are built through experiential activities.

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 varied interpersonal communication concepts & 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, demonstrate appropriate uses of verbal and nonverbal communication.
5. Describe and discuss how choice of words and gender and cultural 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.

Topics & Scope: ([link to Course Schedule of Topics, Readings, Assignment Due Dates](#))

Grading:

Course assignments count for 80% of your semester grade (see list of assignments on next page). Participation counts for the remaining 20%.

Assignments are graded as follows:

- ✓ 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 (80%). Earning 3 minus grades will drop semester grade 3 steps, the equivalent of a full letter grade (i.e, B to C).

Late work: Written assignments are accepted up to one week after the due date, but will lose a half-step of credit. 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.

Participation is graded as follows:

- + takes risks (raises semester grade a step)
- ✓ shows up and pays attention (maintains semester grade at same level)
- 0 misses class (drops semester grade 2.5% per absence)

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 unusual or innovative approaches to class exercises and activities that encompass multiple intelligences, and/or integrate 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.

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. Class periods are 80 minutes. If you expect to miss class more than three times during the semester, consult instructor ahead of time.

Assignments:

Course assignments encompass observational, introspective, presentational, interactive and integrative approaches to learning. Specific guidelines will be provided as we go along.

Graded Assignments (80%)

- 5% Self-Concept Coat of Arms/Royal Crest
- 5% Personal Experience Storytelling (oral)
- 10% IPC Blog (weekly responses to interpersonal resources; 1-2 pages per week)
- 10% Interpersonal EMC-Technology Research (annotated bibliography)
- 10% Emotions "Color Wheel" Group Project and Presentation
- 10% Communication Observation Field Notes (3 diverse settings; 2-5 pages per setting)
- 10% Conflict Management Action Plan
- 10% Beloved Action Plans
- 10% Final Exam

Participation (20%)

- 10% Class activities, group discussions, experiential exercises
- 10% Attendance

Extra Credit (up to 10%)

Students may earn extra credit in half-step increments up to 10%. Details to be announced.

Expectations:

The Communication Studies Department does not require, **but does recommend** that students take Comm 1: Introduction to Public Speaking, as well as English 1A and LIR 10 *before* enrolling in Comm 6. Students are expected to demonstrate college-level standards of writing, presentational speaking, and library research skills in completing assignments.

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

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

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

More than simply speaking, communication entails listening, attention to body language and nonverbal messages, and awareness of others' energy and emotions. Cell phones offer many tools, but cell phone use during class undermines fundamental interpersonal communication skills: active listening and confirming messages. Cell phone activity will result in an invitation to leave class for the remainder of the period and will lower attendance/participation grade.

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:

► ***In parking lot north 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.