

Skyline College
Official Course Outline

Date: November 2008

1. TITLE:

Speech 120--Interpersonal Communication

3 units. Three lecture hours per week.

Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

Catalog Description:

Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent.

Study and practice of interpersonal relationships. Analysis of the verbal and non-verbal modes of communication. Investigation of communication conflicts in interpersonal relationships and methods of conflict resolution. Transfer credit: UC; CSU (A1).

(CAN SPCH 8)

Schedule of Classes Description:

Recommended: Eligibility for ENGL 836 and READ 836, or ENGL 846, or ESOL 400, or equivalent. Study and practice of interactive communication transactions, the perception process, verbal and nonverbal communication modes, listening, and conflict resolution. Transfer: UC; CSU (A1). CAN SPCH 8.

4. COURSE JUSTIFICATION:

This course is designed for students who seek to fulfill the following:

- This course is transferable to the UC and CSU systems.
- This course is applicable for the AA/AS Degree
- This course satisfies the CSU General Education Requirement; Area A1.
- This course satisfies the IGETC Requirement; Area 1, Group C
- This course satisfies the CAN Spch 8 requirement.

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of this course, students will be able to

- Analyze and explain a message in daily interactions, using the elements of the perception process.
- Classify and demonstrate the different listening styles while being able to observe and interpret nonverbal communication.
- Develop problem-solving techniques for conflict management in interpersonal communication.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

At the conclusion of the course, students should be able to

- Distinguish and employ the principles of a communication model as it applies to understanding or misunderstanding a message
- Explain theories of interpersonal communication
- Identify self concept development as it pertains to its role in communication
- Define the structure of perception in interpersonal communication
- Recognize, evaluate and analyze non-verbal messages
- Distinguish various functions of language
- Evaluate and describe the components of active listening
- Analyze the causes and effects of defensive and supportive behaviors in interpersonal communication
- Develop problem-solving techniques for conflict management in interpersonal communication

7. COURSE CONTENT:

This class covers general and specific areas of interpersonal communication including:

A. Communication Model

- 1) Sender and Receiver, Noise, Channels, Feedback
 - a. Psychological, semantic and physical noise

B. Non-verbal Communication

- 1) Eye contact, proxemics, body language, gesture, stance, chronemics

C. Listening and non-listening

D. Communication and self-concept

- 1) Characteristics and formation of self concept
- 2) Self talk
- 3) Self-fulfilling prophecies

E. Perception Process

- 1) Selection, organization and interpretation, stereotyping and prejudice
- 2) Perception checking

F. Types and Uses of Language

- 1) Sapir-Whorf hypothesis
- 2) Abstraction ladder
- 3) Labeling, quantifying and coding
- 4) Semantics, grammar and phonetics

G. Defensive and Supportive Behaviors

- 1) Evaluative, Descriptive, Strategic
- 2) Passivity, Aggression and Assertiveness

H. Communication and Relational Dynamics

- 1) Self Disclosure, Johari Window
- 2) Deception and Lying Social Penetration Model

I. Interpersonal Conflict and Conflict Resolution

- 1) Definition of conflict
- 2) Methods of conflict resolution
- 3) Styles of conflict resolution

J. Interpersonal Communication in the Workplace

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Methods of instruction include:

- A. Discussion to stimulate critical thinking and demonstrate understanding of the theories presented
- B. Lectures to further clarify and provide additional information to the main areas covered
- C. Readings from current newspapers and magazines on related interpersonal communication issues, i.e. non-verbal messages, language, relationship dimensions, conflict management
- D. Audiovisual aids including film and television clips that illustrate interpersonal communication concepts, for example, communication as related to diversity in relationships
- E. Subjective and objective quizzes, in class short answer tests, essay exams to demonstrate whether or not the students are gaining the knowledge and discernment of concepts and theories through critical thinking skills
- F. Individual student conferences

Students will be assigned and held responsible for one reading communication textbook material accompanied by the chapter questions to stimulate thinking.

Students may be required to submit essays from 250-750 words in length for further analysis of a given topic.

Outside class assignments may include interviews, trips to speaker events or the viewing of relevant films/documentaries to stimulate critical thinking of the subject matter listened to or viewed. Students will prepare an oral presentation that includes a practical life application with an accompanying analysis of its related theories as presented in lecture and textbook.

9. ASSIGNMENTS:

Representative assignments may include the following:

- A. Communication exchange: Briefly describe a recent communication exchange that was not effective. Analyze the exchange by applying the “components of communication” discussed in class. Address the following: What was the communication context? What were the sources of internal and external noise? Were there problems encoding and decoding? Define the channels and feedback?
- B. Self Concept/Disclosing: At the end of a day, reflect on the interactions with others. For each interaction that can be recalled, students will write what they disclosed, considering how differences in relationships with the various people affected their decisions about self-disclosing with regard to their self concept. Students will summarize, identifying:
 - 1) How specific are their descriptions of the disclosure?
 - 2) Are their descriptions and delineations of the affected factors clear and logical?
 - 3) Are they clearly identifying the relationships between their disclosures and how they view themselves (self concept)?
- C. Perceptual Factors in Misunderstandings: Watch 30 minutes of a television situation comedy episode or a segment of a drama/scene from a television program or film, focusing on a miscommunication that is being shown; analyze which perceptual factors best explain the miscommunication.

- 1) A clear description of the scene, a clear focus on the description of the miscommunication, and an analysis of the perception factors and causes of the miscommunication.
- 2) An identification and analysis of other factors leading to the miscommunication.
- 3) An ascertainment if there a resolution. If none, identify how the miscommunication could have been resolved.

D. Non-Verbal Behavior: First, self-monitor their own non-verbal behavior for a day or two. Then, using the topics discussed in class and lecture, choose one of their own non-verbal behaviors. Describe how, when and why they used it. Also discuss whether or not it was effective and whether or not it successfully conveyed the intended meaning. Further explain why the student believed it is or isn't effective and give an example.

E. Language: Keep a diary/journal for half a day. Students will be advised to Go over their notes and identify the functions of their conversations and analyze how they typically use language.

F. Listening: Compare and contrast listening behaviors by providing the following descriptions:

- 1) Describe a time when they used a non-listening behavior.
- 2) Describe a time when they intentionally employed active listening.

G. Defensive/Supportive Behaviors: Describe one Defensive Behavior Characteristic of Trust and one Supportive Behavior Characteristic of Trust and illustrate by giving an example of EACH characteristic from their own life experiences.

H. Conflict Styles and Management: After watching the movie shown in class, *GUESS WHO'S COMING TO DINNER*, choose and answer one of the following questions.

- 1) From the film, give examples of the following: Pseudo-conflict, fact conflict, value conflict, policy conflict and ego conflict.
- 2) Each character in this film has different styles for managing conflict. Describe each character's style or styles for managing conflict.
- 3) Describe the evidence for a)passive, b)aggressive and
- 4) Assertive persuasive behavior in this film.

I. Gender Issues in Interpersonal Communication: Observe a couple the student knows or is acquainted with for about 30 minutes. Watch, listen for, and then describe carefully all the non-verbal and verbal ways each member of the couple controls and influences each other; in particular, listen to the use of language.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade option

Exams are: true/false, multiple choice, matching, short answer and essay; take home and in class.

Essays and oral presentations are assessed on the quality of analysis, application of principles, extent of comprehension, and integration of these three into the communication process

Instructional Objectives	Evaluation of Student Performance
1. Distinguish and employ the principles of a communication model as it	1. Illustrate through a written or drawn model, their knowledge of the interpersonal

<p>applies to understanding or misunderstanding a message</p> <ol style="list-style-type: none"> 2. Explain theories of interpersonal communication 3. Identify self concept development as it pertains to its role in communication 4. Define the structure of perception in interpersonal communication 5. Recognize, evaluate and analyze non-verbal messages 6. Distinguish various functions of language 7. Evaluate and describe the components of active listening 8. Analyze the causes and effects of defensive and supportive behaviors in interpersonal communication 9. Develop problem-solving techniques for conflict management in interpersonal communication 	<p>communication model, including all its components</p> <ol style="list-style-type: none"> 2. Identify via an oral presentation, quiz, test, or written assignment which theoretical tools work for developing and improving interpersonal communication skills 3. Describe in oral presentations, tests, quizzes or writing assignments the process of self concept development 4. In oral presentation, class discussions, quizzes, tests or written assignments, identify problems related to perceptual differences 5. In oral presentations, class discussions, quizzes, tests, or written assignments identify examples of nonverbal messages 6. In an assigned language problem consisting of a statement, identify the problem and rewrite the statement 7. Explain in oral or written form why active listening is essential 8. Describe in oral or written form defensive and supportive behaviors based on their own experiences 9. Identify solutions to resolve problems in conflicts
---	---

11. RECOMMENDED or REQUIRED TEXT(S):

Class texts may be selected from among the following:

Adler, Ronald B., Russell F. Proctor, and Lawrence B. Rosenfeld. Interplay : The Process of Interpersonal Communication. New York: Oxford UP, 2003.

Adler, Ronald B., Russell F. Proctor, and Neil Towne. Looking Out, Looking In. Belmont: Wadsworth, 2006.

Beebe, Steven A., Susan J. Beebe, and Mark V. Redmond. Interpersonal Communication : Relating to Others. Danbury: Allyn & Bacon, Incorporated, 2007.

Booth-Butterfield, Melanie. Interpersonal Essentials. Danbury: Allyn & Bacon, Incorporated, 2002.

DeVito, Joseph A. Messages : Building Interpersonal Communication Skills. Danbury: Allyn & Bacon, Incorporated, 2004.

- DeVito, Joseph A. The Interpersonal Communication Book. Danbury: Allyn & Bacon, Incorporated, 2005.
- Duck, Steve, and David T. McMahan. The Basics of Communication : A Relational Perspective. Minneapolis: SAGE Publications, Incorporated, 2008.
- Gamble, Teri K., and Michael W. Gamble. Contacts : Interpersonal Communication in Theory, Practice, and Context. Danbury: Allyn & Bacon, Incorporated, 2004.
- Knapp, Mark L., and Anita L. Vangelisti. Interpersonal Communication and Human Relationships. Danbury: Allyn & Bacon, Incorporated, 2008.
- McLean, Scott. The Basics of Interpersonal Communication. Danbury: Allyn & Bacon, Incorporated, 2004.
- Verderber, Kathleen S., Rudolph F. Verderber, and Cynthia Berryman-Fink. Inter-Act: Interpersonal Communication Concepts, Skills, and Contexts, Eleventh Edition and Now Playing: Learning Communication through Film. New York: Oxford UP, Incorporated, 2006.
- Wood, Julia T. Interpersonal Communication : Everyday Encounters. Belmont: Wadsworth, 2006.