

# **Communication 218**

## **Interpersonal Communication**

### **Course Syllabus**

#### **Winter 2015**

January 5<sup>th</sup> to March 20<sup>th</sup>  
TR 11:30-12:50pm  
Room: South Santiam Hall 209  
CRN: 30690

#### **Instructor Information**

Mark Urista, M.A.  
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541-917-4522

Office: South Santiam Hall 201  
Office Hours: TR 1-2:30pm  
Also available by appointment

#### **Course Description**

This course introduces students to various aspects of the communication process in one-to-one relationships. Emphasis is placed on enhancing personal and professional relationships by expanding knowledge, increasing understanding and developing practical skills necessary for competent communication.

#### **State of Oregon's Outcomes Statement**

As a result of taking General Education Speech Communication courses, a student should be able to:

- Engage in ethical communication processes that accomplish goals
- Respond to the needs of diverse audiences and contexts
- Build and manage relationships

#### **Student Learning Objectives For This Course**

Students who pass this class will demonstrate the ability to:

- Use theory to explain their behaviors in interpersonal relationships
- Monitor, analyze and adjust their communication behaviors
- Effectively interact with others in personal and professional settings
- Manage conflict more effectively
- Empathize with people who have different thoughts, beliefs and lifestyles

#### **Course Text**

Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2013). *Interplay: The Process of Interpersonal Communication* (12<sup>th</sup> ed.). New York: Oxford University Press.

## Assignments & Examinations

Assignments	Points
Mini-Bag Presentation	5 points
Application Paper	20 points
Group Presentation	15 points
Journal	20 points

  

Exams	Points
Midterm	20 points
Final	20 points

### General Information Pertaining to Assignments and Exams

**Mini-Bag Presentation:** This assignment is designed to help you examine and explore the many dimensions of yourself. It will also be your first opportunity to openly share who you are with your classmates. In this assignment, you will create a bag that has multiple objects that are representative of how you view yourself. Objects should illustrate experiences and values that have shaped your development as a human being. This may include obstacles you have overcome, accomplishments you are proud of, work you have performed or anything that demonstrates what you value. *Overall, your mini-bag should reveal something about you and help us get to know you better.* Please keep your bag in the realm of decency. Your bag and objects should be legal, safe and suitable for public viewing.

**Application Paper:** The purpose of this assignment is to demonstrate the development of your communication competency. In this paper, you will apply concepts covered in class to a film. I will provide you with a list of films to choose from. Your paper must be submitted on the assigned due date to receive credit. Points will be deducted if your paper is poorly written. If you would like assistance with your paper, I am happy to help you with your first draft. Also consider making use of the excellent writing tutors at our college's Learning Center. Your paper must be three pages, typed, double-spaced and written in 12-point, Times New Roman font with one-inch margins on all sides. Your name, our CRN, my name and the assignment name should be single-spaced and centered on a cover page.

**Group Presentation:** This assignment is designed to enhance your ability to work well with others. You and your group mates will create a presentation on one of the habits from Stephen Covey's *The 7 Habits of Highly Effective People*. When working together as a group, make sure every member is included. If any member of your group is being "difficult," try to work it out yourselves. Conflict is normal and often inevitable. Mediating your differences is a major component of this assignment.

\*On rare occasions, you may have a group member who is uncooperative and/or does not participate in the preparation of your group's presentation. If this happens, it is essential that you report this person's lack of participation on your summation of participation form. Barring review of each group members report, I will decide if he/she receives credit for the assignment. Generally, you will be graded as a group. Individual grades are assigned based on situations as described above.

**Journal:** You will be given topics on interpersonal communication to write on throughout the quarter. Topics will be based on concepts and theories that we discuss in class. The purpose of this assignment is for you to develop your ability to apply what you learn in class to your life outside of our classroom. Each journal entry must be one page, typed, double-spaced and written in 12-point, Times New Roman font with one-inch margins on all sides. Please label the number of your journal entry on the top left hand corner of the page. Points will be deducted for poorly written entries. Please keep all of your journal entries in a single folder. You will turn in your folder on the day of our final.

**Exams:** Each exam will include multiple-choice and true or false questions. You will need an 882 scantron for both exams. Questions will be based on material from assigned readings, class discussions and lectures. You can use any handwritten notes you make for the midterm, but not the final.

## **Classroom Policies**

Success is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice. *Every student has the potential to succeed in this class.*

\*Please note that college-level reading and writing skills (RD 115 & WR 121) are strongly recommended for success in this course.

**Attendance & Participation:** Your attendance impacts the quality of each student's learning experience. Thus, students are allowed to miss only two days of class. Thereafter, your final grade will be lowered by five points for each day you miss class without a valid, documented excuse. If you are going to drop the course, you need to do it yourself. If you stop showing up without dropping, you will receive an F for the course.

**Tardiness:** Two tardies equal one absence. If you are tardy by over 15 minutes, you will be marked as absent. If you leave class early, you will be marked as absent for the day. If you arrive late, let me know after class so I can sign you in on the roll sheet.

**Cell Phones:** Turn them off before entering the classroom. Text messaging is annoying and disrespectful. Don't do it.

**Tolerance:** In this class there may be times when you disagree with opinions being expressed. It is important that you respond to these opinions in an appropriate, respectful and professional manner. Healthy disagreement and discussion are a central component of this class and is encouraged, but must be done so on a professional and constructive basis.

**Special Needs:** Individuals requiring accommodation due to a documented disability and/or personal hardship should meet with me during the first week of class. I will do my best to assist you, provided that it does not compromise the academic integrity of LBCC. Students with disabilities should contact the Center for Accessibility Resources at 541-917-4789.

## **Honor Code**

LBCC is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. Accordingly, if you exchange information with another student during an exam, use unauthorized sources during a exam, and/or submit someone else's work or ideas as your own in any of your assignments, you will receive an F for the assignment and may be subject to further discipline.

## **Nondiscrimination Policy**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

## **Tentative Course Schedule**

<b>Date</b>	<b>Activity/Lecture</b>	<b>Readings</b>
Jan. 6 <sup>th</sup>	Introduction to Course	
Jan. 8 <sup>th</sup>	Interpersonal Process Culture and Social Networking	Ch. 1 (all) Ch. 2 (all)
Jan. 13 <sup>th</sup>	Communication and the Self	Ch. 3 (64-85)

Jan. 15 <sup>th</sup>	Communication and the Self cont...	
Jan. 20 <sup>th</sup>	<b>Mini-Bag Presentation</b>	
Jan. 22 <sup>nd</sup>	<b>Mini-Bag Presentation Application Paper Due</b>	
Jan. 27 <sup>th</sup>	Perceiving Others	Ch. 4 (all)
Jan. 29 <sup>th</sup>	Perception cont... Midterm Prep	
Feb. 3 <sup>rd</sup>	<b>Midterm</b>	
Feb. 5 <sup>th</sup>	Midterm Review	
Feb. 10 <sup>th</sup>	True Colors Discuss and Assign Group Presentations	
Feb. 12 <sup>th</sup>	Language	Ch. 5 (140-165)
Feb. 17 <sup>th</sup>	Nonverbal Communication Outlining	Ch. 6 (174-189) "Secrets of Body Language"
Feb. 19 <sup>th</sup>	Listening	Ch. 7 (all)
Feb. 24 <sup>th</sup>	Emotions PowerPoint Presentation Training	Ch. 8 (all)
Feb. 26 <sup>th</sup>	Self-Disclosure	Ch. 3 (85-96)
Mar. 3 <sup>rd</sup>	Managing Interpersonal Conflicts	Ch. 11 (348-367)
Mar. 5 <sup>th</sup>	Work with Group	
Mar. 10 <sup>th</sup>	<b>Habit's 1-3 Present</b>	
Mar. 12 <sup>th</sup>	<b>Habit's 4-6 Present</b>	

\*Please note that assignments, policies and schedule are subject to change upon Instructor's discretion.