

COMM 103-INTERPERSONAL COMMUNICATION-5170

MT. SAN JACINTO COLLEGE

Instructor:	Ron Newman
Class time:	Monday/Wednesday, 3:00 PM-4:20 PM
Class Location:	Temecula Education Center, Room 200
Office Hours:	By appointment
E-mail	rnewman@msjc.edu (Checked Monday and Friday morning) <i>or</i> ron_newman@verizon.net (Checked daily)
Website	www.newmaneducation.com
Texts:	<i>Interplay: The Process of Interpersonal Communication</i> (ISBN 09780195379594). Adler, Rosenfeld & Proctor II, 11 th edition (text is available at the Mt. San Jacinto Bookstore)

Why interpersonal Communication?

It does not matter who we are or what we do, everyday we need to interact with other people. Whether these interactions are positive, negative, or somewhere in between, their outcomes affect every aspect of our lives. Effective interpersonal communication is essential for students to build and maintain productive personal, social, intellectual, and work relationships. It is especially relevant to students who are pursuing careers in service professions.

Course Objectives

Upon the completion of the course the student will be able to do the following:

1. Illustrate the transactional nature of interpersonal communication as it applies to realistic interpersonal relationships and settings and evaluate naturally occurring conversations with respect to cooperative rules.
2. Evaluate communication choices in naturally occurring settings with respect to levels of good faith, empathy, mutual goal satisfaction, and social propriety.
3. Identify and analyze mutual influences between such aspects as self-concept, social norms, gender, and culture in relation to interpersonal communication in various settings.
4. Analyze and disclose components of experience (observations, thoughts, feelings, motives, behavior) clearly and appropriately, and assess risks and benefits of self-disclosure in work, social, and intimate settings.
5. Demonstrate active involvement and empathy as a listener through such techniques as open-ended questions, paraphrase, and reflecting feelings.
6. Examine naturally occurring nonverbal communication and construct meanings based on theory and life experience.
7. Choose concrete and descriptive language for conveying information, praise, and constructive criticism.
8. Describe and analyze relationship stages and patterns that develop in relationships and formulate communication strategies for discussing and influencing them in work, social, and intimate settings.
9. Formulate and analyze issues and conflicts, including those characterized by differences in perception and/or goals, and develop communication strategies for constructive management of these issues and conflicts.

Attendance and Participation

The subject of this course is public speaking. The nature of public speaking does not just require that you speak in front of the class, but it also allows you to refine your skills as an audience member and active listener. In order to help facilitate the learning objectives of the course and to develop public speaking confidence and effectiveness within the class, students need to be in class and *actively participate*. (That's aside from the fact that college policy requires that you attend class). Any absences will adversely affect your participation and class exercises grade in the course. Please do not be late to class. Excessive tardiness will also affect your participation grade. Furthermore, keep in mind the college classroom is not an appropriate environment for children. Finally, PLEASE NOTE: You the student are responsible for dropping the course should you decide not to continue in it. I WILL NOT DROP ANY STUDENT FROM THE COURSE ONCE THEY HAVE ATTENDED ONE COURSE MEETING.

Prerequisites

There is no official prerequisite for this course. However, as this is a transferable college-level course, I expect that you demonstrate college caliber speaking and writing skills. YOU MUST BE ABLE TO EXPRESS YOURSELF BOTH IN WRITING AS WELL AS ORALLY AT A COLLEGIATE LEVEL.

Grading and Requirements

Assignments in the course are divided into five areas and are worth a total of 1000 points. Each of the three units of the course will include an individual presentation, written assignments and a unit test. There will also be a final group presentation. The remainder of your grade will be based on your participation, and completion of class exercises. Those earning 900 points or more will be awarded an A, 800 to 899 points a B, 700 to 799 points a C, 600 to 699 points a D and less than 600 an F. I reserve the right to raise a student's final grade if it is within one percentage point of the next letter grade, provided all work is completed.

Individual Presentations 90 points-You will be asked to complete five individual presentations (worth 10 or 20 points each) which focus on issues affecting individuals and interpersonal relationships. These presentations include both a written and oral component. A more complete description of each individual presentation will be provided.

Tests 450 points-Three (150 points each) exams will be given over the major areas addressed in the course. They will include multiple choice questions answered on a grading sheet I provide. These exams are not cumulative.

Written Assignments 160 points-You will be asked to complete a written assignment for each of the chapters from the text (5 points each), and one culminating written assignment (100 points). A more complete description of each written assignment will be provided.

Video Reviews 100 points-You will be asked to complete review questions for several videos we will watch this semester. A more complete description of each written assignment will be provided.

Group Project 100 points-About midway through the semester, you will be assigned to a group with whom you will work for the rest of the semester. Group assignments will be made, in part, based on your availability and schedule, but group work demands flexibility. While I will set time aside during class to allow you to work within your assigned group, there will likely be times when you will be required to meet outside of class. At the end of the semester, you will complete your group project that identifies and illustrates issues affecting interpersonal communication. A more complete description of the group project will be provided. Grades for group projects will be assigned collectively.

Participation and Class Exercises 100 points-Your participation and class exercises grade includes completion of in and out of class exercises, attendance, contributions to discussions, audience behavior and success in building interpersonal competence. Everyone starts with 100 points but may lose some of these points as the semester goes on. Students who are absent one-quarter of the class meetings or more will automatically forfeit a percentage of their listening and participation grade equal to the percentage of classes absent. Save your completed exercises as you will turn them in at the end of class.

Late Work

Be prepared with all assignments on the day they are due. As a rule, I do not accept late written work nor give make up tests and it is essentially impossible to make up your participation in a presentation if you miss it. Of course, extreme circumstances will be considered, but only on a case by case basis. Assume my answer will be no. To receive a postponement, you **MUST** speak with me **BEFORE** returning to class so that we can negotiate an arrangement. **UNPREPAREDNESS IS NOT AN EXCUSE!** All late work will automatically be lowered 10 percent no matter what the reason. In addition, the bigger the time difference between the original due date and the late turn I date the more I will lower the grade. **IN ORDER TO SUCCESSFULLY COMPLETE THE COURSE, IT IS REQUIRED THAT ALL ASSIGNMENTS AND EXAMS BE SUBMITTED!**

Successful Student Behaviors

My role as an instructor is to lead or guide you toward becoming a more effective communicator. My goal is to share my knowledge of communication and behavior with you—knowledge I have acquired through my own education as well as life experience. I take this role very seriously and will do everything in my power to achieve this goal. I expect the same of you.

The college classroom is an environment of cooperative learning, an environment which can only exist when founded on the values of responsibility and respect. Students attending a course at any college or university enter into a contract whereby they acknowledge they have something to learn and the instructor has the knowledge and skills to guide them toward that learning. I, as an instructor, have the responsibility to be prepared and conduct the class in a way that will contribute to your growth as a business professional. As students, you have the responsibility to attend class, motivate yourself to succeed, be prepared to participate, complete required assignments, be accountable, accept the consequences of your behaviors and resolve conflict in an appropriate manner. Moreover, all of this must be accomplished with respect—respect for yourself, for your peers as well as the instructor.

Becoming an effective communicator will require a good attitude, determination, and practice. It will also require effort. However, effort alone does not ensure an above average grade in this course. The most important way to succeed as a group is to make the classroom a comfortable learning environment. Join

Successful Student Behaviors (Continued)

me in creating a class that is both fun and challenging. Constructive comments should be based on observable behaviors and should be shared in a non-threatening manner. Everyone including myself is expected to give their full effort, creativity and intellectual initiative.

The class format will be primarily a combination of lecture, discussion, and exercises. These in class activities provide the basis of information for assignments as well as tests. As such, I cannot overemphasize the importance of attending class regularly and taking excellent notes. Don't just transcribe what I write on the board or show on the PowerPoint—write down what it means as well as what it means to you. These concepts are much easier to grasp if you apply them to your own life. Following are some specific behaviors that will help you succeed in this, as well as any other course.

- Keep your syllabus and consistently refer to it. Be aware of course policies, procedures and due dates.
- Follow directions. I provide extensive written and oral instructions for all major assignments. Your opportunities for success are greatly improved when you follow directions carefully.
- View the course as a real opportunity to communicate and be motivated by this opportunity, not merely by grades. Demonstrate concern for your performance throughout the course, not just during the last few weeks of the semester.
- Resist classroom distractions. All cellular phones and pagers **MUST** be off during class.
- Arrive on time for class and be prepared with required assignments.
- Practice effective communication in the classroom. Establish eye contact with me and use facial expressions and questions to demonstrate that you are participating in the class. **IT IS HIGHLY UNLIKELY THAT STUDENTS WHO DO NOT PARTICIPATE IN CLASS DISCUSSIONS WILL RECEIVE AN ABOVE AVERAGE GRADE IN THE COURSE.**
- Develop a rapport with me and other students outside the classroom. Take advantage of e-mail. Students who actively communicate with their instructors generally do better in class.
- Don't sell me or yourself short. Should you need my assistance, ask. Give yourself the opportunity to succeed.

Technology in Communication

Technology is an integral part of communication studies. To successfully complete the assignments in this course will require you have a perfunctory skill using the Internet, regular e-mail access, as well as familiarity with MS Word and PowerPoint. Access to computers with these programs is available throughout the college campus.

It is in your best interest to have an e-mail address. There are many services (including Yahoo! or Hotmail) that offer free e-mail which can be accessed from any computer with an internet connection. E-mail gives you the best opportunity to contact me quickly and easily and is the most efficient way I can review drafts of your work.

Any documents sent to me via e-mail should be sent as attachments and must be sent as a Microsoft Word document (.doc). I will not evaluate work as Microsoft Works or WordPerfect files (.wps or .wpd)—**NO EXCEPTIONS**. If you have questions about MS Word or PowerPoint, subscribing to an e-mail account,

Technology in Communication (Continued)

sending e-mail attachments, or how to save WordPerfect and Works documents as Word, please let me know. I will be happy to work with you individually and may have written instructions available to help you with each of these tasks.

How to e-mail the instructor

The best way to get a hold of me is through e-mail and the best way to make sure your e-mail does not get lost or filtered out is to include the following information in the subject line of your e-mail:

Your school affiliation
The class you are enrolled in,
The day/time the class meets,
Your first and last name,
and what it is you would like.

Your subject line should look something like this:

MSJC-Public Speaking-M/W 5:00-6:20-Ron Newman-Need an add Code

Academic Honesty

Standards of academic honesty at the college are outlined in the schedule of classes and college catalog. Plagiarism or cheating will not be tolerated. Any student who uses the published or unpublished writings, ideas or words of another person without crediting the original author will receive a zero on the assignment and risks failing the course. Further action may also be taken with the college.

Disabled Student Programs & Services

If you have a documented disability requiring accommodation in this class, please contact me or the Office of Disabled Students Programs and Services. We will be happy to work with you in determining appropriate accommodations to meet the educational limitations resulting from your disability. The locations and phone numbers are as follows:

DSP&S San Jacinto Campus
1499 N. State Street, Room 1112
San Jacinto, CA 92583-2399
(951) 487-3305
(951) 487-0183 FAX
(951) 654 2098 TDD
Email: dspssjc@msjc.edu

DSP&S Menifee Valley Campus
28237 La Piedra Road, Room 1019B
Menifee, CA 92584-8947
(951) 639-5305
(951) 672-2548 FAX
(951) 672-9357 TDD
Email: dspsmvc@msjc.edu

Grade Sheet

Introductions		/ 10
Individual Presentation Chapters 1-4		/ 20
Individual Presentation Chapters 5-8	+	/ 20
Individual Presentation Chapters 9-12	+	/ 20
Individual Presentation Final Paper		/ 20
Individual Presentations (9%)	=	/ 90
Group Presentation		/ 100
Group Presentation (10%)	=	/100
Video Review The Human Face Parts I and II		/ 20
Video Review The Human Face Parts III and IV		/ 20
Video Review Gung Ho!		/ 20
Video Review Finding Forrester		/ 20
Video Review The Breakfast Club (Extra Credit Available)	+	/ 20+20
Video Reviews (10%)	=	/100
Test – Unit 1		/ 150
Test – Unit 2	+	/ 150
Test – Unit 3	+	/ 150
Tests (45%)	=	/450
Written Assignment Chapter 1	+	/5
Written Assignment Chapter 2		/5
Written Assignment Chapter 3	+	/5
Written Assignment Chapter 4	+	/5
Written Assignment Chapter 5	+	/5
Written Assignment Chapter 6	+	/5
Written Assignment Chapter 7	+	/5
Written Assignment Chapter 8	+	/5
Written Assignment Chapter 9	+	/5
Written Assignment Chapter 10	+	/5
Written Assignment Chapter 11	+	/5
Written Assignment Chapter 12	+	/5
Final Written Assignment	+	/100
Written Assignments (16%)	=	/160
Participation/Exercises (10%)	=	/100
Total	A=900, B=800, C=700, D=600	= /1000

Tentative Class Schedule

Week	Date	Day	<i>WHAT TO DO BEFORE YOU COME TO CLASS</i>	<i>WHAT WE'LL DO DURING CLASS</i>	<i>WHAT TO DO BEFORE YOU LEAVE CLASS</i>
1	1/25	Mon	Register for course	Syllabus review Course, Instructor, and Student Expectations	Complete Contact Card
1	1/27	Wed	Gather Information	Introductions	Turn in introduction outline (10 points)
2	2/1	Mon	Read chapter: 1	Ch 1-Interpersonal Process	Chapter 1 Written Assignment (5)
2	2/3	Wed	Read chapter: 2	Ch 2-Culture and Communication	Chapter 2 Written Assignment (5)
3	2/8	Mon	Read chapter: 3	Ch 3-Communication and the Self	Chapter 3 Written Assignment (5)
3	2/10	Wed	Read chapter: 4	Ch 4-Perceiving Others	Chapter 4 Written Assignment (5)
4	2/15	Mon	Stay Home	Relax	Take a Nap
4	2/17	Wed	Complete Individual Presentation for chapters 1-4	Individual Presentation Chapters 1-4	Individual Presentation 1 (20)
5	2/22	Mon	Review Video Worksheet Part 1	Gung Ho!	Video Review Worksheet Part 1 (10)
5	2/24	Wed	Review Video Worksheet Part 2	Gung Ho!	Video Review Worksheet Part 2 (10)
6	3/1	Mon	Study for test	Test Chapters 1-4	Test Chapters 1-4 (150)
6	3/3	Wed	Review Video Worksheet Part 1	The Human Face Part I	Video Review Worksheet Part 1 (10)

Week	Date	Day	<i>WHAT TO DO BEFORE YOU COME TO CLASS</i>	<i>WHAT WE'LL DO DURING CLASS</i>	<i>WHAT TO DO BEFORE YOU LEAVE CLASS</i>
7	3/8	Mon	Read chapter: 5	Ch 5-Language	Chapter 5 Written Assignment (5)
7	3/10	Wed	Read chapter: 6	Ch 6-Nonverbal Communication	Chapter 6 Written Assignment (5)
8	3/15	Mon	Read chapter: 7	Ch 7-Listening	Chapter 7 Written Assignment (5)
8	3/17	Wed	Read chapter: 8	Ch 8-Emotions	Chapter 8 Written Assignment (5)
9	3/22	Mon	Complete Individual Presentation for chapters 5-8	Individual Presentation Chapters 5-8	Individual Presentation 2 (20)
9	3/24	Wed	Review Video Worksheet Part 2	The Human Face Part II	Video Review Worksheet Part 2 (10)
10	3/29	Mon	Spring Break	Spring Break	Spring Break
10	3/31	Wed	Spring Break	Spring Break	Spring Break
11	4/5	Mon	Study for test	Test Chapters 5-8	Test Chapters 5-8 (150)
11	4/7	Wed	Review Video Worksheet Part 1	Finding Forrester	Video Review Worksheet Part 1 (10)
12	4/12	Mon	Review Video Worksheet Part 2	Finding Forrester	Video Review Worksheet Part 2 (10)
12	4/14	Wed	Read chapters: 9	Ch 9-Dynamics of Interpersonal Relationships	Chapter 9 Written Assignment (5)

Week	Date	Day	<i>WHAT TO DO BEFORE YOU COME TO CLASS</i>	<i>WHAT WE'LL DO DURING CLASS</i>	<i>WHAT TO DO BEFORE YOU LEAVE CLASS</i>
13	4/19	Mon	Read chapter: 10	Ch 10-Communication Climate	Chapter 10 Written Assignment (5)
13	4/21	Wed	Review Video Worksheet Part 1	The Human Face Part III	Video Review Worksheet Part 1 (10)
14	4/26	Mon	Read chapter: 11	Ch 11-Managing Conflict	Chapter 11 Written Assignment (5)
14	4/28	Wed	Read chapter: 12	Ch 12-Communication in Families and at Work	Chapter 12 Written Assignment (5)
15	5/3	Mon	Review Video Worksheet Part 2	The Human Face Part IV	Video Review Worksheet Part 2 (10)
15	5/5	Wed	Study for test	Test Chapters 9-12	Test Chapters 9-12 (150)
16	5/10	Mon	Complete Individual Presentation	Individual Presentation Chapters 9-12	Individual Presentation 9-12 (20)
16	5/12	Wed	Review Video Worksheet Part 1	The Breakfast Club	Video Review Worksheet Part 1 (10)
17	5/17	Mon	Review Video Worksheet Part 2	The Breakfast Club	Video Review Worksheet Part 2 (10)
17	5/19	Wed	Complete Written Assignment	Individual Presentation	Individual Presentation (20)
			Complete outline for presentation	Final Written Assignment	Turn In Final Written Assignment (100)
18	5/24	Mon	Complete Group Presentations	Group Presentations	Group Presentations (100)
			Turn in Exercises		Exercises (50)
19	5/26	Wed	Complete Group Presentations	Group Presentations	Group Presentations (100) Participation awarded (50)