

COM 34001
FALL, 1999
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SYLLABUS

COURSE DESCRIPTION

This course is intended to help you become more aware of the process of human communication, especially communication in your interpersonal relationships. My goal for each of you is to enhance your ability to note communication pattern, and to make active choices based on your observations. I would like to encourage each of you to learn ways of enriching communication as well as to discover some of the things that make up communication. Through readings, lectures, discussions, and exercises, you will be provided with the opportunity to learn more about communication along with learning specific application skills-

TEXT

BRIDGES NOT WALLS--A Book about Interpersonal Communication, edited by John Steward. McGraw Hill, Inc. 1999.

OBJECTIVE FOR THE COURSE:

1. That you will have a clear understanding of some of the major theories and concepts of interpersonal communication.
2. That you will have an idea of your own communication style.
3. That you will realize that the language you use controls your perceptions.
4. That you will learn more about your self concept and see how that knowledge affects your communication with others.
5. That you will meaningfully interpret non-verbal cues used in society.
6. That you will learn to use assertive skills in various situations.
7. That you will develop listening skills to effective communication.
8. That you will develop alternative methods in handling conflicts.
9. That you will learn to reduce self-apprehension when interacting with others.
10. And most especially that you will have a great time learning these things.

EXPECTATIONS

To receive full credit, all assigned material must be completed on time. I want you to read the appropriate sections of the text before we discuss the subject matter. I also expect written assignments to be organized, polished, and accurately proofread. One fifth of your grade is based on attendance and participation. So I encourage you to come and to participate fully in class. This is a "performance oriented" class and participation is essential. Three absences without a valid reason is cause for one grade reduction on the final grade. Tardiness is rude and disruptive and will not be tolerated.

THE SYLLABUS IS SUBJECT TO CHANGE BASED ON GROUP NEEDS AND DYNAMICS.

TENTATIVE COURSE SCHEDULE

READING

1st Week (Aug.31/2)	Overview/Introductions Intro to Interpersonal Communication	Chapters 1,2
2nd Week (Sept.7/9)	Interpersonal Communication cont'd	
3rd Week (Sept. 14/16)	Verbal and Nonverbal Communication	Chapter 3
4th Week (Sept.21/24)	<u>Exam 1</u> Self-Awareness	Chapter 4
5th Week (Sept.28/30)	Self-Awareness	
6th Week (Oct. 5/7)	Awareness of Others	Chapter 5
7th Week (Oct. 12/14)	Listening	Chapter 6
8th Week (Oct. 19/21)	Expressing Yourself Positive and Negative Communication	Chapter 7,8
9th Week (Oct.26/28)	Exam 11 Negotiation Relationships	Chapter 9
10th Week (Nov. 2/4)	Friendship, Families Intimate Partners	Chapter 10,11,12
11 th Week (Nov.9/11)	Managing Conflict	Chapter 13
12th Week (Nov. 16/18)	Bridging Cultures	Chapter 14
14th Week (Nov.23/25)	Group 1 Presentation THANKSGIVING DAY	
13th Week (Nov.30/2)	Groups 2,3 Presentation	
15th Week (Dec. 7/9)	Wrap Up	

For about 10 minutes at the start of nearly each class, you will be invited to briefly share a personal experience you have had using a communication skill that reflects the concepts being studied. These sharings are to be brief, usually 1-2 minutes (not more than 3)

1. With whom you **communicated**.
2. Exactly **how** you applied the skill.
3. The result.
4. What could you have done **differently**?

Writing a **personal** Journal Is a great way to grow **personally, intellectually** and spiritually. It gives you the opportunity to take a look at your day, **write** out your **thoughts** and **feelings about the various situations that** you **encountered**. It will provide you with the opportunity to reflect on **your experiences** and to **really** discover things about **yourself that** you didn't **realize before**. Take the concepts that have been discussed in class and apply **them** to your **interpersonal relationships**.

Your journal will be seen only by you and the instructor (me) unless YOU choose to share it. Take this opportunity to write specifically and honestly SO that you **can grow as a person and as a communicator.**

Due Dates: Sept. 23
Oct. 21
Nov. 18
Dec. 9

HOLD THIS RECORD AND SUBMIT AT THE END OF THE SEMESTER

Record of Sharing In the Large Group

<u>DATE</u>	<u>TOPIC SHARED</u>	<u>POINTS</u>
2		5
3		5
4		5
<u>TOTAL POINTS</u>		

11. **ACTIVE PARTICIPATION**

You are asked to assess your participation in the **course** on a range from 1 to 40. I will then agree with your assessment or revise the **points** upward or downward based on my classroom observations of your participation.

- A. Activity in the whole-class discussions. Voluntarily asking questions, making comments, sharing **experiences**. Sometimes, of course, you may not be called on if time is **limited**, but in these cases you may consider your active attempt to **contribute** as participation-be honest with yourself. **yourself 1-40**

Volunteered never - 0
 rarely - 1-15
 occasionally - 16-30
 frequently - 31-40

Points_ for **this activity**

- B. Activity in the **small groups** and training dyads. Here you are to **score yourself** based on your participation level. If you **really** initiated comments, risked suggestions, opinions, and **reactions**, you can give yourself a moderate or high score. (1-40)

Points for this activity

My honest estimate of my active participation during **the** course (1-100)
TOTAL POINTS

SIGNATURE

INSTRUCTOR'S Comments if estimate is **greater** than 1 **point** in either **direction**.

ASSIGNMENTS AND GRADING

<u>REQUIRED ACTIVITIES</u>	<u>% OF GRADE</u>
EXAMINATIONS	30%
TERM PAPER	20%
ORAL PRESENTATION	15%
CLASS PARTICIPATION/ASSIGNMENTS AND JOURNAL	25%
MAKE A DIFFERENCE PROJECT	10%

THE DESCRIPTION OF EACH ASSIGNMENT WILL BE MADE
AVAILABLE WHEN APPROPRIATE.