

SYLLABUS

COURSE DESCRIPTION

This course is intended to help you to 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** patterns, and to make active choices **based** on your observations. I would like to encourage each of you to learn ways of enriching your relationships as well as to discover some of the things that make up interpersonal 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.

OBJECTIVES 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 a better **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 **essential** 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 particl** [on. 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.

1st Week (Aug.29/31)	Overview/Introductions Intro to Interpersonal Communication	Chapters 1,2
2nd Week (Sept.5/7)	Interpersonal Communication cont'd	
3rd Week (Sept.12/14)	Verbal and Nonverbal Communication	Chapter 3
4th Week (Sept.19/21)	Exam I Self-Awareness	Chapter 4
5th Week (Sept.26/28)	Self-Awareness	
6th Week (Oct. 3/5)	Awareness of Others	Chapter 5
7th Week (Oct.10/12)	Listening	Chapter 6
8th Week (Oct.17/19)	Expressing Yourself Positive and Negative Communication	Chapter 7,8
9th Week (Oct.24/26)	E Negotiation Relationships	Chapter 9
10th Week (Oct.31/Nov.2)	Friendship, Families Intimate Partners	Chapter 10,
11th Week (Nov.7/9)	Managing Conflict	Chapter 13
12th Week (Nov.14/16)	Bridging Cultures	Chapter 14
14th Week (Nov.21/23)	Group Presentations THANKSGIVING DAY	
13th Week (Nov.28/30)	Group Presentations Cont'd	
15th Week (Dec. 5/7)	Wrap Up	

PERSONAL SHARING

For about 10 minutes at the start of nearly every 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)

The sharing should include the following:

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

PERSONAL JOURNAL

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.

Write **dail** it **into** your schedule so that you do it at the same time each day so that it **comes** a habit. (An added incentive will be that someday you can use it to write a book.)

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. **19**
 Oct. 17
 Nov. 14
 Dec. 5

HOI D THIS RECORD AND SUBMIT AT THE END OF THE SEMESTER

I. Record of Sharing In the Large Group

<u>DATE</u>	<u>TOPIC SHARED</u>	<u>POINT S</u>
1		
2		5
3		5 __
4.	_	<u>5</u>

TOTAL POINTS

II. 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. (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 comments If estimate is greater than 1 point in either direction.

FALL, 2000

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.