

COM 340
Fall, 1998
Dr. Jude Yablonsky

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SYLLABUS

COURSE DESCRIPTION

The INTERPERSONAL RELATIONS course is designed to study current theories, principles, and concepts that will help you to develop effective interpersonal skills. These will be presented with opportunities for the practice of interpersonal behaviors through training experiences and activities.

TEXT

BRIDGES NOT WALLS--A Book about Interpersonal Communication, edited by John Steward. McGraw-Hill, Inc. 1995.

OBJECTIVES By the end of the semester, the student will:

1. Have a clear understanding of some of the major theories and concepts of interpersonal communication.
2. Have a better idea of communication style.
3. Recognize verbal communication styles and select alternatives to increase effectiveness.
4. Learn more about self and see how that knowledge affects communication with others.
5. Meaningfully interpret non-verbal cues used in society.
6. Demonstrate assertiveness skills in various situations:
7. Develop active listening skills essential to effective communication.
8. Develop alternative methods in handling conflicts.
9. Reduce self-apprehension when interacting with others.
10. Have a great time in learning these things.

ATTENDANCE

Attendance is of paramount importance in this course. ~~Since~~ it is a "performance oriented" class, and student participation is essential, attendance figures strongly in your final grade. Three absences without a valid reason is cause for one grade reduction on the final grade. Tardiness is rude and disruptive and should be avoided at all costs.

An A grade represents consistent excellence in your work throughout the semester. In determining your final grade, I will consider all activities, plus your sincere effort to learn and apply the communication skills and your growth as a person.

THE SYLLABUS IS SUBJECT TO CHANGE

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TENTATIVE COURSE SCHEDULE

READING

1st Week (Sept. 1/3)	Overview/Introduction	Chapters 1,2
2nd Week (Sept. 8/10)	Intro to Interpersonal Communication	Chapters 3,9
3rd Week (Sept. 15/17)	Verbal Communicating Men's and Women's Expressive Styles	Chapter 4
4th Week (Sept. 22/24)	Nonverbal Communicating	Chapter 5
5th Week (Sept. 29/Oct. 1)	Self-Awareness	Chapter 6
6th Week (Oct. 6/8)	Awareness of Others	Chapter 7
7th Week (Oct. 13/15)	Listening	Chapter 8
8th Week (Oct. 20/22)	Self Disclosure	Chapter 10
9th Week (Oct. 27/29)	Negotiating Relationships	Chapter 11
10th Week (Nov. 3/5)	Friendship	Chapter 12
11th Week (Nov. 10/12)	Families	Chapter 13
12th Week (Nov. 17/19)	Intimate Partners	Chapter 14,15
13th Week (Nov. 24/26)	Conflict/Communicating Across Cultures HAPPY THANKSGIVING	
14th Week (Dec. 1/3)	Conflict (cont'd) Project Preparation	

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PERSONAL SHARING

For about 10 minutes at the start of nearly each class, you will be invited to briefly share a personal experience you have had in the use of an interpersonal communication skill. 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. What the result was.
4. (optional) What you would do 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 an opportunity to reflect on your experiences and to really discover yourself. Try to take the concepts that have been discussed in class and apply them to your interpersonal relationships.

Writing daily is the ideal, and if you can do it that often --go for it, otherwise, Tuesday, Thursday and Saturday will do. Putting it into your schedule so that you can do it at the same time everyday is a big help and soon you'll find yourself addicted to it. Just think, you might use this as the basis for a book someday.

Your journal will be seen only by you and the instructor (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.

NAME

(Hold this record and submit at end of semester)

I. Record of **Sharing** in **Large Group**

DATE	TOPIC SHARE	POINTS
	1.	5
	2. —	5
	3. —	5
	4.	5

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. Score 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.

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ASSIGNMENT AND GRADING

<u>Required Activities</u>	<u>% of Grade</u>
Examinations	20%
Papers	20%
Projects::	
Individual	20%
Group	15%
Class participation/assignments/journal	15%
Make a Difference Project	10%

EXAMS: Given periodically as topics are completed.

PAPERS: Two papers, approximately 5-7 pages in length, are required.
Students may be asked to share--process them in small groups.
Description of each writing assignment will be made available
when appropriate.

INDIVIDUAL PROJECT: TBA

GROUP PROJECT: Based on an expressed area of interest, individual students
will be assigned to groups. The groups will meet during the
second half of the semester to discuss and then present to the
class its particular topic area. The presentations ~~will~~ involve
the active participation of the audience. Detailed information
to be given later.

CLASS PARTICIPATION: A willingness to actively participate in class discussion
and activities is a pre-requisite for this course. Students who are not
current with assignments and readings reduce the effectiveness of
learning not only for themselves, but for others involved in the process.
Be prepared to ask questions, elicit comments, provide feedback, and
contribute your opinions to discussions.

MAKE A DIFFERENCE PROJECT: TBA