



COM105: INTERPERSONAL COMMUNICATION
March 19 – May 13, 2017

INSTRUCTOR: Dr. Patricia W. Norman
OFFICE HOURS: No restrictions on availability for consultation (ideally, 5 a.m.-9 p.m. any day).
CONTACT INFO: DO NOT contact the instructor through the email system in the classroom.

- Please call (919-634-1697), text (same number) or email: pnorman@egcc.edu.
- Feel free to call anytime between 5 a.m. and 9 p.m. I will respond immediately if I am free or as soon as I am free, which is usually within 8 hours.

COURSE DESCRIPTION

Interpersonal communication invites students to explore their present communication skills and improve their competency in communicating with other people. Through reading and participating in class exercises, students will examine the basic elements of interpersonal communication including the self-concept, perception, listening, verbal and non-verbal expression, emotional expression, personal relationships and conflict resolution.

TEXTBOOK: *Looking In, Looking Out*. Authors: Ronald B. Adler and Russell F. Proctor II.

NOTE: The Cengage course resources will NOT be used. **Do not purchase the access code.**

COURSE OUTCOMES:

By the end of this course, students should demonstrate increased knowledge and confidence in the following areas:

1. Understanding how perceptions of the self can influence communication and relationships
2. Applying knowledge of how perceptions influence behavior to communication challenges
3. Recognizing the role emotions, beliefs and values play in interpersonal relationships
4. How language can be used to bridge or widen misunderstandings
Using nonverbal communication behavior and interpretation to improve relationships
5. Applying listening skills to produce more effective communication outcomes
6. Recognizing the role of relationship dynamics in communication
7. Understanding how to use effective communication to avoid or resolve conflict

GRADING:

Exercises	Set of 12 – 10 points each	Built-in: 20 bonus points	100 pts
Forums	Set of 12 – 10 points each	Built-in: 20 bonus points	100 pts
Midterm Exam	55 questions – one point each	Built-in: 5 bonus points	50 pts
Final Exam	65 questions – one point each	Built-in: 5 bonus points	50 pts
Term Paper	7-9 pages, <u>plus</u> source list		200 pts
		TOTAL:	500 pts

Letter grade conversion: A = 450+, B = 400-449, C = 350-399, D = 300-349, F = < 300

ATTENDANCE POLICY:

Students in online courses are required to ‘attend’ class and participate just as if they were in a traditional face-to-face course. Weekly attendance is mandatory in all EGCC online courses. In this course, posting a response in a forum or submitting an assignment or test constitutes attendance. Students who do not attend class each week--that is, if you consistently do not complete assignments, tests, respond to forum or turn in other work--you will be notified that you may be dropped or withdrawn from the class for non-participation. Remember, you are expected to log into your online course weekly, but simply logging in does not constitute attendance. Progress towards satisfactory completion of weekly assignments is expected on a weekly basis. No progress could jeopardize your good standing and your financial aid.

LATE ASSIGNMENT POLICY:

Assignments have due dates posted on Blackboard. One point will be deducted for each day that graded work is late. For example, graded work due on a Wednesday will be considered late and one point will be deducted (for one day late) if it is submitted after 11:59 p.m. Wednesday. Please also notice that there are 40 bonus points in this course. These points exist to make up for the unexpected and for the different experiences, including levels of preparedness, which students bring to the course.

Course requirements are subject to change at the discretion of the instructor/college. Any changes to the syllabus will be communicated to the class by the instructor.

COM 105 Readings, Videos, Exercises and Discussions

	Read	Video	Exercises
Week 1 01/17- 01/21	Ch. 1	Done	COMMUNICATION SKILLS INVENTORY
Week 2 01/22- 01/28	Ch 2 Ch 3	Chapter 2 Communication and Identity https://www.youtube.com/watch?v=H8p2dYpeO6U Watch this very short video and then answer these questions: Why? Why does the woman need to talk to a stranger about the subject, what would be the best way for her audience to respond, and why do you think that your solution is “the best”? Chapter 3 Perception https://www.youtube.com/watch?v=a91eiu_eer4 You’re undoubtedly familiar with the basis of this video: the woman/hag optical illusion. But can you translate that conflicting concept into a real-world situation? Can you describe a situation in which you or someone you know responded inappropriately due to faulty perception? Why is awareness of perception issues important in interpersonal communication?	EGO BOOSTERS AND BUSTERS PERCEPTION
Week 3 01/29- 02/04	Ch 4 Ch 5	Chapter 4 Emotions https://www.youtube.com/watch?v=OOpOhIGiRTM What were your impressions of this child’s emotions? What might explain the different emotions the little girl expressed? Which ones did you find yourself responding to the most? The least? Chapter 5 Language https://www.youtube.com/watch?v=Df25r8pcuI8 What are some practical consequences of the Sapir Whorf hypothesis, if you think it is an accurate or useful way to explain how different cultures communicate? Can you give some examples from your own experiences on the job, with your friends or from what you have witnessed? If you don’t see any value in the Sapir Whorf theory, why not? Support your viewpoint with examples that contradict the theory.	EXPRESS THE FEELINGS BEHAVIORAL LANGUAGE
Week 4 02/05- 02/11	Ch 6	Chapter 6 Nonverbal Communication https://www.youtube.com/watch?v=VMDHD-fHz0Q Watch this video with no audio through 1:37. Then watch the rest of the video with sound. Finally, go back to the beginning and script the dialog between Monica and Joey based only on what you saw at the end of the video and the actors nonverbal communication at the beginning of the video. Explain differences between your script and at least two of your classmates’ scripts by considering the impact perception, emotion and language had on your ability to put words in the actors’ mouths.	AMBIGUITY, CONTRADICTION MIDTERM EXAM
Week 5 02/12- 02/18	Ch 7 Ch 8	Chapter 7 Listening https://www.youtube.com/watch?v=sr1uS8KZbto Use the reading materials to explain the listening faults of each participant in this conversation and how each could change to make their interaction more productive and positive. Chapter 8 Communication and Relational Dynamics https://www.youtube.com/watch?v=y6g1w02Amwg Watch this video as a warm up for a really challenging discussion. Use specific examples from your own experiences or from what you have witnessed to explain how communication can change in each of the five stages of a relationship that the video identifies.	PARAPHRASING RECOGNIZING RELATIONAL MESSAGES
Week 6 02/17- 02/25	Ch 9 Ch 10	Chapter 9 Communication in Close Relationships https://www.youtube.com/watch?v=4Rd8Tm9ETUE4 One of the objectives of this chapter in the textbook is that after reading it, you should be able to “Describe the possible strategies for repairing a given relational transgression.” Ok, then. Have at it. Watch this video, describe one or more relational transgressions it dramatizes, and use the	CULTURAL AND GENDER INFLUENCES DEFENSIVE AND SUPPORTIVE LANGUAGE

		readings to identify at least two strategies either individual or both could use to repair any "damage." Make sure you also cover what that damage is, was or could become. Chapter 10 Improving Communication Climates https://www.youtube.com/watch?v=7Q1DnbkQ_N8 Each of the judges in these American Idol clips use an analogy to criticize and even mock weak contestants. Write out the analogy and then use recommendations from the readings to rephrase the criticism so that it is accurate yet positive.	
Week 7 02/26- 03/04	Ch 11	Chapter 11 Managing Interpersonal Conflicts https://www.youtube.com/watch?v=GI3e-OUnavQ This last discussion will be—or could be—the shortest post you've presented all semester. However, it may also be the hardest. Ready? A specific type of communication was used in this video to represent a common source of many communication-based conflicts. Name it and explain what it means relative to communication and conflict?	UNDERSTANDING CONFLICT STYLES
Week 8 03/05- 03/11	None		TERM PAPER DUE FINAL EXAM

Exercise Grading Rubric

Criteria	Excellent = 4	Very Good = 3	Fair = 2	Poor = 1	Points
Completion	All elements completed	A couple of elements were skipped	Several elements were skipped	Many elements were skipped	
Understanding	Responses showed excellent use and understanding of learning resources	A few responses did not use or indicate understanding of learning resources	Several responses did not use or indicate understanding of learning resources	Many responses did not use or indicate understanding of learning resources	
Insightfulness	Student effort showed excellent insight not just understanding	Student effort showed good insight not just understanding	Student effort showed fair insight not just understanding	Student effort did not show any insight, just understanding	X2
Presentation	The presentation of the exercise was excellent	The presentation of the exercise showed little carelessness	The presentation of the exercise showed some carelessness	The exercise was carelessly presented	
TOTAL (converted to a 10-points scale)					

Discussion Grading Rubric

Contributions are...	Description of Responses (Original post and replies to at least TWO classmates' posts.)	ORIGINAL POST	REPLY #1	REPLY #2
		Points Available	Points Available	Points Available
Provocative	Response goes beyond simply answering the prompt or replying to other posts by attempting to stimulate further thought and/or discussion.	6	2	2
Substantial	Response provides most of the content required by the prompt or in replying to other posts, but does not encourage further analysis or replies.	4	1.5	1.5
Superficial	Response provides obvious information without further analysis of the subject or post; it lacks depth of knowledge and/or reasoning.	4	1	1
Incorrect	Response does not accurately address the prompt or the post; it is rambling, shallow and/or without consistency.	1	.5	.5
None	No response provided to the prompt within the associated timeframe	0	0	0
		Total (o/o 10): ____		

COM 105 – INTERPERSONAL COMMUNICATION

TERM PAPER ASSIGNMENT: RELATIONSHIP DEVELOPMENT

Overview

No matter what type of relationship we are in—whether in terms of friendship, romance, or family members, all relationships are in the process of either developing or dying. This paper requires you to analyze an interpersonal relationship using communication concepts/theories and principles from the text and lectures (as well as incorporating the social context of generation and culture).

Purpose

The purpose of this assignment is to familiarize students with all of the course objectives (see syllabus). You are to analyze interpersonal communication principles and concepts in the development, maintenance, and possibly, the deterioration of a long term significant relationship. The relationship you choose to write about can be one that you are currently engaged in, or one that has already ended. It should, however, be a fairly recent one, not a relationship you had in grade school. It can be a friendship relationship or a romantic relationship. You don't need to disclose any information you are not comfortable with disclosing.

Content

This paper involves more than just simply summarizing the development of a relationship. While you will want to offer some description of the relationship; the main emphasis should be on how it has developed in **communication** between two people. You should organize your paper into the following three parts:

1. **Introduction:** Describe the relationship. Who are the participants? What is the history of the relationship? What is the current status of the relationship? This information should be relatively brief. Next, preview the body of the paper by indicating the terms/concepts you will use to analyze the relationship.
2. **Body:** In this section of the paper you will analyze the relationship using interpersonal communication concepts, terms, topics, etc. This is by far the longest section of the paper.
 - First organize the body of the paper around the stages of friendship or romantic relationship development. These stages can provide an excellent outline for the paper. The key here is to talk about how the stages are created through the process of communication. How did communication change to move the relationship to another stage, and how did communication define a certain stage?
 - Select at least three concepts that we've discussed in class and apply them to your relationship. You may discuss these concepts and how they affected the communication in your relationship as you take us through the stages, or you may want to discuss them apart from the stages in terms of how they have played out in your relationship. **Use evidence to support your claims and use it in each stage--using direct quotes from the text, and specific examples from your relationship.** If you fail to give evidence, it will significantly lower your grade.
 - Some concepts you should consider using are: nonverbal communication, verbal communication, relational messages, conflicting perceptions, listening, self-fulfilling

prophecies, social roles, gender communication, influence of culture, self-concept, self-esteem, self-disclosure, relational dialectics, confirming/disconfirming messages, interpersonal attraction, expressing emotions, trust, rituals, commitment, investment, managing conflict.

3. **Conclusion:** This section includes a brief summary of the body of the paper. End the paper with some reflections on your relationship, and what you learned as a result of writing this paper.

Evaluation

See grading rubric.

Requirements

The paper must be typed, double spaced, 12 font, one inch margins all around. Acceptable college level of grammar, punctuation, sentence structure, paragraph structure, and spelling is to be utilized. Be sure to edit your paper carefully before turning it in. Length should be 7-9 pages, PLUS works cited.

Sample Term Paper:

<http://cheapcustomwritings.com/samples/term-paper/apa/interpersonal-communication>

**COM 105 – INTERPERSONAL COMMUNICATION
GRADING RUBRIC FOR A TERM PAPER**

CATEGORY	S	20	15	10	5
Introduction and Thesis Statement Score x2:		Exceptional introduction that grabs interest of reader and states topic. Thesis is exceptionally clear, arguable and well-developed.	Proficient introduction that is interesting and states topic. Thesis is clear and arguable statement of position.	Basic introduction that states topic but lacks interest. Thesis is somewhat clear and arguable.	Weak or no introduction of topic. Paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence Score:		Paper is exceptionally researched, extremely detailed, and accurate. Information clearly relates to the thesis.	Information relates to the main topic. Paper is well-researched in detail and from a variety of sources.	Information relates to the main topic, few details and/or examples are given. Shows a limited variety of sources.	Information has little or nothing to do with the thesis. Information has weak or no connection to the thesis.
Support of Thesis/Analysis Score x2:		Exceptionally critical, relevant and consistent connections made between evidence and thesis with excellent analysis.	Consistent connections made between evidence and thesis Good analysis.	Some connections made between evidence and thesis. Some analysis.	Limited or no connections made between evidence and thesis. Lack of analysis.

Organization/ Development of Thesis Score:	Exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	Clear and logical order that supports thesis with good transitions between and within paragraphs.	Somewhat clear and logical development with basic transitions between and within paragraphs.	Lacks development of ideas with weak or no transitions between and within paragraphs.
Conclusion Score:	Excellent summary concluding ideas that impact reader. Introduces no new information.	Good summary of topic with clear concluding ideas. Introduces no new information.	Basic summary of topic with some final concluding ideas. Introduces no new information.	Lack of summary of topic.
Style/Voice Score:	Style and voice are not only appropriate, but also show originality and creativity. Word choice is specific, purposeful, dynamic and varied. Sentences are clear, active (subject-verb-object), and to the point.	Style and voice appropriate to the given audience and purpose. Word choice is specific and purposeful, and somewhat varied throughout. Sentences are mostly clear, active (svo), and to the point.	Style and voice somewhat appropriate to given audience and purpose. Word choice is often unspecific, generic, redundant, and clichéd. Sentences are somewhat unclear; excessive use of passive voice.	Style and voice inappropriate or do not address given audience, purpose, etc. Word choice is excessively redundant, clichéd, and unspecific. Sentences are very unclear.
Grammar/Usage/ Mechanics/Length Score:	Control of grammar, usage, and mechanics. Meets length requirement. Almost entirely free of spelling, punctuation, and grammatical errors.	May contain few spelling, punctuation, and grammar errors. Length is 2-3 pages under requirement.	Contains several spelling, punctuation, and grammar errors that detract from the paper's readability. Length is 4-5 pages under requirement.	So many spelling, punctuation, and grammar errors that the paper cannot be understood. Length is more than 5 pages under requirement.
Citation Format Score:	Conforms to APA/MLA rules for formatting and citation of sources are perfect. Excellent use of sources.	Conforms to APA/MLA rules for formatting & citation of sources w/ few exceptions. Acceptable use of sources.	Frequent errors in APA/MLA format. Minimal use of sources.	Lack of APA/MLA format, numerous errors and/or no sources used.
TOTAL:	COMMENTS: SEE COMMENT AREA IN BLACKBOARD			