MATERIALS TO PURCHASE FOR THIS COURSE

3 Scantron forms (100 question forms)


COURSE DESCRIPTION:

The focus of this course is the practical application of theories of human communication, (i.e., interpersonal, small group, public speaking, organizational, and social settings). Students are provided with a variety of opportunities to learn and improve their abilities to communicate with other people in face-to-face communication situations. In addition to text book material the course will cover some areas by the use of lecture that is not covered by the text.

LEARNING OUTCOMES:

After completing this course, you should be able to:
1. Develop practical skills to enhance your interpersonal relationships within various life roles by examining and altering your interpersonal communication.
2. Recognize and describe the relationship between nonverbal communication and oral communication.
3. Develop skills to maintain associations in an interpersonal relationship.

INSTRUCTOR PHILOSOPHY:

I love teaching this class! This is a class which can be perception altering and even life changing. I look at our time together as an exciting adventure! I value the opportunity to be a part of this experience. We all learn from each other. I look forward to what you will teach me, and what you will teach each other. Some suggestions to make your learning experiences more meaningful, take time to process and think reflectively about the communication choices, skills and experiences you have had. Take time to practice areas in your communication you would like to improve. Take time to share both failures and successes as together we engage in this process we call interpersonal communication.

CLASS PREPARATION AND PARTICIPATION:

Coming to class prepared and participation in class is mandatory for successful completion of the course. Preparation means completing any assigned work and the reading in your textbook before class and being prepared to ask questions, answer questions, and participate in a discussion about the readings, videos, or small group activities of the class session. Participation means being present the entire class period, participating fully in your group, paying attention to what is going on in class,
and being involved verbally and mentally in the class discussion. It also means demonstrating the interpersonal communication skills you are learning in class. For example: listening skills, appropriate self disclosure, perception checking and change. The instructor values the participation of all class members; therefore a class roll will be taken. **Class participation** can take a variety of forms. It could be small group activities, dyadic exercises, role-plays, participative lectures, games, or writing activities. Points will be deducted for non-participation. **Class participation scores** are based on 1) the quality of each student’s contribution to the classroom discussion, 2) attendance, and 3) classroom conduct. In short you can not hide in the back of the class and not say anything. Full participation points must be earned. If a student comes to class each day, is polite, but does not make a strong effort to contribute, then that student will earn few participation points. In short you can not hide in the back of the class and not say anything. If you are struggling with shyness please see me—this will be a great class for you! **Please note just coming to class does not mean that you are participating in class!**

Class Participation (roll) will be taken each day. Please print! Your writing should be clear so that there is no chance for a mistake of identity. Students are not penalized for prior class participation rolls if they sign up late for the course. All class activity roll sheets accounted for equal +30 points (The 30 points include 5 bonus points, the maximum with excused absences 25 points.)

<table>
<thead>
<tr>
<th>Attendance Category</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>One class missed and or non participation</td>
<td>25 pts</td>
</tr>
<tr>
<td>Two classes missed and or non participation</td>
<td>20 pts</td>
</tr>
<tr>
<td>Three classes missed and or non-participation</td>
<td>15 pts</td>
</tr>
<tr>
<td>Four classes missed and or nonparticipation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Five classes missed and or nonparticipation</td>
<td>5 pts</td>
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**GRADING SYSTEM:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test #1</td>
<td>50 pts</td>
</tr>
<tr>
<td>Test #2</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>25 pts</td>
</tr>
<tr>
<td>Various class assignments</td>
<td>21 pts</td>
</tr>
</tbody>
</table>

**Total points possible:** 246 pts

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>246-221</td>
<td>A</td>
</tr>
<tr>
<td>220-197</td>
<td>B</td>
</tr>
<tr>
<td>196-172</td>
<td>C</td>
</tr>
<tr>
<td>171-148</td>
<td>D</td>
</tr>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-62</td>
<td>D</td>
</tr>
</tbody>
</table>

**Please note regardless of the amount of points achieved the top 5% of the class will earn an A for the course.**

**Test #1 Chapters 2, 3, & 6**  
**Test #2 Chapters 5, 7, & 8,**  
**Final Exam Chapters 9, 10, & Lecture material**

<table>
<thead>
<tr>
<th>Test #1 and 2 grades</th>
<th>Final Exam Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>50-45= A</td>
<td>100-90=A</td>
</tr>
<tr>
<td>39-35 =C</td>
<td>89-80=B</td>
</tr>
<tr>
<td>44-40 =B</td>
<td>79-70=C</td>
</tr>
<tr>
<td>34-32 =D</td>
<td>69-60=D</td>
</tr>
</tbody>
</table>
*NOTE: Sometimes a student will underestimate the complexity of the textbook material and not devote enough study time for the text. There will be a make-up for those wishing to raise their grades. If a student, for good reason, misses the scheduled test, s/he will be expected to contact me to make arrangements for a make-up exam.

ONLINE HELP FOR EXAMS:
The following helps are available: Chapter reviews, sample test questions, crossword puzzles, flashcards, web links, and more. I would strongly encourage you to become familiar with the website [http://www.wadsworth.com](http://www.wadsworth.com).

TIPS FOR SUCESS:
1. Attend every class. Make sure to sign in.
2. Take detailed lecture notes. Not all material will be covered in the text.
3. Participate in class, ask questions, make comments, about the discussion topic. In other words be fully present in the class.
4. Read the text before coming to class so you are prepared for class.
5. Study with others
6. You may not always agree with the opinions of others- that’s ok, listen anyways
7. Be respectful- self disclosure in class stays in class.
8. Have fun and laugh often.

LOOKING OUT/LOOKING IN CD HELP
This CD contains a lot of helpful material, let me highlight some that I found the most helpful. From this disk you can access various scenarios, these scenarios are a dramatic representation of the communication transcripts found in your text. You can watch the movie clips which illustrate concepts we discuss in class then critique and analyze the scene. Secondly you can access the above mentioned web site (from the CD) which will provide chapter helps including PowerPoint lecture notes, crossword exercises, quizzes and much more. I would encourage you to explore some of these resources particularly if you are having questions about the textbook material and or lecture material covered in class. Infotrac is the last resource available; it provides you with a large database from which you may draw on original research.

ARTS AND COMMUNICATION DEPARTMENT STATEMENTS:

Disability Statement
Students who have emergency medical information the instructor should know of, or who might need special arrangements in the event of evacuation, or students with documented disabilities who have special needs, should make an appointment with the instructor no later than the first week of the term. If additional assistance is required, the student should contact LBCC’s Office of Disability Services at 917-4789.

Plagiarism Statement
Do your own work! Using someone else’s work as your own or using information or ideas without proper citations can lead to your failing the assignment or the class. Bibliographies (called “Works Cited” in MLA or References in APA) and in-text citations are required whenever you use outside sources, including the Internet.
EXTRA CREDIT:
Extra credit can often make the difference in getting the grade you want as far as point values. There will be several options for extra credit with varying point values attached. You are welcome to select three of them to be completed and turned in or electronically submitted (MS Word Only) by last day of instruction. You may hand in the assignment (hard copy), you may turn in a floppy disk or CD or you may send an e-mail attachment. Written papers should be about you and how you think, feel, and deal with interpersonal situations in your life. Each of these paper options should be 1-2 pages in length.

1. Do you feel empowered in conflict situations? How do you verbally respond to conflict situations? How do you nonverbally respond? (Value 2 pts)
2. What are the two main areas of shyness and how do those areas impact a person’s self-concept? In what types of situations do you experience shyness? (Value 2 Pts)

For those of you who would like to explore the web you may choose from several interactive tours and explore various sites.

1. http://tolerance.org/hidden_bias/index.html This website is dedicated to exploring hidden bias. Some of you may find it very revealing. Take one of the tests, print out the first page or home page of tolerance.org then write a one page paper discussing the following: how the test revealed each of the panes discussed in the Johari window (Value 2 pts).

2. Our perceptions of the world around us is based our experiences and sensory data we use to make sense of our world. In the above website on the right hand side is an option to dig deeper. Select the button “Hidden History” Look at the image and then “dig deeper” What did you learn? Please answer the questions on the bottom of the page. Print out the first page with the image you selected and write a one-page paper about your perception of the object before “digging deeper” and your perception after. Did anything change, if so what? (Value 2 pts)

3. http://www.wadsworth.com This is the website for your author. There are multiple exercises and opportunities for you to analyze and critically think about subjects we have discussed in class. These exercises can be found under the web links, communication scenarios, and internet exercises. Pick an exercise print it out and discuss it with me. The discussion is to make sure that the exercise you’ve selected meets the criteria for a page to page ½ paper. (Value 2 pts)

4. www.pbs.org/race On this website there are multiple opportunities to explore the concept of race. Select one or more and print out the first page. Address the following question in your 1 to 2 page paper. What did you learn about Race? In what ways does the concept of race perpetuate an illusion? (Value 2 pts)

5. Create a PowerPoint presentation of test questions. Three questions per chapter (covering all of the chapters assigned in class). The first slide would contain the questions, the next slide the answer (following the example below). The disk would be due the last day of classroom instruction (Value 5 pts).

CHAPTER QUESTIONS: Example to be followed for PowerPoint Presentation
Slide1
Feedback may be all of the following EXCEPT...

A. AUDITORY
B. TACTILE
C. VISUAL
D. COGNITIVE

Slide 2

D. COGNITIVE

REFERENCE: Chapter 2, pp. 8-9

6. For Non-native speakers or those who can speak another language fluently. Translate the course syllabus into another language. (USING MS WORD ONLY) I will post the course syllabus on the web for other students to access. (Value 5 pts).

7. For those of you who have taken or are currently taking an online class and would like to get some extra credit by sharing that experience with me. I have some questions I would like you to address in a short page to two page paper (Value 5 pts)

EXTRA CREDIT STANDARDS FOR WRITTEN WORK

Extra credit assignments must be typed and double-spaced. Heading information such as name and course number should be in the upper left-hand corner of the first page. Include a title on the top line of the first page. NOTE: Correct spelling, punctuation, and usage are always important. Points will be deducted for frequent errors. A cursory attempt at completion of the assignment will not be sufficient.

Please note: All extra credit will be graded on a quality basis. If an extra credit assignment is not up to instructor standard, points may be deducted. All extra credit assignments must be completed on , or before the last day of instruction. I will not accept late extra credit assignments on the day of the final exam or after.

COURSE OUTLINE: Each person reads at a different speed. You are responsible to manage your time and complete the chapter reading before the tests. Each chapter is between 35-45 pages in length. I do not cover the textbook material chapter by chapter.

THE FIRST UNITS OF THE CLASS WILL EXPLORE INTERNAL FACTORS THAT INFLUENCE COMMUNICATION PATTERNS. NOTE THE COURSE OUTLINE IS SUBJECT TO CHANGE WHEN I THINK IT MAKES GOOD EDUCATIONAL SENSE TO DO SO.
SELF-CONCEPT-SELF ESTEEM AND PERCEPTIONS ARE THE BUILDING BLOCKS FOR THE REST OF THE COURSE. THE ABOVE IS TENTATIVELY THE MATERIAL THAT WOULD BE COVERED ON TEST 1 CHAPTER 2, 3, & 6

Connotation –Denotation
Inclusive and Exclusive Talk
Sex and Gender in communication
Allness
“You” and “I” Statements
Shyness
Sapir-Whorf Hypothesis
Implicit personality theory
Intensional orientation
Fact inference Confusion
Active listening
Listening practice
Listening
Criticism
Families
Adoption
Communicating with the disabled.
Stages in a relationship
Intimacy
Equity Theory
Symmetrical Relationship
Complementary Relationship
Social Exchange theory
Social Penetration Theory
Attraction Theory
Equity Theory
Rules Theory
Cost benefit analysis
Social Penetration
Boundaries
Proxemics
Termination
Maintenance
Deterioration
Anger
Power in relationships
Power in language

REVIEW OF THE MATERIAL FOR THE SECOND TEST WHICH WILL COVER CHAPTERS 5, 7, & 8

THIS LAST HALF OF THE COURSE WE WILL FOCUS ON RELATIONSHIP DEVELOPMENT AND CONFLICT AS IT BECOMES EVIDENT IN OUR RELATIONSHIPS.

Harassment
Sexual Harassment
Domestic Abuse
What is Conflict?
Slide program “On things men do”
What’s your conflict style?
Barriers to communication
Handling difficult situations
Dealing with anger and hostility in others
Conflict management
Dating preference worksheet
U.S. Dialects
Failure
Parenting
Families

OTHER TOPICS OF COMMUNICATION WHICH MAY BE DISCUSSED INCLUDE THE UNIQUE MODES OF COMMUNICATION THAT OCCUR AT OUR PLACES OF WORK.
Schools of leadership
Leadership styles
Interview
Rumors/Gossip
Good vs. Evil (conceptual bases of communication)
Conflict in communication
You and I messages
Do not date smart women
Abrasive personalities
Quality circles
Flow of information
Innovation
THE FINAL EXAM CAN BE CONSIDERED COMPREHENSIVE. ANY LECTURE MATERIAL COVERED IN CLASS IS FAIR GAME FOR THE FINAL AS WELL AS CHAPTERS 9, 10, & LECTURE MATERIAL.

Please Note: Each person reads at a different speed. You are responsible to manage your time and come prepared to discuss the material in class as well as, to complete the chapter readings before the tests. Each chapter is between 35-45 pages in length. I do not cover the textbook material chapter by chapter. Do not assume you can sit in the class and take notes and not read the text. Exams unless otherwise noted will cover the textbook material.

Tentative Schedule

Week 1: Ch. 2 Self Concept /Self Esteem
Introduction, icebreaker game, definition of interpersonal communication,
Self concept/ self esteem and Take Away exercise on page 46-47.

Week 2: Ch. 3 Perception
Self perception, Self disclosure, Johari window, and Stereotyping

Week 3: Ch. 3 Perception
Perceptual accentuation, Primacy /recency, Perception checking, Empathy, Attribution,
Punctuation and Pillow Talk Assignment on page 125

Week 4: Ch. 6 Nonverbal Communication
Gestures, Emblems, Paralanguage, Proxemics, Haptics, Regulators, Artifacts, Universals of Nonverbal communication and culture.

Week 5: Exam 1 Covering Chapters 2, 3, & 6 Check Syllabus for Exact Date
Complete nonverbal communication and review for test 1. Test will likely be Wed. of that week.
Friday review test and begin chapter 7.

Week 6: Ch.7 Listening & Ch.5 Language
Types of ineffective listening, Barriers to listening, Why we are poor listeners, Paraphrasing,
Seven Laws of Listening assignment and Saphir-Whorf Hypothesis.

Week 7: Ch.5 Language & Ch. 8 Relationships
Connotation/Denotation, Rules of Language, Power of language, You and I language in class,
Role play, and writing assignment handout, Social penetration theory, Social exchange theory,
Rules of attraction, and stages of relationships.
Week 8: Ch. 8 Relationships & Exam 2 chapters 5, 7, & 8
Connotation/Denotation, Rules of Language, Power of language, *You and I language in class*
*Role play and writing assignment handout*, Social penetration theory, Social exchange theory,
Rules of attraction, stages of relationships. *Cost benefit analysis worksheet and/or love language*
*Handout in class*. The 2nd exam will likely be Wed. of that week.

Week 9: Ch.9 Communication Climate
Gender communication, Confirming and disconfirming messages, Defensiveness in self and others

Week 10: Ch.10 Conflict & Review for Final Exam
Conflict defined, Types of conflict, Clear Message format, Methods of conflict resolution, and
Power used in conflict strategies.