

Interpersonal Communication 2110

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General Course Objectives

Designed for all students as a general education requirement. Teaches students communication skills in a wide range of interpersonal areas appropriate to business or personal relationships. Focus is given to skills involving initiating, developing, maintaining relationships; as well as controlling the deterioration of relationships. Special emphasis is given to listening, assertiveness, supportive climates, conflict, power management, and disclosure. Some exposure is given to the special needs of intercultural communication. Uses a wide range of teaching methods to include lectures, student activities and exercises, discussion, and small group work. Satisfies general education requirements for the AS degree and prepares students to effectively express ideas in one-to-one settings. 3 lecture hours per week. Attendance at all sessions mandatory

Students will develop listening skills, communication skills, and study skills that will qualify them to relate well to others on a one-on-one and small group basis. The course is designed to assist anyone interacting in society (the workplace, the home, at school, or structured organizations such as church, clubs, or professional gatherings).

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.”

Student work should include expository communication skills.

Exams, including written assignments, are not totally objective, including at least some major written component.

Students will prepare and submit written papers as course assignments. Such work will require proper spelling, grammar, and both sentence structure and paragraphing. It is anticipated that material for such writing will be from scholarly published writing, personal experience, and scholarly personal experiences. Students will effectively demonstrate oral communication skills in class presentations, assignments, and collaborative group efforts.

I do have an office in the Browning Building. Private consultation should be arranged for appointments after class or call 635-4586.

Written assignments can be handed in at class, or submitted at shamo@dixie.edu.

Communication 2110 Objectives

1. Students will communicate more effectively through increased understanding of what communication is and how it works.
2. Students will communicate more effectively through increased understanding of both verbal and non-verbal communication and the interplay between these interactive tools of communication.
3. Students will communicate more effectively by understanding the strengths and weaknesses of the perceptual process that leads to communication.
4. Students will understand active listening and be able to more effectively apply the principles of active listening in their daily communication.
5. Students will increase their understanding of the essential nature of trust in relationships and they will be able to better define how to build that trust in their relationships.
6. Students will be able to identify and apply the principles involved in self disclosure as well as understand the risks and advantages involved in increasing self disclosure.
7. Students will be able to identify aggressive, non-assertive and assertive responses and will increase their ability to use assertiveness skills.
8. Students will understand the role of power in relationships and how to use power effectively to build their relationships.
9. Students will be able to identify defensive and supportive climates and how to incorporate supportive climates in their own interpersonal communication.
10. Students will be able to identify dysfunctional conflict and will develop a positive conflict management strategy for their own interactions.

Grading

1. Library research is critical on some of your work. Particularly, your group presentations on a given topic will require research.
2. Your understanding and applying of communication concepts found in the text and lecture materials will be critical. For this reason, much evaluation will focus upon class attendance where you apply these concepts, and on tests where you identify and define them.
3. Your ability to incorporate communication concepts in analyzing as well as producing communication will be critical.

I. Written Work:

Points:

1. "Make a Friend" paper based upon your meeting and making an acquaintance	100
2. Conflict analysis Paper	100
3. Group Presentation	100
4. Articles of Communication	<u>100</u>
Sub Total	400

II. Oral Work:

1. Class discussion, attendance, and class participation	250*
2. Role Play activity (Last Class Period—No makeups)	<u>100</u>
Sub Total	350

II.

Tests

1. Unit exams (2 at 100 each)	200
2. Final exam (comprehensive)	<u>100</u>
Sub total	300

Grand total: 1050 possible points

A= 900-1100 B=800-899 C=700-799 D=600-699

*Please note the heavy weighting for class attendance.(One third of the point total!)
Up to 50 points can be earned by arranging a special project with the instructor if arranged 3 weeks before finals!

Com 2110
SCHEDULE OF ACTIVITIES
Fall 2006

Week 1
Aug 22-25

Introductions, present syllabus, and describe course requirements.

Read Chapter 1

Review the Communication Model

Class assignment: communication model for next class

Presentation of models.

Review the elements of a communication event

Class: observe the acquaintance or meeting event. Both Verbal and Nonverbal

Group 1: All girls: Based upon your observation, experience, and instincts, what techniques, strategies, and communication skills do girls use to “meet” boys.

Group 2: All girls: Based upon your observation, experience, and instincts, what techniques, strategies, and communication skills do boys use to “meet” girls.

Group 3: All boys: Based upon your observation, experience, and instincts, what techniques, strategies, and communication skills do boys use to “meet” girls.

Group 4: All boys: Based upon your observation, experience, and instincts, what techniques, strategies, and communication skills do Girls use to “meet” boys?

Week 2

Aug 28-Sept 1

Read Chapter 2

Culture and communication.

Class: discussion group review of culture.

TOPIC: A communication gap exists on campus. Groups just do not talk to one another; as a result a “communication gap” exists between groups of students. Primarily, this gap occurs between (narrow your discussion to one or two categories)

Blacks vs Whites

Foreign students vs US Students

Northern Utah students vs Southern Utah Students

College Students vs St. George (or Washington County) residents

Faculty vs Students

Students vs Athletes

Mormons vs non-Mormons

Group 1: Role players: act out the problem, then discuss a solution

Group 2: Picture Making: Draw a cartoon on the blackboard illustrating the problem, then discuss the problem and solution.

Group 3: List makers: List 5 elements that have caused the problem, and 5 things people should do to solve it.

Group 4: Group discussion: Prepare an open forum to be given before the class to review the problem and solutions.

Presentation of Self in the communication process. Emphasize self-disclosure .

Read Chapter 3

Class: Groups present communication events matching Johari's window, p. 62.

Groups (4)

Group 1: Role-play where all know others and self.

Group 2: Role-play Others do not know the situation but one does

Group 3: Others know, but one does not

Group 4: No one knows

(Disclosure Groups Sheet)

Week 3

Sept 4 – Labor Day Holiday

Sept 5-8

Apprehension and assertiveness: The effects of anxiety upon communication.

Class: discussion of anxiety in communication. Illustrate the three most stress-anxiety producing communication events. Give an example, and what the characteristics of each are.

4 Groups.

1. An employment interview—stress interview.
2. An important speech event and you forget the speech
3. A cross-examination: you are accused of something you did not do.
4. An employment situation: you as boss must fire someone.

Perception and Communication

Read Chapter 4

Class: discussion of perception and illustration of abstraction

Use Perception as an introduction to information acquisition and listening.

Week 4

Sept 11-15

Listening and communication

Read Chapter 5

Rumor Clinic

Review for Exam

Exam

Week 5

Sept 18-22

Read Chapters 6-7

Linguistic Messages

Analysis of structure, abstraction, self-reflexiveness, time binding, meaning (google is now in the dictionary!), labeling.

Prepare “Warning Labels” for communication.

Nonverbal: Spatial, territorial, artifact and time Read Chapter 6 & 7

Discuss elements and differences between verbal and non-verbal messages

Establish the effectiveness of both types of messages

“French Kiss” analysis

Class: Prepare for non-verbal presentations

Week 6

Sept 25-29

Discuss non-verbal communication: facial, eye, touch, smell, body movement, etc.

Class: Non-verbal observation: What you can tell from a distance

Review for Exam

Exam

Give Assignment for non-verbal communication. Divide into Groups, review the assignment and give them time to prepare.

Week 7

Oct 2-4

Nonverbal Presentations

Oct 6-7

Holiday

Week 8

Oct 9-13

Nonverbal Presentations

Week 9

Oct 16-20

Theories of Relational Development: Physical Attraction, Reinforcement, Social Exchange, Equity.

Stages of Bonding Relationships

Relationship maintenance and repair

Read Chapters 10 and 11

Class: Choosing a mate Preference scale

Week 10

Oct 23-27

Exam—**Collect Conflict Papers**

Group assignment. Discussion of group process and preparation for Class presentation

Week 11 Presentation of group projects

Oct 30-Nov 3

Week 12 Presentation of group projects

Nov 6-10

Week 14

Nov 13-17 **Power in interpersonal relationships. Manipulation of power by parents, children, bosses, organizations, etc**

Read Chapter 13 & 14

Class: Demonstration of power use and misuse: family, job, religion
“A Man for all Seasons”

Exam

Nov 20-22 **Conflict in Interpersonal Relationships: Solutions**

Class: Demonstration of conflict and resolution

Conflict in interpersonal relationships: balancing persuasion and power.

Class: Demonstration of conflict and solutions.

Week 15 Friends and Lovers

Nov 27-Dec 1 **Family Communication**

Class: Rules for families—role play

Friendship paper due

Week 16 Communication in the Workplace

Dec 4-9 Read Chapter 12

Role Play Communication Problem

(Please note this is a special graded day!)

Dec 11 Final Exam begins.

**ARTICLES OF COMMUNICATION
DUE.**