Class Hours:  3.0  
Credit Hours:  3.0

Catalog Course Description:

Process by which thoughts, feelings, and actions affect and are affected by the face-to-face communication situation. Application of interpersonal skills in group, family, and work situations, including job interviewing.

Entry Level Standards:

A knowledge of basic high school English composition is expected of students entering SPH 2200. The student should be familiar with the basic rules of outlining and research. The student should be aware of his/her personal, social, and political environment. For your best experience possible in this class, you must be able to brainstorm and remember past interpersonal experiences applicable to class discussion.

Prerequisites/Corequisites:

While no college level pre-requisites exist for SPH 2200, a student with deficiencies in English grammar and composition should consider completing freshman composition (ENGL 1010) before taking SPH 2200. All students should be finished with DSPW 0800, if required.

Textbook(s) and Other Reference Materials Basic to the Course:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting acquainted; introductions; defining interpersonal communication. Read Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Critical thinking; reflective listening versus reactive listening; debate; disagreement versus reasoned criticism. Read Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Perception checking; stereotyping; halo effect; allness; blinding; fact-inference confusion; empathizing. Read Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Self-esteem; ways to strengthen self concept; dealing with stress; dealing with phobias; strengthening self concept; self fulfilling prophecy. Read Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Small talk, confirmation and small group discussions; Johari's Window; self-disclosure. Read Chapter 5</td>
</tr>
</tbody>
</table>
II. Course Objectives*:

A. Understanding self-concept and its formation. I.5
B. Develop skill in communicating with other people one-on-one. I
C. Analyze and understand the process of human communication. I
D. Apply knowledge of nonverbal and verbal communication in the interpersonal setting. I
E. Listen efficiently and effectively to others. I.1
F. Manage conflict. II.1, II.2, III.3
G. Develop effective job interviewing as the interviewee. I
H. Develop skill in advocacy of ideas. I.2, I.4, III.2
I. Identify and cope with communication anxiety. I.4, II.1, II.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Participate in interactive exercises that deal with the technical, conceptual and nonverbal interpersonal skills essential for the job interviewing process. Communication Outcome, Problem Solving, Cultural Diversity and Social Adaptation, Active Learning, Strategy, Transitional Strategy

2. Participate in interactive discovery exercises that examine the process by which thoughts, feelings, and actions affect and are affected by the face-to-face communication situation. Communication
Outcome, Problem Solving, Cultural Diversity and Social Adaptation, Active Learning Strategy, Transitional Strategy

3. Evaluate the application of interpersonal skills in the group family and work situation. Communication Outcome, Cultural Diversity and Social Adaptation, Active Learning Strategy, Transitional Strategy

4. Present an oral report examining a topic related to interpersonal communication. Communication Outcome, Information Literacy Outcome, Active Learning Strategy

5. Maintain a journal to improve self-observation skills, to enhance the ability to distinguish observation from judgment, and utilize writing as a tool for self-understanding. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategies, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*

Upon successful completion of this course, the student should be able to:

1. Explain the process of interpersonal communication. D
2. Explain the nature of human perception. D
3. Identify the components of the self-concept. A, D
4. Define connotation and denotation in verbal communication. B, D
5. Use appropriate language skills in an interpersonal setting. B, C, E
6. Apply appropriate language skills in a small group setting. B, C, E
7. Apply/analyze the various types of nonverbal communication. B, D, E
8. Analyze the nonverbal habits of another speaker. D, E
9. Observe and explain the use of space in his or her own communication. B, D, E
11. Describe the process of choosing an appropriate level of self-disclosure. B, D, E
12. Analyze his/her interpersonal relationships utilizing Johari's window. A, B, D
13. Describe the components of the active listening model. D, F
14. Separate fact from inference. B, F
15. Evaluate the validity of inferences. B, C, D, F
17. Formulate open-ended questions in the interpersonal setting. B, C, E
18. Formulate clear paraphrases to the satisfaction of a partner. B, C, E
19. Recognize and describe various problem responses in interpersonal communication. B, E
20. Analyze his/her own arguments in a persuasive appeal. B, E
21. Describe various means of increasing his/her credibility with other people. B, C, D
22. Evaluate and describe various theories of communication and apply them appropriately to his/her own communication behavior. B, C, D
23. Demonstrate/infer the differences among assertiveness, passiveness, and aggressiveness. B, C, D, G
24. Analyze and compare methods of increasing assertiveness. B, D, E, G
25. Analyze the pattern of a real-life or role-played conflict. B, D, G
26. Describe the characteristics of an effective work group. B, D
27. List and define various task, maintenance, and negative roles in group settings. B, D
28. Apply a model for problem solving in groups to an exercise. B, D, E, F, G
29. Analyze his/her abilities and qualifications for communicating and disclosing self in a job interview. D, E, H
30. Participate in a mock interview. B, C, E, H

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Grade Breakdown:

Emphasis is placed on the learning of skills. Therefore evaluation favors the application of knowledge rather than just repeating information. The breakdown of the grade is as follows:
1. Observation and Journal 30%
2. Exercises 20%
3. Participation 10%
4. Tests 25%
5. Quizzes 15%

B. Grading Scale:

<table>
<thead>
<tr>
<th>Letter grade/Number grade equivalent on Speaking Assignments</th>
<th>Grading standard for final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 100</td>
<td>94 - 100 = A</td>
</tr>
<tr>
<td>A- = 95</td>
<td></td>
</tr>
<tr>
<td>B+ = 93</td>
<td>90 - 93 = B+</td>
</tr>
<tr>
<td>B = 89</td>
<td>84 - 89 = B</td>
</tr>
<tr>
<td>B- = 85</td>
<td></td>
</tr>
<tr>
<td>C+ = 83</td>
<td>80 - 83 = C+</td>
</tr>
<tr>
<td>C = 79</td>
<td>74 - 79 = C</td>
</tr>
<tr>
<td>C- = 75</td>
<td></td>
</tr>
<tr>
<td>D+ = 73</td>
<td>70 - 73 = D</td>
</tr>
<tr>
<td>D = 70</td>
<td></td>
</tr>
<tr>
<td>D- = 70</td>
<td></td>
</tr>
</tbody>
</table>
F = 55
BELLOW 70 = F

NOTE: AN AUTOMATIC F ON A LATE ASSIGNMENT = 55

C. Other Evaluation Methods:

NOTE: All assignments must be delivered/turned in for a student to receive a passing grade in SPH 2200. A student may not receive an incomplete unless he/she is one assignment or less away from finishing the course.

VI. Policies:

A. Attendance Policy:

The equivalent of two weeks worth of unexcused absences are permitted without a grade penalty. One more absence will reduce the final grade by one letter. More than three weeks worth of absences for any reason will result in a "F" grade. A tardy counts as ½ of an absence; leaving early counts as an absence.

B. Academic Dishonesty:

"Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign an F in the course." Plagiarism is either the copying or the paraphrasing of someone else's work while claiming it as one's own original work. Plagiarism can be a particular problem in a writing class; if you are found to be plagiarizing, you could be expelled from the school.