

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**INTERPERSONAL COMMUNICATION  
SPH 2200**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Spring 05**

**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 brain storm 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 Course Materials:**

Kathleen Morig with John S. Caputo, Harry C. Hazel and Colleen McMahon. *Communicating Effectively*. Needham Heights, MA: Allyn Bacon Publishing Company,(Most Recent Edition).

Keirsey and Bates, *Please Understand Me II*, (Most Recent Edition). Prometheus Nemesis Book Company.

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Getting acquainted; introductions; defining interpersonal communication. Read Chapter 1 and Chapter 14
2	Critical thinking; reflective listening versus reactive listening; debate; disagreement versus reasoned criticism. Read Chapter 2 and Chapter 15
3	Perception checking; stereotyping; halo effect; allness; blinding; fact-inference confusion; empathizing. Read Chapter 3
4	Self-esteem; ways to strengthen self concept; dealing with stress; dealing with phobias; strengthening self concept; self fulfilling prophecy. Read Chapter 4
5	Small talk, confirmation and small group discussions; Johari's Window; self-disclosure. Read Chapter 5
6	Language: negotiating reality; symbols; semantics. Read Chapter 6
7	Nonverbal Behavior: Kinesics, proxemics, Eye Contact and Haptics. Read

	Chapter 7
8	Review for midterm through chapter 7. Mid-term exam
9	Listening versus hearing; the communication chain. Read Chapter 8
10	Close relationships; friendships; five stages of relationship breakdown; effective ways to handle conflict. Read Chapter 9
11	Family communication patterns and roles. Read Chapter 10
12	Tuckmans forming professional relationships process: forming, storming, norming, and performing; leadership styles; the job interview; how to interview another person. Read Chapter 11
13	Effects of culture and gender on communication. Read Chapter 12
14	Technology and communication. Read Chapter 13
15	Final Exam

**II. Course Objectives\*:**

- A. Understanding self-concept and its formation. I. 6,7. III. 1,2,3,4,5,6,7
- B. Develop skill in communicating with other people one-on-one. I. 1,2,3,4,5,6,7. III. 1,3,4,6,7
- C. Analyze and understand the process of human communication. I. 1,2,3,5,6,7. III. 1,2,3,4,7
- D. Apply knowledge of nonverbal and verbal communication in the interpersonal setting. I. 1,2,3,5,7. III. 4,5,7
- E. Listen efficiently and effectively to others. I.1,6,7
- F. Manage conflict. I. 1,2,3,6,7. III. 6
- G. Develop effective job interviewing as the interviewee. I. 1,3,4,5,6,7. III. 1,2
- H. Develop skill in advocacy of ideas. I. 1,2,3,4,5,6,7. III. 1,2,3
- I. Identify and cope with communication anxiety. I. 1,4,5,6,7

\*Roman numerals after course objectives reference TBR's general education goals.

**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, Social/Behavioral Sciences Outcome, 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, Social/Behavioral Sciences Outcome, Active Learning Strategy, Transitional Strategy*
3. Evaluate the application of interpersonal skills in the group family and work situation. *Communication Outcome, Social/Behavioral Sciences Outcome, Active Learning Strategy, Transitional Strategy*

4. Present an oral report examining a topic related to interpersonal communication. *Communication Outcome, Technological 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, Social/Behavioral Sciences, Active Learning Strategies, Transitional Strategy*

\*Strategies and outcomes listed after instructional processes reference TBR'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
10. Begin and engage in a conversation. B, C, 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
16. Contrast and compare several methods of improving memory. B, C, 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:

Letter grade/Number grade equivalent	Grading standard
<u>on Speaking Assignments</u>	<u>for final grade</u>
A = 100	94 - 100 = A
A- = 95	
B+ = 93	90 - 93 = B+
B = 89	84 - 89 = B
B- = 85	
C+ = 83	80 - 83 = C+
C = 79	74 - 79 = C
C- = 75	
D+ = 73	
D = 70	70 - 73 = D
D- = 70	
F = 55	BELOW 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:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

### C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

### D. Other Policies:

#### Conduct:

Students are expected to demonstrate respectful behavior towards their instructor and their classmates. Conduct that disrupts the learning environment could result in a student's expulsion from the class. For more information, please refer to the "Student Disciplinary Rules" section of the college catalogue.