PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

INTERPERSONAL COMMUNICATION
SPH 2200

Class Hours: 3.0 Credit Hours: 3.0
Laboratory Hours: 0.0 Revised: Fall 2015

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 SPCH 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. While no college level pre-requisites exist for SPCH 2200, students should consider completing freshman composition (ENGL 1010) before taking SPCH 2200.

Prerequisites:
None

Textbook(s) and Other Course Materials:

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

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>
</tbody>
</table>
II. Course Goals*:

The course will

A. Enable students to understand self-concept and its formation. I; III.3.
B. Develop skill in communicating with other people one-on-one. I.3,4,6,7
C. Equip students to analyze and understand the process of human communication. I
D. Foster the ability to apply knowledge of nonverbal and verbal communication in the interpersonal setting. I.1,3,7; III.2
E. Guide students to listen efficiently and effectively to others. I.1,6
F. Enhance student ability to manage conflict. I
G. Develop in students the skills for effective job interviewing as the interviewee. I.1,3,5,6,7
H. Develop student skills in advocacy of ideas. I
I. Guide students in identifying and coping with communication anxiety. I.1,4

*Roman numerals after course objectives reference TBRs general education goals.

III. Expected Student Learning Outcomes*:

Students will 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

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. 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. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. 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.

E. Grading Scale:

<table>
<thead>
<tr>
<th>Letter grade/Number equivalent on 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>90-93 = B+</td>
</tr>
<tr>
<td>B+ = 93</td>
<td>84-89 = B</td>
</tr>
<tr>
<td>B = 89</td>
<td>80-83 = C+</td>
</tr>
<tr>
<td>B- = 85</td>
<td>74-79 = C</td>
</tr>
<tr>
<td>C+ = 83</td>
<td>70-73 = D</td>
</tr>
<tr>
<td>C = 79</td>
<td>BELOW 70 = F</td>
</tr>
<tr>
<td>C- = 75</td>
<td></td>
</tr>
<tr>
<td>D+ = 73</td>
<td></td>
</tr>
<tr>
<td>D = 70</td>
<td></td>
</tr>
<tr>
<td>D- = 70</td>
<td></td>
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<tr>
<td>F = 55</td>
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</table>

NOTE: AN AUTOMATIC F ON A LATE ASSIGNMENT=55

V. Policies:

A. Attendance Policy:
Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

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.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Disability Services (DS) in order to receive accommodations in this course. Disability Services may be contacted by sending email to disabilityservices@pstcc.edu, or by visiting Alexander 130. More information is available at http://www.pstcc.edu/sswd/.

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.