

ST. EDWARD'S UNIVERSITY, NEW COLLEGE

A-COMM 1312 *Interpersonal Communication* Syllabus for Spring 2005

INSTRUCTOR INFORMATION

Instructor: Vicki Totten, L.P.C., L.M.F.T.

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This syllabus is representative of the syllabi for this course. Contents may vary somewhat from semester to semester.

MEETING DATES: 3/22, 3/29, 4/5, 4/12, 4/19, 4/26, 5/3

CLASS TIMES & LOCATION: Tuesdays 6:50-9:40 p.m., Moody Hall #209

COURSE DESCRIPTION

An introduction to the theory and practice of interpersonal communication. The course focuses on skills needed to improve the quality of interpersonal communication and interpersonal relationships through experiential learning. Students use theory to access the communication of relationships.

COURSE OBJECTIVES

1. To provide both a theoretical and a practice experience of exploring interpersonal communication.
2. To become more familiar with one's own personality and how it impacts one's interpersonal style.
3. To become a more keen observer of one's own interpersonal communication habits.
4. To be able to identify problems in communication that are occurring and to develop strategies for solving them.
5. To learn to recognize nonverbal communication patterns and their importance in communication.
6. To improve one's listening skills.
7. To learn strategies for managing conflict more successfully.
8. To develop an awareness of the importance of our emotional intelligence and its impact on interpersonal relationships.
9. To explore different models and theories related to interpersonal communication.
10. To understand the importance of perception as it relates to interpersonal communication.
11. To explore the role and power of culture and gender and their impact on how we communicate.
12. To explore the various assertiveness responses and to learn how to use assertiveness effectively and powerfully.

13. To develop the interpersonal communication skills needed to be a better partner, friend, employee, or employer.

STUDENT REQUIREMENTS

This course is required for students majoring in Organizational Communications and Human Services. It can also be used as an elective in any major. There are no prerequisites.

On-line Component: Students will have access to blackboard.

TEXTBOOKS AND MATERIALS

Adler, R.B., & Towne, N. (2005) Looking out/Looking in (11th edition). Fort Worth, TX; Harcourt Brace College Publishers
Additional readings provided by instructor

SUGGESTED SUPPLEMENTAL READINGS

Bolton, Richard (1979) *People Skills*. New York, New York; Simon & Schuster
Goleman, Daniel (1995) *Emotional Intelligence*. New York, New York; Bantam Books

DISABILITY NEEDS

If you have a medical, psychiatric, or learning disability and require accommodations with this class, please let me know early in the semester or as soon as you are eligible for accommodations. You will need to provide documentation of your disability to the Disability Coordinator, located in Academic Planning and Support on the first floor of Moody Hall.

ACADEMIC INTEGRITY

If an instructor finds that a student has plagiarized or been involved in any form of academic dishonesty, the instructor may issue a grade of F for the course. The procedures involved in appealing such a grade are outlined in the St. Edward's University Student Handbook. Turning in recycled papers from other classes, and collaboration on projects and papers without the express permission and knowledge of the instructor are forms of academic dishonesty. Students are expected to have an understanding of the appropriate manner to handle citations, quotations and summarizations from other sources, as outlined in "A Writer's Reference" by Diana Hacker, which is used in the SEU Critical Inquiry course.

SUMMARY OF GRADING CRITERIA

1. Emotional Intelligence Inventory and Summary (10%)
2. Feedback forms from family, friends and co-workers (5%)
3. On-line inventories (5%)
4. Communication Skills Profile (25%)
5. Test over textbook (25%)
6. Goal Achievement Plan (15%)
7. Communication Exercises (15%)

GRADING: A=100-90 B=89-80 C=79-70 D=60-69 F=below 60

LATE WORK/ABSENCES

To receive full credit, assignments should be submitted by the specified deadlines. Late assignments are accepted only at the discretion of your instructor and will be penalized with a grade reduction of 5% for each day late. Absence from a class does not extend your due date for assignments and more than one absence in the class will result in a 10% reduction of the final grade for the class. It is recommended that if you know you will be absent more than once that you drop the class.

SPECIFIC GUIDELINES FOR ASSIGNMENTS

The below assignments have specific due dates as indicated in the course calendar section of the syllabus. Because this course is taught weekly for seven weeks, the pace is very rapid and late work can quickly cause you to drop behind in the class. I will adhere to the deadlines.

1. Emotional Intelligence Inventory and Summary of Results (10%) DUE 3/29/05

You should complete the four part Emotional Intelligence Inventory, score and graph your results, and write a 1-2 page summary of the results and your reaction to the results. The results from this inventory, along with the feedback forms and on-line tests will all be utilized in your Communication Skills Profile.

2. On-line Inventories (5%) DUE 4/5/05

You should complete at least 2 on-line inventories and complete a short 1-2 page response to the results. A list of possible on-line inventories are included in your syllabus packet.

3. Feedback Forms from family, friends, and co-workers (5%) DUE 4/12/05

You should have a minimum of 3 feedback forms (maximum of 5) completed by family, friends, and co-workers regarding their observations regarding your interpersonal communication skills. These feedback forms will then be incorporated into your Communicate Skills Profile.

4. Communication Skills Profile (25%) DUE 4/19/05

This assignment is designed to incorporate all of the research you have completed in your first three assignments into a comprehensive picture of your communication strengths and weaknesses. To complete this assignment use the form provided in your packet.

5. Test (25%) DUE 4/26/05

There will be one in-class test given during the semester which will cover the material you have read for the class.

6. Goal Achievement Plan (15%) DUE 5/3/05

This assignment is designed for you to develop a roadmap for how you will put to use the learning you have gained from your Communication Skills Profile, the on-line inventories, the feedback forms, the Emotional Intelligence Inventory and the textbook. Using the Goal Achievement Plan form in your packet, you are asked to first identify three specific communication goals you would like to achieve. These goals can be related to communication patterns in your workplace or in your personal life. Often they are related to both. The goals you identify should be related to the material covered in the class. For example, if you have a

communication goal of becoming a better public speaker, while that is an excellent goal, it would not be an appropriate goal for this class, since public speaking is not one of the topics covered. However, if your goal is to learn to manage conflict more appropriately, that would be a communication area covered in this class, and so would be an appropriate goal.

In addition to completion of the form, you should also include a specific plan of action that will show how the material we have covered in this class will be put to use in working to achieve the goals you have identified. This 3-4 page paper should reflect upon your learning in the class as it relates to the specific communication goals you are identifying. You should include detailed information about the methods you used or intend to use to reach your communication goals, along with an assessment of the progress you have made so far in achieving your goals (this would be the inclusion of your communication exercises).

7. Communication Activities (15%) DUE 5/3/05

You will be asked to complete three exercises throughout the semester which are related to the goals you have identified

8. Attendance and Participation

Participation in this class is essential for many reasons. The primary reason is that you miss valuable learning by missing the classroom portion of the course. The other reason is that there are a number of in and out of class assignments designed to deepen your understanding of the material. If you miss a class, you should find out if there are any exercises you missed and attempt to make these up. As in all New College courses, it is very difficult to keep up when you miss even one class. Therefore, if you miss more than one class, your final grade will automatically drop 10 points.

**A-COMM 1312 INTERPERSONAL COMMUNICATION
COURSE CALENDAR AND ASSIGNMENTS
Spring 2005**

SESSION	TOPIC/ACTIVITIES	ASSIGNMENT
Session#1 3/22/05	Introduction to Course Icebreakers A First Look A first look Introducing the role of emotions	<i>DUE 3/29/05</i> Read chapters 1, 2 & 3 Read handouts Complete EI Inventory & Summary
Session#2 3/29/05	Communication and Identify Perception	<i>DUE 4/5/05</i> Read chapter 4 & article Complete on-line tests
Session#3 4/5/05	Emotions: Thinking,Feeling & Communicating Interpersonal Neurobiology	<i>DUE 4/12/05</i> Read chapters 6 & 7 Complete Feedback forms
Session #4 4/12/05	Nonverbal Communication Listening/Paraphrasing Cultural Differences	<i>DUE 4/19/05</i> Read chapter 8 Communication Skills Profile
Session #5 4/19/05	Relationships Johari Window	<i>DUE 4/26/05</i> Read chapters 9 & 10 Test over textbook
Session #6 4/26/05	Communication Climates Understanding Conflict	<i>DUE: 5/3/05</i> Goal Achievement Plan & Exercises
Session #7 5/3/05	Managing Conflict Putting it All Together	<i>Practice what you have learned!</i>