

Las Positas College
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Course Outline for SPCH 10
INTERPERSONAL COMMUNICATION
Effective: Fall 2008

I. CATALOG DESCRIPTION:

SPCH 10 — INTERPERSONAL COMMUNICATION — 3.00 units

Exploration, discussion, and evaluation of the components of the verbal and non-verbal communication process.

3.00 Units Lecture

Strongly Recommended

ENG 1A - Critical Reading and Composition
or

-

Grading Methods:

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. ENG1A

IV. MEASURABLE OBJECTIVES:

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

- A. describe, define, discuss and explain the basic communication process;
- B. identify the essential elements of the interpersonal communication event;
- C. analyze and discuss breakdowns of the interpersonal communication event;
- D. identify and demonstrate communication skills necessary for interpersonal communication competence;
- E. demonstrate a sensitivity to the role of culture and gender in interpersonal communication;
- F. identify and demonstrate effective critical listening skills;
- G. define, analyze, discuss and explain conflict and conflict resolution in interpersonal relationships.

V. CONTENT:

- A. Description and explanation of verbal communication
 1. The verbal level: words and meanings
 2. The interpersonal level: language and relationships
 3. The societal level: language and communication systems
- B. Description and explanation of non-verbal communication
 1. Characteristics of non-verbal communication
 2. Differences between verbal and non-verbal communication
 3. Types of non-verbal communication
 - a. Eye contact
 - b. Gestures
 - c. Face and eyes
 - d. Body orientation
- C. Description and explanation of the self concept
 1. How the self concept develops
 2. Characteristics of the self concept
 3. Impression management in communication
 - a. The perceived self
 - b. The presenting self
 - c. The desired self
- D. Description and explanation of the perception process
 1. Influences on perception

2. The accuracy and inaccuracy of perception
3. Perception checking to prevent misunderstandings
- E. Description and explanation of the act and impact of listening in communication
 1. Non-listening behaviors and reasons for non-listening
 2. Ways to improve listening skills
- F. Description and explanation of small group dynamics in communication
 1. Roles, action and behaviors of small group participants
 2. Group think
- G. Explanation and instruction on how to manage interpersonal conflict
 1. The nature of conflict
 2. Personal conflict styles
 3. Conflict in relational systems
 4. Variables in conflict style
 5. Methods of conflict resolution
 6. Win-win conflict resolution
- H. Description and explanation of relational development
 1. Interpersonal attraction
 2. Developmental stages in intimate relationships
 3. Self-disclosure in relationships
 4. Alternatives to self-disclosure
- I. Description and explanation of the role of emotions in interpersonal communication
 1. What emotions are
 2. Types of emotions
 3. Influences on emotional expression
 4. Guidelines for expressing emotions
 5. Managing difficult emotions

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. **Guest Lecturers** -
- D. **Projects** - Individual and small group projects
- E. Written assignments
- F. Communication activities
- G. Journal keeping
- H. Readings

VII. TYPICAL ASSIGNMENTS:

Journal entries, group work, written assignments, individual reports

A. Working with a group of your classmates, develop your own model of interpersonal communication. Include all of the components that are necessary to describe how communication between people works. Share your model with the class, describing the decisions your group made in developing it. Illustrate your model with a conversation between two people, pointing out how elements of the conversation relate to the model.

B. Go through your personal music library of tapes or CD's and identify a selection that best symbolizes you. Your selection may be based upon either the lyrics or the music. Bring your selection to class and play it for your classmates. Tell why this music symbolizes you (presenting, perceived, or desired self). Discuss with classmates how today's music provides a glimpse of our culture and a vehicle for self-expression.

C. If you were to design a lesson plan for elementary age students about how to deal with racial and ethnic stereotypes, what would you include?

D. Monitor and then jot down notes about your own self-talk during a conversation with another person. What competing thoughts and ideas occurred to you while you were conversing with your partner? What did you do to refocus on the message?

E. Videotape fifteen minutes of a TV drama or situation comedy. View the program with the sound turned off. Using the four principles of interpreting non-verbal messages, describe the meaning of the non-verbal messages you watch. After you have made written observations in your journal, view the program with full sound and determine how accurate your interpretations were.

F. Consider a recent conflict you have had with someone. Determine whether it was a pseudo, simple, or ego conflict. Describe the strategies you used to manage the conflict. Discuss the other strategies you could have used to help manage the disagreement.

G. How do the strategies for escalating and maintaining a relationship relate to the indirect and direct strategies used for terminating a relationship?

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**

IX. TYPICAL TEXTS:

1. Adler, Ronald, Russell F. Proctor and Neil Towne *Looking Out/Looking In*. 12th ed., Thomson Wadsworth, 2006.
2. Adler, Ronald, Lawrence Rosenfield, and Russell F. Proctor *Interplay: The Process of Interpersonal Communication*. 10th ed., Oxford U P, 2006.
3. Beebe, Steven, Susan Beebe, and Mark Redmond *Interpersonal Communication: Relating to Others*. 5th ed., Allyn and Bacon, 2007.
4. Lumsden, Gay and Donald Lumsden *Communicating With Credibility and Confidence: Diverse People, Diverse Settings*. 2nd ed., Wadsworth, 2002.
5. Osborn, Suzanne and Michael Motley *Improving Communication*., Houghton-Mifflin, 1999.

X. OTHER MATERIALS REQUIRED OF STUDENTS: