

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ENGL 204**  
**Course Title: Fundamentals of Interpersonal Communication**

**Year: 2018-2019**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This course is an introduction to the basic principles of interpersonal communication. Theoretical perspectives are presented and integrated with practical applications. The focus is on developing skills that contribute to effective interpersonal communication. Topic areas include relational development, self-awareness, interpersonal perception, language, listening, assertiveness, social roles, and conflict management. Emphasis is placed on class participation. Prerequisites: ENGL 100; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

English 204 is a Liberal Arts/Humanities course which fulfills the communication requirement of the TC3 General Education program. Other than perhaps non-verbal communication, interpersonal communication is the form of communication most often utilized in our daily lives. This one-to-one communication manifests itself in many ways, such as in our personal relationships, business transactions, job interviews, etc. An understanding of how this occurs will allow the student to comprehend the ways in which a person intentionally communicates an idea to other people by the use of verbal and non-verbal symbols. It is through such interactions that we attain our self-image, learn how to negotiate with others, and foster personal growth. To communicate is to relate, and to participate in communication is to participate in a relationship. Aubrey Fisher in his book *Interpersonal Communication* states: "Communication is the fourth R--relating. It is a subject no less basic than reading, writing, and arithmetic." This course focuses not only on the complexities of face-to-face human interaction, but also on improving communication behavior. It is designed to help students speak and listen better in the multitude of one-to-one, group, and public situations they face in everyday life. The course is designed to accomplish this goal through the integration of theory and practice.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. Course co-requisites or pre-requisites: Successful completion (C or better) of English 100 and / or concurrent enrollment in English 101..

**Math:** M0 Course requires very little or no math.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

## Course Goals

As a result of successfully completing this course, the student will be able to demonstrate his/her:

1. Poise and self-confidence in interpersonal communication.
2. Understanding of the communication process.
3. Understanding of the various forms of communication.
4. Understanding of how interpersonal communication affects self-image.
5. Understanding of how interpersonal communication can enhance personal and professional success.
6. Skills as an effective communicator.

## Course Objectives/Topics

Objective/Topic	# Hours
The student will be able to demonstrate an understanding of communication principles and misconceptions.	3 Hours
The student will be able to recognize the difference between content and relational messages.	3 Hours
The student will be able to demonstrate the skills necessary to be a competent communicator.	3 Hours
The student will be able to recognize language barriers among genders, cultures and social groups.	3 Hours
The student will be able to recognize how culture affects self-concept.	3 Hours
The student will be able to demonstrate impression management and enhancement of the presenting self-image.	3 Hours
The student will be able to recognize what influences perception and his/her ability to check for accuracy of perception in order to avoid stereotyping, prejudice and bigotry.	3 Hours
The student will be able to demonstrate an understanding of emotions and his/her ability to express emotions effectively.	3 Hours
The student will be able to demonstrate an understanding of the nature, impact, uses and abuses of language.	3 Hours
The student will be able to demonstrate an understanding of the characteristics and types of nonverbal behavior.	3 Hours
The student will be able to demonstrate an understanding of how nonverbal behaviors differ from culture to culture.	3 Hours
The student will be able to demonstrate his/her acquisition of effective listening skills.	3 Hours
The student will be able to demonstrate an understanding of the developmental stages in intimate relationships.	3 Hours
The student will be able to demonstrate an understanding of the causes and remedies of defensive behavior.	3 Hours
The student will be able to demonstrate his/her ability to recognize conflict styles and will be able to implement conflict resolution.	3 Hours

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> </ul>	<p>Students will be required to apply theories and types of conflict resolution and problem solving to their own personal communication experiences. Much of the concentration of this course is on focused discussions and reflective written assignments gleaned from experiential learning and peer collaboration.</p>

<ul style="list-style-type: none"> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Through research and discussions, students will evaluate which communication theories are relevant and helpful to improving their communication styles and practices. Students learn to think critically through focused discussions, along with feedback from other students. This helps the individual student to evaluate the success or failings of his/her communication style(s).</p> <p>This course encourages students to think for themselves by applying the concepts from the text to their own communication situations, and sharing what they have learned with their peers. Through sharing personal experiences in focused discussion groups, students learn from one another which communications methods work in certain situations and which do not.</p> <p>Multicultural communication and the study of perception are strong components of this course. Viewpoints of students who are from other cultures, along with discussions of gender, sex and age discrimination are all components of the discussion sections of this course.</p>
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Though specific readings in our text and shared discussions with students from other cultures, students learn how their lives are shaped by the world in which they live. This outcome is addressed through course readings, discussions, collaborative group discussions, and experiential learning.</p> <p>Students learn that the language they use, the nonverbal behavior they demonstrate, the styles of conflict they employ, and inaccurate perceptions they indulge in, all have social consequences. Social/global awareness is addressed through readings in the text, sharing personal experiences with global students, and through focused discussion groups and hypothetical problem solving.</p> <p>This course emphasizes the interconnectedness of cultures and people. Through discussions of specific readings and individual experiences, students learn that their actions have social, economic, and environmental consequences.</p>

**Instructional Methods**

To achieve the course objectives some of the following instructional modalities may be employed: lectures, class activities and exercises, feedback exercises, discussion forums, cooperative group learning, role-playing, "goldfish" bowl observing, presentations, personal journals, group projects, and television-playback observing.

The sequence most conducive to student learning will be initially to learn the theories and concepts followed by a practical application of these to the students' own communication experiences.

Several additional activities and exercises will help to facilitate student learning. These would include field trips, case studies, role-playing, media supplements, and simulations.

Through participation in these activities students are expected to observe their own communication and the communication of those around them. They are expected to discover their own communication strengths and weaknesses and to implement the necessary changes.

## Methods of Assessment/Evaluation

Method	% Course Grade
Class Participation/Discussions	30%
Weekly Quizzes	2 -- 20%
Final Project and/or Exams	20%
Written Assignments	-- 30%

## Text(s)

Required: [Looking Out/Looking In](#), Ronald Adler and Russell Proctor, 13th edition, © 2010- 2014 14<sup>th</sup> edition: Cengage Advantage Books. (Wadsworth) ISBN – 13: 978-1-285-07056-8

## Bibliography

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Interpersonal Communication: Relating to Others Plus NEW MyCommunicationLab with eText -- Access Card Package (7th Edition) 2013, Steven Beebe and Susan Beebe

Emotional Intelligence: Quick Guide to Develop Your Emotional Intelligence and Start Applying It Today, William Wyatt 2014

[Emotional Intelligence: Why It Can Matter More Than IQ](#) by [Daniel Goleman](#) (Sep 27, 2005)

Confidence In Conflict For Everyday Life: Proven strategies for conflict resolution and communicating under pressure... [Kathy Mangold](#) and Colin Hahn Ph.D (Apr 9, 2014)

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## Other Learning Resources

### Audiovisual:

No resources specified

### Electronic:

These are the names of all publishers who are currently publishing textbooks for college teachers of interpersonal and small group communication.

Resource: <http://empathy.colstate.edu/textbooks.htm>

-Allyn and Bacon. There is an interesting list of books in counseling and speech communication. Some of the subheading under speech communication likely to be of interest to our readers include: Conflict Management, Family Communication, Gender Communication, Intercultural Communication, Interpersonal Communication, Interviewing, Listening, Nonverbal Communication, and Small Group Communication. The counseling list can be found at <http://www.abacon.com/education/counseling/counhome.html> The speech communication list can be found at <http://www.abacon.com/speechcomm/index.html>

-Brown and Benchmark Publishers, Madison, Wisconsin, publishes books of interest to teachers of interpersonal and small group communication (web site unknown to us).

-Allyn & Bacon Publishers web page provides a list of speech communication textbooks many of which will be of interest to teachers of interpersonal and small group communication. <http://www.ablongman.com/newbooks/1,4132,HS,00.html>

-Guilford Press has a list of textbooks which is particularly strong in interpersonal and relational communication. [http://www.guilford.com/cgi-bin/cartsript.cgi?page=com/index.html&cart\\_id=995238.26865](http://www.guilford.com/cgi-bin/cartsript.cgi?page=com/index.html&cart_id=995238.26865)

-Greenwood Publishing Group has some interesting books, but interpersonal and small group books are buried in their long list. <http://info.greenwood.com/subject/subjCO.html>

-Jossey-Bass Publishers has a strong list for conflict resolutions, mediation, and negotiations.

<http://www.jbp.com/cda/sec/0,,2982,00.html> Their psychology list has a strong emphasis on counseling, therapeutic and health communication <http://www.jbp.com/cda/sec/0,,2539,00.html> Their Pfeiffer division provides a strong list of book likely to be of interest to consultants and corporate trainers, <http://www.jbp.com/cda/sec/0,,2511,00.html>

-Kendall/Hunt Publishing Company has a list of speech communication textbooks and a list of books for counseling several of which would be of interest. Link to [http://www.kendallhunt.com/cgi-bin/pubs.cmd?product=college&searchfor=title&search\\_str=&majdisc=205](http://www.kendallhunt.com/cgi-bin/pubs.cmd?product=college&searchfor=title&search_str=&majdisc=205) and enter title or author in search engine, or

select "Counseling" or "Speech and Communication" from "the limit search to" window.

-Lawrence Erlbaum Associates Publishers has a long list of books likely to be of interest to our readers including disciplines such as applied psychology, cognitive sciences, and communication.

<https://www.erlbaum.com/shop/?pg=advancedsearch>

-W. W. Norton does not carry college textbooks designed for communication courses. They do have an outstanding list of professional books for psychotherapists. <http://www.wwnorton.com/NPB/nppsychnppsych.htm>

-Roxbury Publishing has a short list of titles likely to be of interest: interpersonal, nonverbal, and relational communications. <http://www.roxbury.net/humancommcat.html>

-Sage Publications does not have a special web page for interpersonal or small group communication. However their search engine found several titles for both subjects. <http://www.sagepub.com/>

SUNY Press publishes a number of books of interest to students of interpersonal & small group communication. The web site has an excellent search engine: [http://www.sunypress.edu/advanced\\_search.asp](http://www.sunypress.edu/advanced_search.asp)

-Wadsworth Publishing's Communication Café provides a strong list of books in interpersonal communication and small group communication. The site provides some interesting links which are likely to be of interest: [http://www.wadsworth.com/communication\\_d/](http://www.wadsworth.com/communication_d/)

-Waveland Press, Prospect Heights, Illinois, publishes books of interest to teachers of interpersonal and group communication. Their website has a short list of books for communication and social works which would be of interest: <http://waveland.com> <http://www.uiowa.edu/~commstud/resources/interpersonal.html>  
[http://www.odi.org.uk/rapid/Projects/R0040a/Biblio\\_Index\\_A.html](http://www.odi.org.uk/rapid/Projects/R0040a/Biblio_Index_A.html)  
<http://tech1.dccs.upenn.edu/~haroldfs/bibliogs/CROSCULT.HTM>  
[http://empathy.colstate.edu/web\\_based\\_resources.htm](http://empathy.colstate.edu/web_based_resources.htm)

**Other:**

Journals and Periodicals:

*Human Relations*

*Journal of Abnormal Social Psychology*

*Journal of Communication*

*Journal of Communication Education*

*Journal of Consulting Psychology*

*Journal of Personality*

*Journal of Personality & Social Psychology*

*Journal of Social Psychology*

*Psychological Reports*

*Psychological Review*

*Psychology Today*

*Quarterly Journal of Speech*