

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

**Course Discipline and Number: ENGL 204**

**Year: 2025-2026**

**Course Title: Interpersonal Communication**

**Credit Hours: 3**

**I. Course Description:** This course is an introduction to the basic principles of interpersonal oral communication for students in all degree programs. Theoretical perspectives are presented and integrated with practical applications. The focus is on developing awareness and knowledge that contributes to effective interpersonal communication. Topic areas include relational development, self-awareness, interpersonal perception, listening, social roles, and conflict management. Emphasis is placed on class participation and application of content. ENGL 204 fulfills the oral requirement for SUNY General Education Written and Oral Communication. Prerequisites: ENGL 100. 3 Cr. (3 Lec.) Fall and spring semesters.

**II. Additional Course Information:**

1. Students will be required to apply theories and types of conflict resolution and problem solving to their own personal communication experiences
2. Through research and discussion, students will evaluate which communication theories are relevant and helpful to improving their communication styles and practices
3. Gender, sex, race, age, and technology are common topics of discussion and exploration
4. This course is offered on campus and asynchronously
FOR ONLINE SECTIONS:
1. Students must have sufficient internet connection and access to technology to sustain weekly asynchronous classwork on learning management platform and record their own presentations with audio/video
2. Instructors may require students to upload videos third-party sites (such as Vimeo, YouTube, or Flipgrid) so long as they are secure

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Create coherent college-level oral communication that informs, persuades, or otherwise engages with an audience
2. Revise and improve oral communication
3. Evaluate the relationship between interpersonal communication and gender, culture, and media

#### **IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas**

##### **Tompkins Cortland ILOs**

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

1. Create coherent college-level oral communication that informs, persuades, or otherwise engages an audience using the communication process

Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

Use information, critical thinking, and the creative process to solve problems and reach conclusions.

2. Revise and improve oral communication

Use technology appropriate to their discipline.

Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

##### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:

##### **SUNY General Education Competencies**

SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Communication

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

Fulfills the Oral component of the SUNY General Education requirement for Communication, Written and Oral.

SUNY Outcomes:

- 1) Demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages an audience.

- 2) Demonstrate the ability to revise and improve written and oral communication.

Course SLO(s):

1. Create coherent college-level oral communication that informs, persuades, or otherwise engages an audience using the communication process
2. Revise and improve oral communication

This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

**V. Essential Topics/Themes**

1. Components of the communication process and effective listening skills
2. Perceptions and strategies to avoid stereotyping, prejudice, and bigotry
3. Characteristics and impact of nonverbal communication
4. Understanding and expressing emotions effectively
5. Strategies for improving relational communication
6. Recognizing conflict styles and strategies for effective conflict management
7. Analyze common obstacles to written and oral interpersonal communication, and develop proficiency to overcome those obstacles through revision and reflection.

**VI. Methods of Assessment/Evaluation**

Method	% Course Grade
1. Class participation/attendance	10-20%
2. Quizzes/Tests	0-20%
3. Projects and Presentations (Oral)	40-50%
4. Process work (such as responses to course materials, outlines, research, etc)	20-30%
5. Class Activities & Assignments (such as discussions, responses, creative process, planning, feedback)	0-20%

**VII. Texts –**  Required       Recommended       Used for more than one course (list courses)

*High school instructors may consult with staff in the CollegeNow office for additional information and guidance.*

	OER
1. Steven McCornack. Reflect and Relate: An Introduction to Interpersonal Communication. 2016. Boston: Bedford/St. Martins	<input type="checkbox"/>
2. Ronald B. Adler and Russell F. Proctor. Looking Out, Looking In. 2014. Boston: Cengage Learning.	<input type="checkbox"/>

*Editions listed are current as of date of syllabus. More recent editions may be used.*

### VIII. Bibliography of Supplemental Materials

1. Joseph DeVito. The Interpersonal Communication Book. 13th Edition, 2012.
2. Steven Beebe and Susan Beebe. Interpersonal Communication: Relating to Others Plus NEW MyCommunicationLab with eText -- Access Card Package. 7th Edition, 2013.
3. William Wyatt. Emotional Intelligence: Quick Guide to Develop Your Emotional Intelligence and Start Applying It Today. 2014

*Editions listed are current as of date of syllabus. More recent editions may be used.*

### IX. Other Learning Resources

**Audiovisual: None Specified**

**Electronic: None Specified**

**Other:**

**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 academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and*

*reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*