

## Tompkins Cortland Community College

# Master Course Syllabus

**Course Discipline and Number: ENGL 204**

**Year: 2023-2024**

**Course Title: Interpersonal Communication**

**Credit Hours: 3**

**I. Course Description:** This course is an introduction to the basic principles of interpersonal 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 SUNY General Education Basic Communication requirement for oral skills. Prerequisites: ENGL 100, RDNG 116 if required by placement. 3 Cr. (3 Lec.) Fall and spring semesters.

## II. Additional Course Information:

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| 1. This course is offered in both face-to-face and online formats. |
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## III. Student Learning Outcomes

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

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| 1. Explain the communication process, including the impact of gender and culture on interpersonal communication.                                |
| 2. Identify common obstacles to their own effective interpersonal communication, and develop proficiency to overcome those obstacles.           |
| 3. Use principles of interpersonal communication to evaluate examples of interpersonal communication as they occur in media or their own lives. |

## IV. Tompkins Cortland General Education & SUNY Competency Goals

### ☒ **Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

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. Through research and discussion, students will evaluate which communication theories are relevant and helpful to improving their communication styles and practices. This helps the individual student to evaluate the success or failure of their communication styles. 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, race-based, and age discrimination are all components of the discussion sections of this course.

### ☒ **Social/Global Awareness**

Students learn how their lives are shaped by the world in which they live. They learn that the language they use, the nonverbal behaviors they demonstrate, the styles of conflict they employ, and inaccurate perceptions they indulge in, all have social consequences. This course emphasizes the interconnectedness of cultures and people.

### ☐ **Information Management**

☐ This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

## V. Essential Topics/Themes

1. Components of the communication process
2. Impact of gender and culture on interpersonal communication
3. Influences on perception and strategies to avoid stereotyping, prejudice, and bigotry
4. Understanding and expressing emotions effectively
5. Recognizing conflict styles and strategies for effective conflict management
6. Characteristics and impact of nonverbal communication
7. Effective listening skills
8. Strategies for improving communication with relationship partners

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Class participation/discussion	20-30%
2. Quizzes	20-40%
3. Final project analyzing an example from media and relating to their own interpersonal communication patterns, including a presentation	20-30%
4. Written assignments (i.e. journal or blog entries, analysis of examples from their own lives or the media, or analyzing their own research)	20-30%

## VII. Texts – Recommended

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

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

## VIII. Bibliography of Supplemental Materials

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

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

## IX. Other Learning Resources

<b>Audiovisual:</b> None specified
<b>Electronic:</b> None specified
<b>Other:</b> None specified

**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.*

**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.*