Course Outline

COURSE: CMUN 8  DIVISION: 10  ALSO LISTED AS:  
TERM EFFECTIVE: Spring 2018  CURRICULUM APPROVAL DATE: 10/09/2017  
SHORT TITLE: INTERPERSONAL COMM  
LONG TITLE: Interpersonal Communication  

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tbody>
<tr>
<td>3</td>
<td>18</td>
<td>Lecture: 3</td>
<td>Lecture: 54</td>
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<td>Lab: 0</td>
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<td>Other: 0</td>
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<td>Total: 3</td>
<td>Total: 54</td>
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COURSE DESCRIPTION:

This course studies the communication process in an interpersonal (dyadic) setting. This class will explore the ways in which we can improve our communication with others. Verbal and nonverbal messages, self-concept, cultural differences, gender differences, perception, listening and conflict management will be explored. (C-ID: COMM 130)

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
    L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
    02 - Lecture and/or discussion
    05 - Hybrid
    72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Develop a clear understanding of self-concept and engage in self-reflexivity of one’s own communicative behavioral patterns
   Measure of assessment: Written, Oral, Test

10/13/2017
Year assessed, or planned year of assessment: 2016

2. Analyze interpersonal relationships through experiential learning
   Measure of assessment: Written, Oral, Tests, In-class role-plays
   Year assessed, or planned year of assessment: 2016

3. Recognize and discuss the role of the perception process, nonverbal and verbal communication, cultural and gender differences, listening, and conflict resolution styles as they apply to interpersonal relationships and demonstrate and practice the application of skills in present relationships.
   Measure of assessment: Written, Oral, In-class role plays, video analysis
   Year assessed, or planned year of assessment: 2016

CULTURAL DIVERSITY:
This course promotes understanding of:
Cultural awareness
Mutual respect among diverse peoples
SLO: #3

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 10/09/2017

One week 3 hours and requirements
Week 1 -
Getting acquainted exercises.
What is interpersonal communication?
Reading assignment: Chapter 1
Writing or comparable assignment: Prepare collage presentation on self.
Week 2,3 -
6 hours Collage Presentations - Examining self-concept
Reading assignment: Chapter 2
Writing or comparable assignment: Reflection Paper #1 - Improving Interpersonal Relationship
Week 4 -
3 hours Perception
Reading assignment: Chapter 3
Writing or comparable assignment: Perception checking exercises and in-class role-plays. Trust walk - perspective taking, walking in the shoes of a blind person. Guest speaker - perception of disabled addressed and discussed
Week 5,6 - 6 hours Emotions and the use of EQ and emotional language
Reading assignment: Chapters 4 & 5
Writing or comparable assignment: I-language, emotional expression, gender and cultural variations with emotion and language
Written analysis.
Week 7,8 - 6 hours Nonverbal Communication
Reading assignment: Chapter 6
Writing or comparable assignment:
Reflection Paper #2
Complete Johari Window and interview questions for family, friends and coworkers.
Prepare Oral Presentation: How Others See Me
Midterm Examination (Chapters 1-5)
Week 9 - 3
hours Listening
Reading assignment: Chapter 7
Writing or comparable assignment: Listening assessment, paraphrasing and active listening. In-class Role-plays
Week 10 - 3 hours How Others See Me
Oral Presentations
Written assignment: Typed outline of presentation
Johari Window completed.
Week 11,12 - 6 hours Creating Supportive Communication Climates in Relationships versus Defensive Communication Climates
Reading assignment: Chapters 8 & 9
Writing or comparable assignment: In-Class role-plays using Gibb's 6 confirming/supportive versus disconfirming/defensive communication messages in skits and role-playing. Video analysis
Week 13,14 - 6 hours Conflict Management in Interpersonal Relationships
Reading assignment: Chapter 10 & 11
Written or comparable assignment:
Conflict management assessment. Cultural and Gender differences addressed Interpersonal conflict management in-class role-plays.
Exam #2 (Chapters 6-11)
Week 15,16 - 6 hours Group Research Project and Final Group Presentations
Reading assignment: Research of academic sources on assigned Interpersonal topic in conjunction with Interpersonal Video analysis.
Written or comparable assignment:
Typed outline of presentation with works cited page. Handout with references for all audience members. Visual aids and multi-media presentation aids. 30 minute group presentation with engaging in class activity.
ASSIGNMENTS: See above.
TOPICS AND SCOPE
COURSE OBJECTIVES:
Week 1 - Students will be able to differentiate between interpersonal communication and other forms of communication.
They will also understand the process of communication and why we communicate.
Weeks 2,3 - Students will be able to define self-concept and how it develops. They will understand how self-fulfilling prophecies shape the self-concept and influence communication.
Week 4 - Students will understand the process of selection, organization, and interpretation in perception. In addition, how culture and gender factors influence the process. Students will practice perception checking in real-life interpersonal relationships.
Weeks 5,6 - Students will be able to differentiate between facilitative versus debilitative emotions, gender differences and cultural differences in the expression of emotion as well an extensive examination of EQ and personal EQ assessment completed. Students will explore the nature of language as symbolic, how language and culture are related and the issues that can occur across cultures.
Weeks 7,8 - Students will be able to explain the importance of nonverbal communication/body language and how messages without words function and influence our communication in our relationships. Students will define and explore twelve types of nonverbal communication including role-playing various types.

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Week 9 - Students will understand the reasons why people listen poorly and how they can improve their listening skills through paraphrasing techniques and active listening techniques. They will apply various styles of listening to improve their interpersonal relationships and complete a listening self-analysis.

Week 10 - All presenters will report on their four selves, public and private based on feedback from friends, family, coworkers and self. Reflection and self-analysis using the Johari Window model.

Weeks 11, 12 - Students will understand that they can shape the environment of their relationships by being supportive or defensive using Jack Gibb’s confirming or disconfirming messages. They will learn why we form relationships, the role of self-disclosure in those relationships, and the stages of interpersonal relationships.

Weeks 13, 14 - Students will identify their own personal style of conflict management and the strengths and weaknesses associated with that style. They will learn several different approaches and methods for managing conflict.

Weeks 15, 16 - Students will be required to work together

METHODS OF INSTRUCTION:
Lecture, in-class discussion and activities including role-plays, presentations, and collaborative dyadic and group problem solving.

OUT OF CLASS ASSIGNMENTS:
Required Outside Hours: 68
Assignment Description:
Preparation, Research, Outlining, and Practicing of Speeches -
Speech 1 Collage Presentation
Students are required to prepare a presentation introducing self to class through a slide show presentation.
Speech 2 How Others See Me
Students will learn the Johari Window theory of self-disclosure. Students will be required to ask four people from different context of their lives to complete a list of 10 words that describe them. Compiling these lists and creating one’s own list of 20 descriptive words will then be consolidated into a Johari Window describing oneself. Four quadrants, Open, Blind, Hidden, and Unknown will be analyzed and a slide show presentation will be created and delivered in class. Deeper analysis will reveal how one's self disclosure likely change given context and participants as well as history and personality traits. Research, interviews, and practicing a presentation is required.
Speech 3 The Five Love Languages
Students will be required to read Gary Chapman's Five Love Languages and complete the online survey to discover their love language as well as their loved one's love language. Groups will be formed based on shared love language and an extensive 40-45 minute group presentation will be required. Group meetings, research, reading the book, completing the online survey, finding videos, creating an engaging group activity, and practice will be required.

METHODS OF EVALUATION:
Writing assignments
Percent of total grade: 30.00 %
Writing assignments: 30% - 40% Written homework Term papers Other: Presentation outlines, role-plays, written evaluation.
Skill demonstrations
Percent of total grade: 30.00 %
Skill demonstrations: 30% - 40% Class performance Other: Oral presentations and group collaborative work
Objective examinations
Percent of total grade: 25.00 %
Objective examinations: 25% - 30% Multiple choice True/false Other: Short answer/essay

REPRESENTATIVE TEXTBOOKS:
Required Representative Textbooks
ISBN: 978-1305645340
Reading Level of Text, Grade: Reading level of text, Grade: 13th Verified by: Verified by: Cengage Learning

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
   GAV A1, effective 201030
   GAV F, effective 201030
CSU GE:
   CSU A1, effective 201030
IGETC:
   IGETC 1C, effective 201030
CSU TRANSFER:
   Transferable CSU, effective 201030
UC TRANSFER:
   Transferable UC, effective 201030

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CMUN
CSU Crosswalk Course Number: 8
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000236445
Sports/Physical Education Course: N
Taxonomy of Program: 150600