



5055 Santa Teresa Blvd  
Gilroy, CA 95023

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### Course Outline

**COURSE:** CMUN 8                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2020

**CURRICULUM APPROVAL DATE:** 06/09/2020

**SHORT TITLE:** INTERPERSONAL COMM

**LONG TITLE:** Interpersonal Communication

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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Out of Class Hrs:            108.00

Total Learning Hrs:      162.00

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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
- 71 - Dist. Ed Internet Simultaneous
- 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

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

## COURSE CONTENT:

Curriculum Approval Date: 06/09/2020

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

## **COURSE CONTENT (CONTINUED):**

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.

## **COURSE CONTENT (CONTINUED):**

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 debilitating emotions, gender differences and cultural differences in the expression of emotion as well as 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.

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:**

Adler, R. & Proctor, R.. Looking Out, Looking In. Belmont, CA: Wadsworth,2016.

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

Not Transferable

UC TRANSFER:

Transferable UC, effective 201030

Not Transferable

## **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