

Moberly Area Community College Common Syllabus

SPK120 Interpersonal Communication Current Term

Instructor:

Office number:

Office hours:

Response Time: I typically respond to student emails within 24 hours, Monday through Friday

Contact information:

Response Time:

Section number (s):

Class days and time:

Catalog Description: SPK120 Interpersonal Communication (3-0-3)

Focuses on the role of communication and the principles of becoming effective communicators in personal and professional relationships. Introduces activities and techniques to improve one-on-one and small group communication skills and nonverbal communication. Includes topics such as perception, self-concept, language, feedback, listening skills, conflict resolution, sensitivity to cultural and gender differences and other elements affecting interpersonal communication in various real-world scenarios. (FA, SP, SU)

Prerequisite: None

Text: The text is an ebook included with the class. Print books are optional and available in the MACC bookstore.

Title: Interpersonal Communication
Author: Floyd
Edition: 4th Edition
Publisher: McGraw Hill

Other Required Materials: Reliable internet (always have a backup plan). MACC Canvas log in information, access to PowerPoint, and MACC email. Lined note cards should be used to deliver speeches, plus a device to save all your work on.

Purpose of Course: Interpersonal Communication will help students gain a better understanding of the communication process, learn how to effectively develop, and maintain professional and personal relationships. Students will develop analytical and critical thinking, listening, and writing skills by participating in class discussions, weekly assignments, exams, and projects.

Course Objectives (CO): Upon successful completion of this course, students will be able to:

1. Clarify theories, approaches, skills, and strategies of interpersonal communication;

2. Recognize various conflict management skills and implement in a variety of contexts and relationships;
3. Communicate effectively in dyads and groups by listening critically and responding appropriately;
4. Understand the ways in which diversity (inc., gender, race, religion, physical and/or developmental ability, sexual orientation, ethnicity, etc.) influences perceptions and subsequent interpersonal behaviors;
5. Increase awareness of nonverbal communication and behavioral responses;
6. Recognize barriers distorting perception in interpersonal communication;
7. Respond to interpersonal skills in multiple contexts to help develop productive professional relationships;
8. Describe, analyze, and critique interpersonal communication skills by being involved in a self-assessment project;
9. Engage in competent, flexible, and appropriate communication with others;
10. Demonstrate effective ways to listen and manage conflict;
11. Apply theories of interpersonal communication to practical interpersonal situations inside and outside the classroom.

Course Content:

1. Interpersonal Communication Fundamentals, Process and Principals
2. Culture, Gender, and Diversity variable in Communication
3. Communication and the Self and Interpersonal Perception
4. Nonverbal Communication: Characteristics, Channels and Functions
5. Improving Different Types of Productive Listening Skills
6. Dynamics of Interpersonal Relationships
7. Forming and Maintaining Personal Relationships
8. Interpersonal Communication in Close Relationships
9. Interpersonal Conflict and Deceptive Communication
10. Conflict Management Styles and Improvement Strategies

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

Evaluation of Student Learning:

Instructors will state the course requirements and grading system. Student learning outcomes may be measured through but not limited to, the following: objective and essay questions, papers, quizzes, oral presentations, class participation, small group work, and/or projects. Each instructor is free to use their own grading procedure, consistent with the general policies and guidelines of the College.

Grading Scale:

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

Description of Major Assignment(s)/Project(s):

Per Instructor

Course-specific objectives/mini-outcomes	Assignment	Knowledge assessed	Skill assessed
Clarify theories, approaches, skills, and strategies of interpersonal communication as discussed in textbook & in class	IPC in real Life Paper Presentation: Groups teach social relationship theories	IPC process, key models, guiding academic principles, and importance in human interactions Research & present on one key theory related to social relationships	Ability of student to apply theory and key concepts both conceptually and to life outside the classroom Ability of student to communicate effectively in dyads & respond appropriately
Alter & improve IPC skills within class as well as with people outside of the class	IPC Behavior Mod Project (proposal, action plan, progress reports, & final written assessment)	Progress reports submitted to instructor	Increased level of self-monitoring skills
Communicate effectively in dyads & groups by listening critically & responding appropriately.	Presentation: Groups teach selected social relationship theories Interact & provide feedback to other students within dyads In-class dyads do 'Active Listening' technique	Research & present on one key theory related to social relationships IPC process, key models, guiding principles, & importance in human interactions Types of listening responses	Ability of student to communicate effectively in dyads& respond appropriately Ability to apply theory & concepts both conceptually and to life outside the classroom Knowledge of distinct listening styles & when to apply
Understand the ways in which diversity (gender, race, religion, physical and/or developmental ability, sexual orientation, ethnicity, etc.) influences perceptions & subsequent interpersonal behaviors	Group project: Perception & significant others	Ability to discern stereotypes, misperceptions, attributions, & biases	Anxiety coping strategies, Defensive vs. Supportive styles of interaction, Students ability to self-monitor, exhibit rhetorical sensitivity
Describe the effects of biological changes, including physical and sexual changes, upon initiating and developing relationships	Assignment		Demonstrate skills with paraphrasing, reflecting emotional content, & asking good questions
Understand how changes in level of openness with others can help achieve balance between privacy & self-disclosure in relationships	Assignment	Self-disclosure issues & social penetration theory	
Increase awareness of nonverbal communication and behavioral responses	Assignment	Identify Non-verbal Communication	Ability to recognize non-verbal behaviors that indicate interest, immediacy, deception
Recognize barriers distorting perception in interpersonal communication	Group project: Perception & significant others	Clarify differences between perceptual distortions & stereotypes	Understand & apply diversity models to oral & written communication
Respond to interpersonal skills in multiple contexts to help develop productive professional relationships	IPC in Real Life paper	Identify key concepts outside class (in relationships, news, &/or media)	Connecting theory & concepts to practical application in a variety of contexts.

Describe, analyze, and critique interpersonal communication skills by being involved in a behavioral modification contract and/or self-assessment project.	IPC Behavior Modification Project (proposal, action plan, progress reports, & final written assessment paper)	Ability to transfer cognitive theories to real-life application.	Ability to communicate effectively in oral & written forms.
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Schedule of Student Assignments/Activities:

Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of the topics to be covered.

Instructor Policies:

Tardiness:

Per instructor's policy

Make-up and late work:

Per instructor's policy

Extra credit:

Per instructor's policy

Collegewide Policies:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).