

☞ SPEECH 120 ☞
Interpersonal Communication
Imperial Valley College

Instructor: Dave Slifka

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Office Hours: Thursdays, by appointment

Required Materials

- **Textbook:** McCornack, S. (2012). *Reflect & relate* (3rd ed.). Boston, MA: Bedford/St. Martin's
- Access to a **dependable computer** that runs a word processing program and is connected to a working printer. All course assignments must be typed and printed, and I may require some assignments to be submitted electronically. Computers for student use are available at the library, but you must supply your own removable storage device.
- **Internet access** and current browser software. You will need to regularly access **BlackBoard** (<http://imperial.blackboard.com>) to read assignment descriptions, download templates, review helpful resources, and print required forms.
- **Working e-mail address.** The address you supply to the university is the address to which you will receive all e-mails from your instructor and fellow students. If you choose to use a different e-mail address, **be sure your e-mail is correct in Webstar.** You will often receive messages from me sent through BlackBoard, and if your e-mail address is incorrect in Webstar you will miss important updates.

Course Description

This class introduces you to the interaction of psychological, social and cultural forces that shape the way we communicate with each other, one on one. Importantly, we will consider concepts, theories and research findings that reveal how such communication not only enables us to share information but to guide our relationships as well. In particular, our work will focus on the central role of communicative interactions in the creation of "self" and perception, managing emotions, handling conflict, and molding the personal connections we have with others. We'll examine these processes with an eye toward using communication to create more conscious and satisfying relationships.

When you complete the course, you will be able to:

- Describe how self-concept forms and its effect on communication
- Demonstrate an understanding of how perception and emotion are shape communication
- Articulate communication's role in relationship formation, maintenance and decline
- Explain the context- and relationship-specific nature of interpersonal communication
- Identify the forms and functions of verbal and nonverbal communication
- Make connections between what you learn in the course and your personal experiences
- Communicate more effectively on a one-on-one basis by understanding your strengths and weaknesses
- **Speech 120 Student Learning Objective:** Demonstrate knowledge of basic principles and concepts of Interpersonal Communication.

Evaluation Procedures

Grading is determined on the following criteria:

Total Point Distribution (1000 total):

Attendance/ Participation	240
Journal	270
Exams	240
Movie analysis	100
Group Presentation	150

Grade Range:

A	90+
B	80 - 89
C	70 - 79
D	60 - 69

Do you have any tips for doing well in this course?

1. **Advance preparation is essential in this course.** First and foremost, READ THE BOOK. Aside from helping you understand assignments, this will enable you to participate productively. I also recommend beginning assignments as soon as possible, allowing yourself time to get feedback and revise, as necessary. Lastly, because you have a lot to do and to keep track of, keep reminding yourself which deadlines are next.
2. Attention to detail. Sloppy work (poor formatting, misspellings, grammar issues) and missed deadlines reflect poorly on your commitment to do good work. Also, read the assignment sheets closely.
3. You have different competencies than your fellow classmates, and one key to success will be your ability to tap into your own unique talents and interests (don't try to compose and present an project just like the person sitting next to you, in other words).
4. Be creative! Stand out! Exceed the expected! Mind the expectations required of each assignment while also infusing your own personality and conviction into whatever you pursue.
5. **ASK QUESTIONS.** People often have the same questions, but are afraid to look "dumb." The answer to your question may be in the syllabus, and I will tell you when that is the case. Otherwise, I welcome all questions.

Keep in mind that points are not given freely, but earned through aptitude AND effort. All grades will reflect level of scholarship, initiative, attitude, cooperation and individual improvement demonstrated throughout the course.

Assignments and written work

1. Your writing will be held to high standards of formatting, grammar, and spelling. The tutoring center in the library provides free writing assistance and I highly recommend visiting them if you need help with your work.
2. All written assignments must be **typed**. If you have more than one page of an assignment, **it should be stapled or otherwise clipped together**. Papers that are not stapled stand a good chance of getting separated and/or lost, so make sure you provide a way to keep them together.
3. Typewritten work **must reflect APA citing and writing standards**. Please refer to the "APA Style" folder under "resources" on our Blackboard site to get more information about APA guidelines.

Exams: There will be three exams given throughout the semester numbering forty questions each. They will cover material from the text and class discussions, mainly in the form of multiple choice, true or false, and occasional short answer questions.

Group Presentations: As groups, you will select a concept within the broad area of interpersonal communication and prepare a 30-minute presentation for the class.

Movie analysis: Culture is broadly conceived as a reservoir of ideas, beliefs, values that both reflect and instruct how we live. In our everyday lives, we "learn" culture through various means, including personal interactions, physical artifacts, the build environment and mass media. For this assignment, we will examine one particular form of mass media, film, to analyze how it represents interpersonal communication and determine what lessons it offers us for our own relationships.

Journaling: Journals are not only a means of self-reflection but a way to apply class concepts directly to personal experience. I will post a list of journal prompts on BlackBoard that follow our schedule but are largely self-paced. You do, however, have deadlines by which certain sets of entries are due, as I will be collecting them three times during the semester for grading. It is very important that you stay current with your journal writings, as late submissions will be heavily penalized. Each journal entry is worth up to twenty five points.

Activities: There will be a variety of activities throughout the course of the semester intended to highlight concepts from the text and how they apply in "real" life. These activities will occasionally require you to speak in front of class. No matter how confident or accomplished you are as a speaker (or not), it is important that I see you *try* in order to receive full points for your efforts. These activities are intended to be a fun and relatively low-stress way to explore ideas and learn. Take advantage of them.

Schedule

Week	Read	Topic(s)	Assignment
Jan 17		Intros, The what and why of interpersonal Communication, BlackBoard, Syllabus	
Jan 24	Chapt. 1	Communication theory	- Journal entry #1
Jan 31	Chapt. 6	Communicating verbally	- Journal entry #2
Feb 7	Chapt. 7	Communicating non-verbally	- Journal entry #3
Feb 14	Chapt. 2	Considering the self	- Journal entry #4 - JOURNALS DUE
Feb 21	Chapt. 3	Perceiving others	- EXAM #1 - Journal entry #5
Feb 28	Chapt. 4	Experiencing and expressing emotions	- Journal entry #6
Mar 7	Chapt. 5	Listening actively	
Mar 14	Chapt. 8	Managing conflict and power	- Journal entry #7
Mar 21	Chapt. 9	Romantic relationships	- EXAM #2
Mar 28	Chapt. 10	Relationships with family	- Journal entry #8
Apr 4		** Spring Break – No Class **	
Apr 11	Chapt. 11	Relationships with friends	- MOVIE ANALYSIS DUE
Apr 18	Chapt. 12	Workplace relationships	- Journal entry #9 - JOURNALS DUE
Apr 25		Group work and research	
May 2		Exam review (time permitting)	- GROUP PRESENTATIONS
May 9			- EXAM #3

Academic Honesty and Student Conduct Guidelines

Each student is expected to maintain academic ethics and honesty in all its forms, including but not limited to, cheating and plagiarism. I take plagiarism VERY seriously. Please know that I will pursue punishment for any instances of academic dishonesty I become aware of, defined by the university below:

Academic Misconduct Policy

Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.

Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other

assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.

Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.

Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions *MAY* include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.

Attendance/Classroom Conduct

For the most part, I try to make the class room experience an interactive one. Although I am the instructor for the course and will be doing some lecturing, my philosophy is that we all have valuable experiences and knowledge to share. In turn, I place a lot of weight on class participation, which entails a combination of regular attendance, thoughtful contributions to discussion and engagement with class activities. Meeting these expectations successfully will ensure a high participation grade.

Missed classes will not be excused without a valid written excuse (i.e. a doctor's note). Missed speeches will only be allowed at my discretion, which is dependent upon (1) whether a missed speech is excused (accompanied by a doctor's certificate or other documented verification); (2) past student attendance behavior; and (3) whether there is sufficient course time to accommodate a missed presentation.

Even if you miss time for a valid reason, it is still your responsibility to learn what material was covered during your absence, what is due in the future, and to make sure I receive any assignment(s) that were due on the day(s) you missed. Any student with more than three absences (excused or unexcused) will be dropped from this course.

What is expected of you in class:

- Being on time and not leaving early unless discussed beforehand with me
- Being respectful and letting others talk without interruption, including me
- Actively engaging in discussions and activities
- Appropriate language
- Treating others' viewpoints and experiences with respect
- Not using cell phones (NO TEXTING) or other electronic devices (laptops) unless taking notes during class.

In extreme circumstances of classroom disruption, I may ask you to leave the room. If that occurs, the following policy applies:

*"Students shall assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. An instructor **MAY REMOVE** a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of Student Development and Campus Events. During the period of removal the student **MAY NOT** return without the consent of the instructor."*

Accommodations

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSPS) office as soon as possible. The DSPS office is located in the Health Sciences Building, room 2117 at 355-6312.

Note: I reserve the right to change this schedule, as necessary. It is your responsibility to stay aware of changes through class attendance, active listening and attention to email correspondence.

CLASS CONTRACT

By signing this contract, I acknowledge that I have read, understood, and am willing to comply with all policies stated on this syllabus.

Name: _____

Signature: _____ Date: _____

General Information

Year at college: _____ Major: _____

Professional goals:

Something I would like to learn in this class is:



1

2

3

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