

COMM-120: INTERPERSONAL COMMUNICATION

Effective Term

Fall 2023

BOT Approval

5/12/2022

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications

And/Or

Speech Communication (Communication Studies) (Master's Degree)

Subject Code

COMM - Communication Studies

Course Number

120

Department

Communication Studies (COMM)

Division

Language and Developmental Studies (LADS)

Full Course Title

Interpersonal Communication

Short Title

Interpersonal Communication

CB03 TOP Code

1506.00 - Speech Communication

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

curriculum Change subject codes & update textbooks

SECTION B - Course Description

Catalog Course Description

This course is designed to improve the student's ability to communicate one-on-one with other individuals. The course covers a range of topics such as the self-concept, perception, verbal and nonverbal communication patterns, assertiveness, listening, conflict resolution, developing relationships and the impact of culture and gender on each aspect of communication.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**SECTION D - Course Standards****Is this course variable unit?**

No

Units

3.00000

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate an understanding of the influences of culture and gender in the construction of identity and impression management.
2.	Utilize reflexive thinking and an understanding of interpersonal dynamics and the communication process to communicate effectively verbally and nonverbally.
3.	Demonstrate an understanding of relationship development and conflict resolution.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Describe ways that communication creates, develops and changes personal identities; explain the effect of communication on personal identities.
2.	Describe the effects of communication on interpersonal relationships and social and cultural realities.
3.	Demonstrate an understanding of ethical interpersonal communication founded on communication theory and research.
4.	Diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods.

Course Content

1. The communication process
 - a. Transactional model - components
 - b. Basic concepts – cultural, complex, irreversible and unrepeatable
 - c. Interpersonal communication – definition
 - d. Personal and professional communication contexts
 - e. Ethical considerations for interpersonal communication
2. Self-concept
 - a. Components – physical, mental, social
 - b. Perceived vs. presenting selves
 - c. How the self-concept develops
 - d. Reasons for inaccuracies
 - e. Improving one’s self-concept
3. Perception
 - a. Perception process – selection, organization, interpretation
 - b. Subjective nature of perception – influences: individual, cultural, social
 - c. Perception-checking skills
4. Emotions
 - a. Components – physiological responses, intensity, verbal expression
 - b. Factors working against emotional expression – cultural/social expectations, fear of self-disclosure, utility/impression management
 - c. Benefits of emotional expression – personal growth, health, relational growth
5. Nonverbal Codes
 - a. Importance in the communication process
 - b. Contextual Impacts: Culture, personal vs professional settings
 - c. Types – vocal cues, facial expressions, gestures, movements, distancing/space, appearance, time, environment
6. Verbal Codes
 - a. Common problems – ambiguity, loaded language, powerless language, defensive patterns
 - b. Improving verbal communication – complete messages, supportive patterns
 - c. Impacts of gender, culture, professional vs. personal contexts
7. Listening
 - a. Reasons for poor listening
 - b. Levels of listening – non-listening, passive, active
 - c. Critical and empathic listening skills.
8. Conflict Resolution
 - a. Types of conflicts
 - b. Styles of conflict resolution – nonassertive, assertive and aggressive; cultural variations
 - c. Steps in constructive conflict resolution
 - d. Responding to criticism.
9. Interpersonal Relationships
 - a. Attraction
 - b. Stages of developing relationships; impacts on communication
 - c. Relationship maintenance

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	
Lecture	

Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards
- E-mail Communication
- Telephone Conversations
- Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	Multiple choice midterm covering class and textbook information.
Quizzes	Weekly quizzes on chapters from the text.
Essays/Papers	Assertiveness paper demonstrating appropriate application of assertiveness techniques outside of class.
Class Participation	In pairs, practice active listening techniques.
Homework	Read assigned chapter and respond to discussion questions listed at the end of the chapter.

Assignments**Reading Assignments**

Selected reading from the text and assigned articles and/or handouts. For example: Read chapter four on emotions in Looking Out / Looking In. For example: Read "Barriers to Cooperative Verbal Communication" in Reflect and Relate.

Writing Assignments

- Papers applying or analyzing interpersonal communication concepts or skills. For example: For one situation that you find stressful, identify your beliefs about the situation and separate them into rational and irrational beliefs, based on lecture and the text. Write a 5-7 page paper analyzing the situation and your beliefs, and describe what steps you took to reduce your stress. - In-class skill-building exercises. For example: In groups of four, write a dialogue for the assigned situation that demonstrates all six of Gibb's defensive behaviors. Write a separate dialogue that substitutes the six supportive behaviors. In pairs, read each dialogue to the class and assess whether other students in the class accurately identified the specific behaviors your group included.

Other Assignments

-

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Adler and Proctor

Title

Looking Out Looking In

Edition/Version

15th

Publisher

Thompson Wadsworth

Year

2017

Material Type

Textbook

Author

McCornack

Title

Reflect & Relate

Edition/Version

5th

Publisher

Bedford St. Martin's

Year

2018

Material Type

Textbook

Author

Wood, Julia T.

Title

Interpersonal Communication: Everyday Encounters

Edition/Version

9th

Publisher

Cengage

Year

2020

Proposed General Education/Transfer Agreement**Do you wish to propose this course for a Local General Education Area?**

No

Do you wish to propose this course for a CSU General Education Area?

No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?

No

Course Codes (Admin Only)**ASSIST Update**

Yes

CB00 State ID

CCC000514148

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No