FALL 2015-COURSE SYLLABUS

COURSE NUMBER AND TITLE: SPCH 1318- Interpersonal Communication
COURSE (CATALOG) DESCRIPTION: Application of communication theory to interpersonal relationship development, maintenance, and termination in relationships context including friendships, romantic partners, families, and relationship with co-workers and supervisors.

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<thead>
<tr>
<th><strong>INSTRUCTOR:</strong></th>
<th>Cynthia A. Chavez, M.A.</th>
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<tbody>
<tr>
<td><strong>OFFICE:</strong></td>
<td>Building W (second floor) #325</td>
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<tr>
<td><strong>OFFICE HOURS:</strong></td>
<td>MWF 10:00am-11:00am T/TH 1:00pm-2:00pm</td>
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<tr>
<td><strong>CONTACT INFORMATION (TELEPHONE AND EMAIL):</strong></td>
<td>Office tel: 956-364-4719 <a href="mailto:Cynthia.chavez@harlingen.tstc.edu">Cynthia.chavez@harlingen.tstc.edu</a></td>
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MAJOR COURSE REQUIREMENTS/ TASK LISTING:
10. Write effective paragraphs
13. Give oral presentations
16. Accommodate cultural diversities in oral/written communication
17. Apply verbal and nonverbal communication techniques
18. Participate in group situations
19. Apply active listening skills
32. Analyze relational dynamics and conflict styles

This course is divided in sections and they include the following:

A First Look at Interpersonal Communication
Part 1- Looking In (Self-Concept, Perception and Emotion)
Part 2- Looking Out (Language, Nonverbal Communication and Listening)
Part 3- Looking at Relational Dynamics (Relational Dynamics, Intimacy and Distance in Communication, Communication Climates and Managing Interpersonal Conflicts)

LEARNING OUTCOMES:
Upon successful completion of this course, students will:
1. Exhibit understanding of interpersonal theories and principles.
2. Demonstrate ability to analyze and critique verbal and nonverbal interaction in mediated and face-to-face contexts.
3. Identify perceptual processes as they relate to self and others.
4. Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
5. Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.
6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
7. Identify types of and barriers to effective listening.

**CORE OBJECTIVES (CO)**

Core objectives to be assessed:

1. **Critical Thinking Skills**- including creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills**- including effective written, oral, and visual communication.
3. **Teamwork**- including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
4. **Personal Responsibility**- including the ability to connect choices, actions, and consequences to ethical decision-making.

**Tentative Schedule (Subject to change by your instructor)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Lecture/Event</th>
<th>Measureable Activities</th>
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<tbody>
<tr>
<td>Week 1 &amp; 2</td>
<td><strong>Introduction to Course</strong></td>
<td>Assignment: Journal Question #1</td>
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<tr>
<td></td>
<td><strong>Chapter 1-A First look at Interpersonal Communication</strong></td>
<td>This activity allows students to develop a synthesized expression of ideas through a written assignment (to be assessed with rubric). (LO1,2,4 &amp; critical thinking)</td>
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<tr>
<td></td>
<td>• Why We Communicate</td>
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<td></td>
<td>• The Process of Communication</td>
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<td></td>
<td>• Communication Principles and Misconceptions</td>
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<td></td>
<td>• Social Media And Interpersonal Communication</td>
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<td></td>
<td>• What Makes an Effective Communicator?</td>
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*Journal Question #1 is assigned*
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<tr>
<td>3</td>
<td>Labor Day Holiday- Monday Sept. 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Discussion</strong>: The students will demonstrate the ability to consider different points of view as we engage in class discussion of controversial topics for the purpose of experimenting self-disclosure concepts effectively (assessed by observation). (LO 5, Personal Responsibility)</td>
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</table>
| 4    | Chapter 2-Communication and Identity: Creating and Presenting the Self  
- Communication and the Self  
- Presenting the Self: Communication as Identity Management  
- Self-Disclosure in Relationships  
Alternatives to Self-Disclosure | **Journal Question #2 due**  
**Assignment**: Journal Question #2  
This activity allows students to develop a synthesized expression of ideas through a written assignment (to be assessed with rubric). (LO1, 2, 4 & Critical thinking)  
**Discussion**: The students will demonstrate the ability to consider different points of view as we engage in class discussion of controversial topics for the purpose of experimenting perception concepts effectively (assessed by observation). (LO3, 5 & Personal Responsibility) |
| 5    | Chapter 3-Perception: What You See Is What You get  
- The Perception Process  
- Influences on Perception  
- Common Tendencies in Perception  
- Perception Checking  
Empathy, Cognitive Complexity, and Communication |
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| 5    | Chapter 4 - Emotions, Feeling, Thinking, and Communicating  
- What are Emotions?  
- Influences on Emotional Expression  
- Guidelines for Expressing Emotions  
Managing Difficult Emotions | Quiz #1 & Perception Activity: This activity will allow students to demonstrate and evaluate their knowledge regarding interpersonal concepts, Communicating Identity and Perception through logic and reasoning. (LO1,2 & critical thinking) |
| 6    | EXAM#1 (Chapters 1-4) | EXAM#1: The students will be able to demonstrate knowledge of Interpersonal concepts, Communicating Identity, perception, Communicating Emotion, and emotional management through logic and reasoning. This activity allows students to connect choices, actions, and consequences to ethical decision-making. (LO1, personal responsibility) |
| 7    | Chapter 5 - Language: Barrier & Bridge  
Language is Symbolic: | Observation: Students will be able to synthesize language |
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|      | Understandings & Misunderstandings  
- The Impact of Language  
- Gender and Language  
- Culture and Language | information and through discussion report examples of their own cultural language.  
(LO5, personal responsibility) |
|      | **Quiz #2:** This activity will allow students to demonstrate and evaluate their knowledge regarding interpersonal concepts, Communicating Emotions and Emotional Management through logic and reasoning. (LO1, 2 & critical thinking) |
| 8    | Chapter 6-Nonverbal Communication: Messages beyond Words  
- Characteristics of Nonverbal Communication  
- Influences on Nonverbal Communication  
- Types of Nonverbal Communication | **Assignment:** Students will be able to demonstrate knowledge by interpreting (provided) hypothetical examples and distinguish the appropriate nonverbal functions.  
(LO2, 3 & critical thinking) |
<p>|      | <em>Assignment #1 Powerful Poses Worksheet will be given to students (in-class video).</em>* | <strong>Activity:</strong> Students will be placed in groups to develop their own nonverbal function examples through critical thinking. Effective team work productivity will be assessed through Observation. (teamwork) |
|      | <strong>Journal Question #3:</strong> This activity allows students to experiment and develop synthesized expression of ideas on a written assignment through inquiry. (Communication |</p>
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| 9    | Chapter 7-Listening: More than Meets the Ear  
- Listening Defined  
- Elements in the Listening Process  
- The Challenge of Listening  
- Types of Listening Responses | **Listening Activity:** This activity allows students to develop a synthesized expression of ideas through oral communication (assessed by observation).  
(LO7 & communication skills) |
| 10   | Chapter 8-Communication and Relational Dynamics  
- Why we Form Relationships  
- Models of Relational Dynamics  
- Characteristics of Relationships  
Communicating about Relationships | **Relational Factor Activity:** The students will be able to analyze relational dynamics and develop interpretation through written communication.  
(LO1, critical thinking) |
| 11   | Chapter 8 (Continued) | **EXAM# 2:** The students will be able to demonstrate knowledge of Interpersonal concepts, Nonverbal communication, Listening Concepts, and Relational Dynamics through logic and reasoning. This activity allows students to connect choices, actions, and consequences to ethical decision-making.  
(LO1 & personal responsibility) |

Journal Question #3 is due.
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<tr>
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| 12   | Chapter 9-Interpersonal Communication in Close Relationships  
  - Intimacy in Close Relationships  
  - Communication in Families  
  - Communication in Friendships  
  - Communication in Romantic Relationships  
  Improving Close Relationships | **Discussion:** The students will demonstrate the ability to consider different points of view as we engage in class discussion of controversial topics for the purpose of experimenting Intimacy concepts effectively (assessed by observation). (LO2,3 & Personal responsibility) |
| 13   | Chapter 10-Improving Communication Climates  
  - Communication Climate and Confirming Messages  
  - Defensiveness: Causes and Remedies  
  - Saving Face | **Discussion:** The students will demonstrate the ability to consider different points of view as we engage in class discussion of topics for the purpose of experimenting communication climates effectively (assessed by observation). (LO6 & personal responsibility)  
**Quiz #3:** This activity will allow students to demonstrate and evaluate their knowledge regarding interpersonal concepts, conflict management through logic and reasoning. (LO1 & critical thinking) |
| 14   | Chapter 11-Managing Interpersonal Conflicts  
  - The Nature of Conflict  
  - Conflict Styles | **Conflict Style Activity:** Students will be able to analyze and evaluate their conflict style for conflict |
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|      | • Conflict in Relational Systems  
|      | • Variables in Conflict Styles  
|      | • Constructive Conflict Styles  | resolution effectiveness.  
|      |                                   (LO6, personal responsibility)  
|      | **Chapter11ActivityWorksheet:**  
|      | This activity allows students to develop a synthesized expression of ideas through a written assignment.  
|      | (LO4, communication skills)  
|      | **Quiz #4:** This activity will allow students to demonstrate and evaluate their knowledge on all previous 3 quizzes in preparation for final exam.  
|      | (LO1, critical thinking)  
| 15   | **Final Exam week**  
|      | **Final Exam Breakdown**  
|      | (comprehensive)=(Total50 questions)  
|      | (Chapters 9-11)=30 Questions  
|      | Exam1(Chapter 1-4)=10 questions  
|      | Exam2(chapters 5-8)=10 questions  
|      | Final Exam (comprehensive)  
|      | **Final Exam:** The students will be able to demonstrate knowledge of the main Interpersonal concepts, Communicating Identity, Perception, Communicating Emotion, Emotional Management, Nonverbal Communication, Listening Concepts, Relational Dynamics, Relational Factors, Communication Climate, and Conflict Management through logic and reasoning. This activity allows students to connect choices, actions, and consequences to ethical decision-making. This exam will be other overall assessment for the significant learnings of the entire
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<tr>
<td></td>
<td></td>
<td>Interpersonal Communication course. (LO1, personal responsibility)</td>
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**NOTE:** The instructor reserves the right to modify the course calendar and the course syllabus. The class will be notified if any changes occur. Quizzes and assignment may be announced or unannounced.

**REQUIRED TEXT AND MATERIALS:**
ISBN: 9781285070568
Scantron 882-E and #2 pencils

**GRADING CRITERIA:**
Policies or grading rules should cover late work, grade assignment and weighting, attendance policy, and make-up guidelines. Changing grading policies should occur only under extraordinary circumstances. No statement on a syllabus may contradict college rules regarding attendance, approved absence, etc.

From Student Handbook:
**Grading Criteria**
Students must receive a letter grade of “C” or better in each major course to receive credit. A temporary grade of “IP” may be given and indicates that a student has not satisfactorily completed a course. This grade will be given only when the deficiency is due to an authorized absence or other cause beyond the control of the student. When the quality of work finished has been acceptable for satisfactory completion of the course, a grade will replace the “IP.” A student must complete the required work within the period of time specified in the contract between the student and instructor. If it is not, the “IP” will be administratively converted to an “F.”

**GRADING CRITERIA**

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<thead>
<tr>
<th>Grading Criteria</th>
<th>Percentage</th>
<th>Grade Scale</th>
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<tr>
<td>Quizzes/class participation</td>
<td>15%</td>
<td>90-100 A</td>
</tr>
<tr>
<td>Assignments/journals</td>
<td>20%</td>
<td>80-89 B</td>
</tr>
<tr>
<td>Exams</td>
<td>50%</td>
<td>70-79 C</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>60-69 D</td>
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DEPARTMENT ATTENDANCE POLICY:
Only absences of an extreme or catastrophic emergency may be excused and must be corroborated in writing by an appropriate authority (hospital, doctor), merely phoning in does not excuse an absence. Students must file a withdrawal form with the Admissions Office to be withdrawn from the course. It is the responsibility of the student to drop the course prior to the last date (Nov 13, 2015) for withdrawal without incurring an “F” grade. The withdrawal process will no longer be initiated by the instructor.

ACCOMMODATION STATEMENT:
If you have a documented disability which will make it difficult for you to carry out classwork as outlined and/or if you need special accommodations due to a disability, please contact (956) 364-4520 or visit the Support Services Office in the Auxiliary Services Building as soon as possible to make appropriate arrangements.

CLASS POLICIES:
Attendance
You should attend every class session and stay for the duration of the period. The course is designed for participation by students and includes many in-class exercises. Good attendance contributes to a positive learning environment, and you cannot do your best in this course if you do not attend regularly. There are many things to be learned on a weekly basis that are not measured directly on the tests. It is your responsibility to get the information covered in the classes missed. It will be up to the instructor to decide whether the written excuse provided by the student can be used to justify absence. Excuses provided past 3 calendar days after the day you missed class will not be considered. Your first attempt should be to turn in the late assignment at my office. If I am not in my office, then you may slide the assignment in a sealed envelope under my office door. If the assignment is not located under my door, I will assume you failed to turn in the assignment and you will earn a zero. There will be a 10 point deduction for every calendar day that goes by from the due date/class time that the assignment was due. If the student is unable to personally turn in the assignment, it may be brought in by someone else other than the student in a sealed envelope. Your excuse should be included with in the sealed envelope in order for your assignment to be considered for a grade at the time of submission.
Exams: Three exams will be administered throughout the semester. These exams will consist of 50 multiple choice questions. Review sheets will be handed out prior to all three exams. The third exam will include the last chapters and it will also be comprehensive (please see schedule for breakdown of questions). **Note:** If you must miss an exam please contact me via email or phone and let me know that you will not be present during the exam before class starts. If you miss the exam without talking to me ahead of time, you will receive a zero unless you provide me with a legitimate excuse (please see Attendance policy). In addition, if you miss an exam day you must be prepared to take the exam by the next scheduled class meeting, and you must present legitimate excuse on this day only.

Quizzes (Engagement Activities)/ Participation Activities - You are expected to read assigned material before coming to class and to be prepared to discuss the information. Engagement activities consist of short quizzes and engagement worksheets. Engagement activities/participation activities will also serve as part of the review for examinations. In-class activities are done accordingly with the lecture of the chapter, please be aware that they are only tentative dates as per the lecture time may vary. **NOTE:** If you are late or absent (excused or unexcused) and miss an engagement activity you will NOT be able to make up the activity worksheet, or quiz at a later date.

Journals/Assignments- All assignments are due within the first 15 minutes of class otherwise it will be considered late. For other late assignment submission please see attendance policy.

In-Class Behavior
**Cell Phones/Laptop Computers:** Before class begins, please turn off all cellular phones. An interruption due to cell phones ringing or loudly vibrating, text messaging during class, internet browsing, working on another course assignment, students answering phone calls in class and/or leaving class to answer a call is disruptive to everyone and is highly discouraged! If you are expecting an **emergency phone call,** place your phone on vibrate and sit as close to the door as possible; so, you can quietly leave the room. Let your instructor know BEFORE class that you are expecting to receive a call and may be leaving.

**Interruptions:** This class is dependent upon class interaction and discussions. You are asked to be respectful of your classmates and not dominate class time. Unnecessary comments and interruptions will not be tolerated.
OTHER POLICIES

Student Success Office
If you need assistance in your academic studies, please contact (956) 364-4110 or visit the Student Success Office, in Building D, Room 121. For supplemental instruction, you can go to the website:

http://www.tstc.edu/oss/ossprograms.aspx

Electronic Devices
No electronic recording devices will be allowed in class. Children are not allowed in lecture rooms or laboratories.

General Education Program Assessment
Assignments from this course are subject to being archived for general education assessment. Procedures will follow protocol as prescribed by the research guidelines of the Association for Institutional Research.

Safety
“TSTC Harlingen faculty, staff, and students are asked to report all threats, perceived or real, immediately to College Police located in the Auxiliary Building. If the threat is imminent, the College Police emergency phone line at 364-4234 or 9-911 should be called. College Police will then coordinate the proper response in accordance with State and federal laws and TSTC System/College rules and regulations.”

Emergency/Safety Requirement for Spring 2015 Syllabus
In the event of an emergency, students should familiarize themselves with building and classrooms emergency exits/evacuation routes and be able to locate the nearest fire extinguisher. When an emergency alarm is activated, students should immediately leave the classroom, exit the building, and go to a designated safe area until clearance is given to go back into the building. Students should also register and be familiar with the Emergency Notification System.

Tutoring
The Supplemental Instruction & Tutoring Program at TSTC offers free tutoring and academic support services to help you achieve your academic and career goals. You can access the most up-to-date Supplemental Instruction & Tutoring Schedule, as well as MyTSTC Video Tutor Library, by using your smart phone to scan over the QR code below or visiting our webpage at:

http://www.tstc.edu/harlingenoss/situtoringprogram
For more information, please contact the Office of Student Success at 956.364.4163 or the Supplemental Instruction & Tutoring Program at 956.364.4170.

Note: If Instructor makes a safe and educated assumption that a student has either plagiarized or cheated on an exam or any other assignment the student will be given a zero in that particular assignment and will be reported to the community standards office.

Copyright Statement

The materials used in the course [textbooks, handouts, media files (podcast, MP3, Videos, RSS (Feeds), and all instructional resources on the colleges Learning Management System (Moodle)] are intended for use only by students registered and enrolled in this course and are only to be used for instructional use, activities associated with, and for the duration of the course. All materials generated for this course, which includes but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and any additional materials.

These materials may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. These materials may not be reproduced, displayed, modified or distributed without the express prior written permission of the copyright holder or TSTC. For further information contact your instructor.

Note: If Instructor makes a safe and educated assumption that a student has either plagiarized or cheated on an exam or any other assignment the student will be given a zero in that particular assignment and will be reported to the community standards office.

Communicating with your instructor (MyMail E-mail System)

All official college E-mail to students is sent through MyMail, the official student e-mail system at TSTC Harlingen. When communicating with instructors and/or employees of the college, you are required to use your TSTC MyMail student e-mail address. If you choose to forward your e-mail to another account, please be advised that you must respond from the MyMail account.

TSTC Harlingen faculty, staff, and students are asked to report all threats, perceived or real, immediately to College Police located in the Auxiliary Building. If the threat is imminent, the College Police emergency phone line at 364-4234 or 9-911 should be called. College Police will then coordinate the proper response in accordance with State and federal laws and TSTC System/College rules and regulations.
NOTE: Any changes to this syllabus will be provided in writing to the student and updated on all posted locations (HB 2504, course Moodle sites, building offices, etc.).

Tutoring Statement

The Supplemental Instruction & Tutoring Program at TSTC offers free tutoring and academic support services to help you achieve your academic and career goals. You can access the most up-to-date Supplemental Instruction & Tutoring Schedule, as well as MyTSTC Video Tutor Library, by using your smart phone to scan over the QR code below or visiting our webpage at: http://www.tstc.edu/harlingenoss/situtoringprogram

For more information, please contact the Office of Student Success at 956.364.4163 or the Supplemental Instruction & Tutoring Program at 956.364.4170.

Office of Student Success
Useful Links & QR Codes

Office of Student Success
http://www.tstc.edu/harlingenoss
Supplemental Instruction & Tutoring Program
http://www.tstc.edu/harlingenoss/situtoringprogram

MyTSTC Video Tutor Library (direct link)
http://www.tstc.edu/harlingenoss/videotutorlibrary
Over 100 short tutoring videos are available to students at the click of a mouse or tap of a fingertip. Videos cover English, College Algebra, Biology, Chemistry, History, technical subjects, and other areas.

Access to Success Mentoring Program
http://www.tstc.edu/harlingenoss/mentoring
Peer Mentors help students navigate college, as well as online learning tools and resources such as Moodle, Mymail, WebAdvisor, etc. Peer Mentors serve as a support system for students throughout the semester.

AVID Academic Achievement Center (Resources/Laptops)
http://www.tstc.edu/harlingenoss/academicachievementcenter
The center houses the Peer Mentors as well as an Advisor. All are available to help students navigate through college, make the AVID connection from high school to college, learn Cornell Note-Taking, provide information on scholastic policies, GPA & Completion Rate Calculation, and other services. The Advisor also refers students to campus and community resources
WIA (Workforce Investment Act)
http://www.tstc.edu/harlingenwia/services

VIDA (Valley Initiative for Development & Advancement)
http://www.vidacareers.org
Both WIA and VIDA provide financial support for eligible students, including help with tuition, fees, books, tools, and other college-related expenses.

Financial Aid’s Standards of Academic Progress
http://www.tstc.edu/harlingenfinancialaid/sap
This site provides students with information on the academic requirements to maintain financial aid eligibility.

Calculate Your Term GPA
http://www.back2college.com/gpa.htm
This site helps students forecast their Term GPA.

How to Raise Your GPA
www.back2college.com/raisegpa.htm
This site helps students forecast their Cumulative GPA and also helps them determine what type of grades are needed to increase their Cumulative GPA.