



RANGER COLLEGE

COURSE SYLLABUS

INTERPERSONAL COMMUNICATION SPCH 1318

3 credit hours

Fall 2020

INSTRUCTOR: Keren Myers

Instructor Information

INSTRUCTOR: Keren Myers

EMAIL: kmyers@rangercollege.edu

OFFICE: Main Campus, Jameson Building

PHONE: 361-228-0346: *please save this number in your phone*

HOURS: TBA

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

1318 – Interpersonal Communication (3 - 0) 2313045412 Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

III. Required Background or Prerequisite

There is no prerequisite for this course.

IV. Required Textbook and Course Materials

Interpersonal Communication by Lumen Learning is the current textbook needed for this class, as well as a small journal. Other materials for this course may be found in the appropriate Unit on Blackboard. You will also need a **computer**, access to the **Internet**, Microsoft Office, and knowledge of how to operate in **MS Word and PowerPoint (or Google Docs & Slides)**. Additionally, if the need presents itself, you'll need a **video recording device** (digital camera/camcorder/ iPhone/ smart phone), and a good group of friends, family, and neighbors to help you in preparing for your speeches for video recording and submission. In the event that this occurs, further details will be posted on Blackboard, and communicated to you.

V. Course Purpose

The purpose of this course is to focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. The course involves the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

VI. Learning Outcomes

Upon successful completion of this course, students will:

- Exhibit understanding of interpersonal theories and principles.
- Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts.
- Identify perceptual processes as they relate to self and others.
- Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.
- Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.
- Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.
- Identify types of and barriers to effective listening.

VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction & Communication

Modes of instruction will include group work/discussion, outside class assignments, some lecture, and audio-visual materials.

Above you have my email and cell number. I will also do my best to have a class on Remind for you to join so that you can communicate with me in the most efficient way possible. If you choose to email, please know that I may take up to 48 hours to respond, and it could be longer on weekends or holidays. So, if you need an immediate answer, call/text/message via Remind ☺

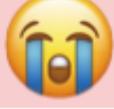
IX. Methods of Assessment

The course focuses on interpersonal interaction as a form of oral communication, and uses dyadic and small group interactions as well as writing skills to develop ideas; express those ideas clearly; consider the consequence of the message; promote understanding; and build the skills needed to communicate effectively. This course focuses specifically on oral communication skills as they are manifested in professional and personal relationships existing in dyads and small groups

The methods used to assess learning will include individual reflections, role-playing, group work, projects, discussions, and exams.

Assessment Chart

IPC Assessment Chart			
Quizzes	10%	Quizzes	10pts ea.
Journals	30%	Journals	10pts ea.
Group Projects	40%	Group Projects	200pts ea.
Exams	20%	Exams	100pts ea.

What Does My Grade Mean?		
A 90 - 100		I understand and could teach others. My work followed the instructions. My effort was apparent.
B 80 - 89		I mostly understood, but could use more practice. My work mostly followed the instructions. My effort could have been better.
C 70 - 79		I need to ask questions for understanding. My work did not completely follow instructions. My effort needs to improve.
D 60 - 69		I don't really understand; I need to ask for help. My work did not follow instructions. My effort wasn't my best.
F 59 - 0		I don't understand at all; I need to ask for help. My work was incomplete at best. No effort was apparent on my part.

X. Course Review

College-level course may include controversial, sensitive, and/or adult material. This is a "3-hour" course, which means that for each hour students spend in class,

they will be expected to complete about 3 hours of homework outside of class. *Students are expected to have the readiness for college-level rigor and content.*

Responsibility

You are responsible for making sure you meet each deadline for each assignment this semester for this course. Late work will automatically receive a score of “zero”. **Please contact me ahead of time to let me know that you will be unable to complete an assignment.** Emergencies concerning participation and class work *must be communicated to me at least 24 hours in advance* of class. Students will be expected to complete their course work.

Participation

This course is offered in a hybrid face-to-face and online format. Attendance is integral to success and learning. You are highly encouraged to provide your personal views and reflection to promote discussion. The quality of your contribution to the class will affect your grade. You may not merely show up be a warm body, and expect A's. Participation is expected to be continuous throughout the course. Neglecting to turn in assignments by their due date, apathetically participating in group discussions, or missing a key date may result in failing the course.

Written Assignments

Throughout this course you will have several written assignments, some requiring more of your time than others. You are cautioned, though, not to take any assignment lightly, no matter how seemingly small. All will require your critical thinking skills, your reasoning, analysis, and research proficiency.

Chapter Quizzes & Weekly Journals – For each chapter of the text that you are required to read, there will be a corresponding 10-question quiz worth 10 points. You will have 10 minutes to complete each quiz at the beginning of each class. Each journal entry will have more specific details in their appropriate Blackboard Units.

Exams – You will have two exams, Mid-Term and Final. Please see your Course Schedule for details.

Participation / Discussions – Since this is an interpersonal communication course, you will be expected to interact with your classmates. Expect regular FlipGrid discussions as well as Zoom class and assigned group meetings

Case Study Videos – During this course you will be asked to view and review either a video segment OR a written-format communication scenario and compose a four-paragraph *minimum* journal entry. Each subsequent entry will

get progressively longer as you continually apply additional chapter content to your analyses. Use your knowledge and apply chapter content as you analyze these speeches.

Group Project – In groups, you will research an assigned topic, expanding to our course's content. You will compile your findings in a presentation format in order to complete the assignment. Please see addendum for additional information.

Group Presentation – In addition to a non-cumulative final exam, you will also have a final project panel presentation. You will present with your partner the findings of your assigned research topic. Please also see addendum for additional information.

Extra Credit

Students will have the opportunity to earn 50 points of extra credit by viewing and critiquing one of the following films:

Babette's Feast

Casablanca

Children of a Lesser God

Fiddler on the Roof

Guess Who's Coming to Dinner(1967)

Life Is Beautiful

Nell

Upstairs Downstairs

West Side Story

Paper Structure:

You should write a 6-page (minimum/maximum) analysis (half page introduction, one page analysis per main point, and half page conclusion).

1. Introduction: Be sure to include an attention-getter, preview statement, and transition into your first main point.
2. Body: Be sure to include five main points that tie specific examples from the film to five concepts and processes (of your choosing) discussed in class and in the textbook, transitions between each point, and a transition to the conclusion.
3. Conclusion: Be sure to include a summary of main points, restatement of main ideas, and concluding remarks that leave us with a memorable ending.

Be sure to fully describe the concepts and processes in the paper and be as specific as possible in your paper when you offer examples from the film to represent these concepts and processes. Assume that you are writing this paper for someone who is not familiar with the film or the concepts and processes, but do not do a detailed plot summary or tell me whether you thought the film was good or not.

References:

You should use the film and your textbook as sources for this paper. Both sources should be cited in text and cited in an APA style References page at the end of your paper.

XI. Classroom Policies

Academic Dishonesty

The class discusses ethics in public speaking. We will cover this subject in great detail. All sources must be cited. When students use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using – without giving credit – the ideas or expressions of another. *American College Dictionary* defines plagiarism as “Copying or imitating the language, ideas, and thoughts of another and passing off the same as one's original work.” This includes oral or written use of quotations without citation, extensive paraphrasing of others' ideas without citation, or using the outline of another person's work without citation. Failure to cite a source either orally or on paper will result in a failing grade, and may be cause for dismissal from the class and/or college. Any student caught cheating will be dismissed from class. It is the intent of Ranger College to promote a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense. Do not allow your work to be copied in whole or in part by another student. Do not work as a group on any individual projects. Any work you turn in must be your original work only, created specifically for this class only.

Student Behavior Policy

Students are expected to take responsibility in helping to maintain an environment that is conducive to learning. In order to assure that all students have the opportunity to benefit from online class time, students are prohibited from making offensive remarks or engaging in other forms of distracting communication. Inappropriate communication will result in you being asked to leave the class, allotting you an absence for the class session. Adult behavior is expected during class. Derogatory, inflammatory, or any type of offensive language will **not** be permitted under any circumstances. Additionally, offensive language of any type will not be permitted and may be cause for dismissal from the class.

Available Support Services

Ranger Help Desk: helpdesk@rangercollege.edu

Non-Discrimination Statement

Admission, employment, and program policies of Ranger College are non-discriminatory with regard to race, creed, color, sex, age, disability, and national origin.

Absences

Weekly Course: Missing one class session is the equivalent to missing one ENTIRE WEEK of class. Due to the nature of our class together, it is possible to lose an entire letter grade per absence. Please note that after THREE (3) absences, you will automatically receive a FAILING grade.

Semi-Weekly Course: After six (6) absences, you will automatically receive a failing grade. Excessive absences will result in being dropped from the course.

Late Consequences

Assignments submitted after the deadline may be reviewed by the instructor at the student's request, but will earn a grade of zero for the assignment.

Exceptions can be made for students with documented illnesses, jury summons, or funeral note.

LIFE HAPPENS CLAUSE

*Because there are times in life when we are snowballed by the unexpected, for ONE assignment you may utilize the LIFE HAPPENS CLAUSE. You may turn in the late assignment up to one week after its deadline. No questions will be asked, **but you must clear this with me** before just randomly emailing me the work. I fully expect an email that contains 1) a statement that you are utilizing your one-and-only "Life Happens" to make-up for this assignment; 2) a description of the work you're turning in; 3) an attachment in Word/PDF that follows the guidelines listed above; and that 4) you use proper email etiquette.*

XII. Safety

Campus building occupants are required to evacuate buildings when a fire alarm activates. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and

building you may occupy while receiving instructions. The nearest exit door may not be the door you used when entering the building. Students requiring evacuation assistance should inform the instructor during the first week of class. In the event of evacuation, follow the faculty's or class instructor's instructions. **Do Not** re-enter a building unless given instructions by the Fire Department, Campus/Local Police, or Fire Prevention Services.

XIII. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. **Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu) and bringing any subsequent accommodation recommendation sheet to me.** *It is advisable to make this contact before or immediately after the semester begins.*

XIV. Non-Discrimination Statement

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XV. Course Calendar

Fall 2020 Course Schedule - IPC online			
Dates	Units	Chapters/ Assignments	Stuff that's Due
Week 1	Units 1	Review Syllabus;	Syllabus Quiz, Email Etiquette Quiz
		Overview: What Is Interpersonal Communication?	Ch. 1 Quiz
Week 2	Unit 2	Communicating Identity, part 1	Journal Entry #1
		Communicating Identity, part 2	
Week 3	Unit 3	Perception & Emotion, part 1	Ch. 2 Quiz
		Perception & Emotion, part 2	
Week 4	Unit 3	Perception & Emotion, part 3	Journal Entry #2
Week 5	Unit 4	Verbal Communication, part 1	Ch. 3 Quiz
		Verbal Communication, part 2	
Week 6	Unit 4	Listening, part 1	Journal Entry #3

		Listening, part 2	
Week 7	Unit 6	<i>Home Group Projects Due</i>	
	Unit 7	<i>MidTerm Exam</i>	
Week 8	Unit 8	Relationships, part 1	Ch. 4 quiz
-		Relationships, part 2	
Week 9	<i>Unit 8</i>	Social Exchange, part 1	Journal Entry #4
		Social Exchange, part 1	
Week 10	Unit 9	Relational Transgressions	Ch. 5 Quiz
Week 11	Unit 10	Intimacy, part 1	Journal Entry #6
		Intimacy, part 2	
Week 12	Unit 11	Self-Disclosure, part 1	Ch. 6 Quiz
		Self-Disclosure, part 2	
Week 13	Unit 12	Group Projects Due	Journal Entry #6
		Extra Credit Assignment Due	
Week 14	Unit 13	<i>Final Exam Review</i>	
	Unit 14	<i>Final Exam</i>	

XVI. COURSE CONTRACT

Student Acknowledgement:

BY COMPLETING THE SYLLABUS QUIZ IN THE Welcome Unit, YOU ACKNOWLEDGE THAT YOU HAVE RECEIVED [VIA BLACKBOARD & EMAIL] AND HAVE READ THIS SYLLABUS FOR THE COURSE SPCH 1315, INTRODUCTION TO PUBLIC SPEAKING. YOU FURTHERMORE ACKNOWLEDGE BY COMPLETING SAID QUIZ THAT YOU UNDERSTAND THAT IS IT YOUR REPSONSIBILITY TO ABIDE BY THE GUIDELINES PRESENTED THEREIN, AND THAT FAILURE TO ADHERE TO THESE GUIDELINES WILL BE REFLECTED IN YOUR GRADES.

XVII. Addendum & Templates

Home Group Project Guidelines

Group Members

1) _____ 2) _____ 3) _____

Topic _____

Task: to compile and evaluate the research available on a certain topic or issue that you are presenting to your peers.

This research is the prep for a 15-minute, group presentation to enlighten the class about research in your assigned area/theory of communication. The group must collectively review 9 academic journal articles (using EBSCO Host or Google Scholar) related to the assigned topic. Each group member should research and write their fair share of the literature review (approx. 3/ea). As a group, you will need to:

- Define the topic – what is your group looking to explore?
- Compose a specific question to guide your group's research
- Find relevant academic journal articles – read and take note of the main points, conclusions, strengths, and weaknesses of the research.
- Assess and evaluate – Analyze how each source relates to other research within the field, and group sources by theme, topic, or methodology.
- Write your group's thesis statement – should contain the overarching focus for your literature review as well as the main supporting points you found in the literature.
- Lastly, **summarize** – Briefly state the argument and main points of relevant research

Group Presentation Guidelines

In 15 minutes, the best you can do for your audience is highlight three to five broad observations or conclusions about the state of research. Each panel member should have about 5 minutes of talking-time to present their share of the research.

Here are some questions you might address with your observations about your topic of review:

- Are the lines of research diverging and multiplying, or converging and consolidating?
- Has it divided into "factions" or "schools" that define problems, methods, and solutions differently? Or is all research operating under a single paradigm?
- What's the influence and interaction with other fields and disciplines?

- Where has research made progress addressing fundamental questions? Where has research made no meaningful progress?
- Where should researchers look for the most promising research directions and under-explored areas?

Don't try to make more than six observations in 15 minutes. By trying to say more, you are actually communicating less effectively.

TOPICS:

Business Communication

Family Communication

Nonverbal Communication

Intercultural Communication

Interpersonal Conflict

Health Communication

Deceptive Communication

Social Media & Digital Communication