BROOKDALE COMMUNITY COLLEGE

SPCH-130 Interpersonal Communication 3.0 credits

Prerequisite – READ-095 or passing score in reading on Basic Skills Test.

Course Outcome

Students will develop the interpersonal skills and knowledge central to success in academic, business, civic, and personal life. Among these skills are listening, assertiveness, conversation, interviewing, conflict resolution, negotiation, and gender communication.

Course Description

Speech 130 introduces students to the study of Interpersonal Communication. Students will have an opportunity to improve both their theoretical understanding and practical application of key interpersonal skills. Our focus on dyadic relationships will include aspects of effective initiation, maintenance, and closure within specific contexts. Effective ways to communicate both verbal and non-verbal messages will be explored and assessed. An oral skill building approach to the course material requires that students participate fully in class activities that emphasize effective listening and speaking. Additionally, written assignments, projects, and/or tests will accompany each of five course units.

Textbook and Supplies

Composition Tablet (marble) – for journal assignments

Course Goals and Objectives

Unit I – Self & Dyads
Readings: Chapters 1 (pp. 1 – 29), 2, 3, and 4
Objectives:

• understand four modes of intrapersonal communication
• learn a contemporary model of interpersonal communication
• understand basic principles of interpersonal communication
• determine personality type on the Myers-Briggs Type Indicator (MBTI)
• learn and practice reflective listening skills

1.1 communicate information and ideas clearly and effectively in written form
1.2 communicate information and ideas clearly and effectively in spoken form
1.5 demonstrate effective listening skills

Unit II – Verbal Messages
Readings: Chapter 5
Objectives:
• understand the nature of verbal messages
• recognize denotative, connotative, abstract, sexist, confirming and disconfirming messages
• create and demonstrate an effective “model” conversation

1.1 communicate information and ideas clearly and effectively in written form
1.2 communicate information and ideas clearly and effectively in spoken form
1.5 demonstrate effective listening skills

Unit III – Non-Verbal Messages
Readings: Chapter 6
Objectives:

• understand the functions of nonverbal messages
• recognize the 10 channels of nonverbal messages
• demonstrate the effective use of nonverbal messages

1.1 communicate information and ideas clearly and effectively in written form
1.2 communicate information and ideas clearly and effectively in spoken form
1.5 demonstrate effective listening skills

Unit IV – Interpersonal Relationships
Readings: Chapters 7, 8, 10, and 12 (pp. 356-362)
Objectives:

• understand and create assertive messages using a DESC script
• learn and demonstrate effective verbal and non-verbal interviewing skills
• write an effective resume based on current resume-writing principles
• recognize and adapt to differences in gender communication styles

1.1 communicate information and ideas clearly and effectively in written form
1.2 communicate information and ideas clearly and effectively in spoken form
1.5 demonstrate effective listening skills
6.2 understand the importance of taking responsibility for one’s behavior

Unit V – Interpersonal Conflict
Readings: Chapter 11
Objectives:

• understand the benefits and drawbacks of interpersonal conflict
• recognize behaviors that contribute to destructive conflict
• learn several models for constructive conflict resolution
• learn a model for effective negotiation
• demonstrate effective win-win negotiation skills
• demonstrate constructive conflict resolution skills

1.1 communicate information and ideas clearly and effectively in written form
1.2 communicate information and ideas clearly and effectively in spoken form
1.5 demonstrate effective listening skills
2.1 identify a problem and analyze it
6.2 understand the importance of taking responsibility for one’s behavior

Reading Assignments

Assigned textbook readings constitute a home study portion of the course that is vital to your success. Complete all assigned readings on time to earn the best grade possible.

Graded Assignments

Students may earn up to 450 points. For each of the five units, students will earn at least 50 points by completing the activities for that unit. Point values for all class assignments follow:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>Self-Collage</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Model Conversation</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Non-Verbal Story</td>
<td>50 points</td>
<td></td>
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<tr>
<td>Resume</td>
<td>25 points</td>
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<tr>
<td>Mock Job Interview</td>
<td>25 points</td>
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<tr>
<td>Conflict Resolution Skit</td>
<td>50 points</td>
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<tr>
<td>Journal Exercises I – V</td>
<td>150 points</td>
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<tr>
<td>Final Paper</td>
<td>50 points</td>
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<tr>
<td>Attendance/Participation</td>
<td>50 points</td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>500 points</strong></td>
<td><strong>________</strong></td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>TBD</td>
<td>90 - 100 % Excellent</td>
</tr>
<tr>
<td>B</td>
<td>TBD</td>
<td>80 - 89 % Good</td>
</tr>
<tr>
<td>C</td>
<td>TBD</td>
<td>70 - 79 % Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>TBD</td>
<td>60 - 69 % Less than satisfactory</td>
</tr>
<tr>
<td>F</td>
<td>TBD</td>
<td>59 % and below Inadequate</td>
</tr>
</tbody>
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Late Assignment Policy: All assignments are due at their scheduled time. Any late assignment will lose 20% of its earned point value.

Attendance Policy

In Speech 130 you are limited to 9 hours of absences. Missing more than 9 class hours will
jeopardize a passing grade. All absences count towards the 9-hour limit. Tardiness disrupts the flow of classroom activities. Tardiness also hampers your ability to effectively participate in class. If you are not present in the classroom at the time when class is scheduled to begin, you are tardy. Coming to class late and/or leaving early five or more times will result in a drop of one full letter grade.

**The Fine Print  (Caveat Emptor!)**

**Classroom Civility**

For learning to occur, the classroom atmosphere must be conducive to concentration and uninterrupted communication. Two guidelines will be enforced: 1) the use of electronic communication devices (e.g. pagers or cell phones) is prohibited. If you bring them into the classroom they must be turned off; and, 2) when not participating in class activities or discussions your goal as a student is to listen, observe, and learn. Those who disrupt fellow students or the instructor by side-bar conversations or other inappropriate behavior may have their seats reassigned or be dismissed from class.

**Language**

Don’t take your lead from the Jerry Springer show. Many television programs create spectacles to grab your attention and money for their sponsors. Interpersonal Communication class can inspire more sophisticated ways of thinking and relating. Vulgar and coarse language in the class is therefore discouraged (see the instructor if you’re unsure about appropriate language use).

**Plagiarism**

Plagiarism is intellectual theft, the verbatim or near verbatim use of ideas, concepts, and oral or written passages—for personal gain—without giving their true author credit. Any quoted oral or written passages incorporated into your assignments must be clearly noted as such. Plagiarism will result in receiving no credit for an assignment. Repeated plagiarism may result in failing the course or other disciplinary action by Brookdale Community College.

**Brookdale Student Handbook**

Please refer to *Answers*—the Brookdale Student Handbook—for Brookdale’s Academic Integrity Code, Student Conduct Code, and Student Grade Appeal Process.

**Disability Statement**

If you have a documented disability and would like to request accommodations and/or academic adjustments, contact the Disability Services Office at (732) 224-2730 (voice) or (732) 842-4211 (TTY).

**Disclaimer**

The schedule, instructional methods, grading, and assignments for this class may change to
more effectively meet course objectives. If necessary to alter any part of the syllabus, the instructor will inform students in a timely manner.