

**Course Outline****COURSE:** CMUN 8                      **DIVISION:** 10                      **ALSO LISTED AS:****TERM EFFECTIVE:** Summer 2024**CURRICULUM APPROVAL DATE:** 08/13/2024**SHORT TITLE:** INTERPERSONAL COMM**LONG TITLE:** Interpersonal Communication

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

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**Out of Class Hrs:** 108.00**Total Learning Hrs:** 162.00

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**COURSE DESCRIPTION:**

This course studies the communication process in an interpersonal (dyadic) setting. This class will explore the ways in which we can improve our communication with others. Verbal and nonverbal messages, self-concept, cultural differences, gender differences, perception, listening and conflict management will be explored.

**PREREQUISITES:****COREQUISITES:****CREDIT STATUS:** D - Credit - Degree Applicable**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

## **SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Develop a clear understanding of self-concept and engage in self-reflexivity of one's own communicative behavioral patterns
2. Analyze interpersonal relationships through experiential learning
3. Recognize and discuss the role of the perception process, nonverbal and verbal communication, cultural and gender differences, listening, and conflict resolution styles as they apply to interpersonal relationships and demonstrate and practice the application of skills in present relationships.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Students will practice and refine the concepts presented in the course through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience, one to many, (live, asynchronous, and/or synchronous) using effective delivery techniques.
2. Students will be able to differentiate between interpersonal communication and other forms of communication. They will also understand the process of communication and why we need to communicate.
3. Students will understand the role of self-disclosure in relationships and the stages of relational development.
4. Students will demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility with regard to interpersonal relationships.
5. Students will understand the importance of listening in relationships and how they can improve their skill set through active listening/paraphrasing while providing constructive criticism to peers.
6. Students will identify their own preferential style of conflict management and the strengths and weaknesses associated with that style.
7. Students will be able to explain the importance of nonverbal communication/body language and how messages without words function and influence our communication in our relationships.
8. Students will differentiate between facilitative versus debilitating emotions, gender and cultural differences in the expression of emotion, as well as measure one's own emotional intelligence.
9. Students will analyze the stages of perception and factors that influence our perception. Students will then practice perception checking in relation to real-life interpersonal relationships.
10. Students will comprehend self-concept, self-esteem and the effects of self-fulfilling prophecies.
11. Students will learn about supportive vs. defensive communication by using Jack Gibb's confirming and disconfirming messages.

**COURSE CONTENT:**

Curriculum Approval Date: 08/13/2024

3 hours

Getting acquainted exercises.

What is interpersonal communication?

6 hours

Introductory Presentations

Examining self-concept and self-esteem.

3 hours

Perception

Rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility

Perception checking exercises, perception process and in-class role-plays.

3 hours

Emotions and the use of emotional intelligence and emotive language.

Writing or comparable assignment: I-language, emotional expression, gender, and cultural variations in emotion and language.

3 hours

Nonverbal Communication

Twelve types of nonverbal communication. Video analysis.

Writing or comparable assignment:

Reflection Paper #1

3 hours

Exam pong activity review

Midterm Examination (Chapters 1-6)

3 hours

Listening

Writing and Group work: Complete listening assessment, practice active listening/paraphrasing in class activity.

6 hours

Complete Johari Window and interview questions of family, friends, and coworkers.

How Others See Me Presentations

How Others See Me Oral Presentations with Johari Window explanation and visual aids.

Written assignment: Typed outline of presentation

6 hours

Supportive vs. Defensive Communication Climates

Writing or comparable assignment: In-Class role-plays using Gibb's six confirming/supportive versus disconfirming/defensive communication

messages in skits and role-playing. Video analysis

6 hours

Conflict Management in Interpersonal Relationships

Conflict management survey.

Cultural and gender differences.

Interpersonal conflict management in-class role-plays.

Reflection Paper #2

3 hours

Exam review

Exam #2 (Chapters 7-12)

**COURSE CONTENT(CONTINUED):**

7 hours

Individual or Group Research Project

In Class Group Work and Final Presentations

2 hours

Final Exam

**METHODS OF INSTRUCTION:**

Lecture, in-class discussion and activities including role-plays, oral presentations, and collaborative dyadic and film and video analysis.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours 58

Assignment Description

Preparation, Research, Outlining, and Practicing of Speeches -

Speech 1 Introductory Presentation

Students are required to prepare a presentation introducing self to class through a slide show presentation.

Speech 2 How Others See Me/Johari Window Presentation

Students will learn the Johari Window theory of self disclosure. Four quadrants, Open, Blind, Hidden, and Unknown will be analyzed and a slide show presentation will be created and delivered in class. Deeper analysis will reveal how one's self disclosure is likely to change given context, history, and personality traits. Research, interviews, and practicing a presentation is required.

Speech 3 The Five Love Languages

Students will be required to read Gary Chapman's Five Love Languages and complete the online survey to discover their love language as well as their loved one's love language. Groups will be formed based on shared love language and an extensive 40-45 minute group presentation will be required. Group meetings, research, reading the book, completing the online survey, watching videos, creating an engaging in class group activity, and practice will be required.

Required Outside Hours 15

Assignment Description

Reflection and Implementation of Improving Communication Climates: Friends, Families, Significant Others, and Colleagues

Students will write a two-part paper where they choose a relationship that they are less than satisfied with and that they would like to work on improving. Specific communicative goals are set and the student is to implement those goals over a 6 week period. A second paper will follow up explaining what changes have occurred since implementation of the initial goals.

Required Outside Hours 15

Assignment Description

Studying for Comprehensive Exams reviewing chapters, True/False, Multiple Choice, and Essay. Textbook and lecture slides

Required Outside Hours 20

Assignment Description

Discussion post participation and TedTalk/Video analysis over a series of six interpersonal-related prompts is required. In addition, two peer post responses are required per discussion.

**METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 30

Evaluation Description

Written homework and discussions

Reflection papers

Other: Presentation outlines, role-plays, written eval.

Skill demonstrations

Evaluation Percent 40

Evaluation Description

Class performance

Other: Oral presentations and group collaborative work

Objective examinations

Evaluation Percent 30

Evaluation Description

Multiple choice

True/false

Other: Short answer/essay

**REPRESENTATIVE TEXTBOOKS:**

Looking Out, Looking In, Adler, R. & Proctor, R., Cengage Learning, 2023 or a comparable textbook/material.

ISBN: 9780357658307

Reading level of text, Grade: 13th Grade Verified by: Verified by: Cengage Learning

The 5 Love Languages; Northfield Publishing; Chapman, Gary; 9780802412706; 2015 Even though Dr. Gary Chapman's "The 5 Love Languages" was last revised in 2015, its principles of understanding interpersonal dynamics are still relevant today. Since its original publication date in 1992, the book remains on the New York Times Best Sellers list every year. For students navigating relationships, the book's communication insights are valuable despite its original publication date. The book's longevity and popularity attest to its efficacy as a supplemental resource.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV A1, effective 201030

GAV F, effective 201030

CSU GE:

CSU A1, effective 201030

IGETC:

IGETC 1C, effective 201030

CSU TRANSFER:

Transferable CSU, effective 201030

Not Transferable

UC TRANSFER:

Transferable UC, effective 201030

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000236445

Sports/Physical Education Course: N

Taxonomy of Program: 150600