I. INTRODUCTION

A. The purpose of this course is to study the process used to exchange messages with others in dyads and groups.

B. This course is designed to meet curriculum requirements for many degree plans at Central Texas College.

C. This course is occupationally related & serves as preparation for professions including nursing, teaching, counseling, child development, psychology and office management.

D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Interpersonal Communication, students will:

A. Exhibit understanding of interpersonal theories and principles and demonstrate the ability to effectively research evaluate and apply communication theories in oral and/or written assignments. (C5, C6, C7)

B. Analyze the relationship between interpersonal communication, self and perception. (C5, C6, C7, C15, F7, F9, F10, F14)

C. Demonstrate clear understanding of the role verbal messages, nonverbal messages, and listening skills have on interpersonal communication. (C7, F5, F6, F7)

D. Become more competent in communication in small group discussions, articulating and defending their own beliefs as well as listening and considering the ideas of others. (C7, F5, F6, F7)

E. Learn skills and strategies to escalate, maintain and terminate relationships. (C9, C10, C12, C13, F2, F6, F7, F8, F9)
F. Demonstrate ability to identify, evaluate, and apply conflict management styles and to understand the importance of choose appropriate skills to manage relational conflict. (C9, C11, C13, C16, F7-9, F11-12, F17)

G. Demonstrate intercultural competence through awareness of the impact of culture, co-cultures, gender, and age on an individual’s world view and communication. (C14, C15)

H. Identify types of and barriers to effective listening. (C5, C6, C7, F5, F6)

I. Demonstrate other-oriented communication strategies to support healthy interpersonal relationships. (C5, C6, C7, C14, F13, F17)

J. Demonstrate critical thinking ability by effectively evaluating the strengths and weaknesses of their own interpersonal skills, identifying areas of needed improvement and devising ways to improve those skills. (C5, C6, C7, F10, F13)

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books.

IV. COURSE REQUIREMENTS

A. Reading Assignments:
   1. Unit I: Textbook chapters 1-3, 5
   2. Unit II: Textbook chapters 6-8, 4
   3. Unit III: Textbook chapters 9-12

B. Projects and Activities:
   1. Journal
   2. Group Presentation
   3. Other group activities TBA

   1. Since this course emphasizes cognitive as well as experiential learning it is very important that you attend all class sessions. During the semester, we will do several in-class activities and several out of class assignments. These activities are designed to illustrate ideas discussed in class or to apply those ideas to your own communication experiences.
   2. You will receive a 100 for each activity you engage in and a 0 if you are absent or do not participate.

   There are no make-ups. Your assignments are due on the dates specified. Make-up opportunities with group activities are impractical.
C. All graded assignments will be evaluated by the instructor according to pre-determined criteria discussed in class.

D. Students are expected to arrive to class on time and stay until the end of class. Regular attendance is required.

V. EXAMINATIONS:

A. Unit I Test: Chapters 1-3, 5

B. Unit II Test: Chapters 6, 7, 8 & 4

C. Unit III Test: Chapters 9, 10, 11 & 12

D. The exams will consist of multiple choice questions and a variety of other question types—true/false, definition of terms, short answer, etc. They will cover the assigned textbook reading and class lecture/discussions. Class attendance and good note-taking are encouraged.

VI. SEMESTER GRADE COMPUTATION

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<thead>
<tr>
<th>Percentage of Grade:</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>20%</td>
<td>Exam #1</td>
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<tr>
<td>20%</td>
<td>Exam #2</td>
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<tr>
<td>20%</td>
<td>Exam #3 (final)</td>
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<tr>
<td>10%</td>
<td>Group Presentation</td>
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<tr>
<td>20%</td>
<td>Assignments &amp; Activities</td>
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<tr>
<td>10%</td>
<td>Journal</td>
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VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59).

The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other length is:
The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of W provided the student’s attendance and academic performances are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

If a student is unable to continue in this class, his or her responsibility is to go to the Records Office to file an application for withdrawal. The student must sign the withdrawal form. In the case of military tuition assistance students, the Education Service Office must also sign it. Failure to file a withdrawal form will result in Administrative Withdrawal with a grade of F(N).

B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 or SOAR for submission to the registrar. Students may be administratively withdrawn from any class when their absences exceed a total of four (4) class meetings for a sixteen week course or three (3) class meetings for shorter semesters, and in the opinion of the instructor, they cannot satisfactorily complete the course. The final decision rests with the instructor.

C. **Incomplete Grade:** The College catalog states, an incomplete grade may be given in those cases where the student has completed the majority of the course work but because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course. Prior approval from the instructor is required before the grade of IP for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an F or the course.

D. **Cellular Phones and Beepers:** Cellular phones, mobile phones and beepers will be turned off while the
student is in the classroom or laboratory.

E. Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. If you are asked to leave a class, you will be considered absent for the day.

VIII. COURSE OUTLINE
A. Unit One: Communication Process

1. Learning Outcomes:
   a. The student will discover the meaning of interpersonal communication.
   b. The student will explore the relationship between interpersonal communication and self.
   c. The student will relate perception to interpersonal communication.
   d. The student will illustrate the relationship between listening and responding skills in interpersonal communication.

2. Learning Activities:
   a. Experience the five methods of communication (C5)
   b. Organize and process the communication model (F10)
   c. Interpret and respond to listening opportunities (C7)
   d. Evaluate listening habits (F5)
   e. Discover self-concept (F14)
   f. Apply self-concept to interpersonal relationships (F9)

3. Lesson Outline:
   a. Methods of Communication
   b. Communication Models
   c. Steps in Listening
   d. Barriers to Listening
   e. Perception Activities
   f. Journal activities related to each chapter
B. **Unit Two: Developing Interpersonal Skills**

1. **Learning Outcomes:**
   a. The student will integrate verbal and nonverbal skills in interpersonal communication.
   b. The student will engage in assertive message strategies.
   c. The student will apply strategies in managing conflict.
   d. The student will demonstrate an awareness of cultural aspects of interpersonal communication.

2. **Learning Activities:**
   a. Organize and evaluate interpersonal situations (C5).
   b. Experiment with verbal and nonverbal communication through various activities in class. (C9, F6, F7, C12, F9)
   c. Practice creating assertive messages. (C7)
   d. Negotiate conflict resolution. (C13)
   e. Process the steps in decision making. (C7)
   f. Exercise leadership styles. (C12)
   g. Experience similarities between personal, familial & professional relational communication. (C15)

3. **Lesson Outline:**
   a. Discovery of Interpersonal Situations
   b. The Steps in Group Decision Making
   c. Problem solving activity
   d. The Process of Conflict Resolution
   e. Prepare and present information as a Group
   f. Journal activities related to each chapter

C. **Unit Three: Developing Relationship Skills**

1. **Learning Outcomes:**
   a. The student will discriminate between escalating, maintaining and terminating relationships.
   b. The student will explain how relationships are both systems and processes.
   c. The student will differentiate between relationships of choice and relationships of circumstance.
   d. The student will identify the principles of interpersonal power and be able to describe the types of power and how to negotiate power in a relationship.
   e. The student will be able to identify the different types of love in relationships.
   f. The student will learn strategies of how to manage relationship challenges.

2. **Learning Activities:**
   a. Organize and evaluate interpersonal relationships. (C5)
   b. Process the stages of interpersonal relationships. (C6)
c. Interpret the escalation and maintenance of interpersonal relationships. (C7)
d. Experience similarities between personal, familial & professional relational communication. (C15)

3. Lesson Outline:
   a. Analyze factors leading to the development of various types of interpersonal relationships
   b. Stages of Relational Development Activity
   c. Escalating and Maintaining Relationships
   d. Managing relationship challenges that could lead to termination
   e. Ways to terminate a relationship
   f. Developing relationships with family, friends, colleagues and consumers.
   g. Journal activities related to each chapter

IX. SCHEDULE

Week 1: Intro to the course; reading assignments; class schedule and assignment sheet, course outline
TEXT: Chapter 1

Week 2: TEXT: Finish up chapter 1; Begin Chapter 2
Assign Journal Activities; Self Disclosure Activity; Johari Window Activity

Week 3: TEXT: Finish up chapter 2; Begin Chapter 3
Assign Journal Activities; Perception Activities; Assign Group Project

Week 4: TEXT: Finish up Chapter 3
Assign Journal Activities; Perception Activities

Week 5: TEXT: Chapter 5; Listening Activities
Assign Journal Activities

Week 6: TEXT: Chapter 5; Listening Activities
Group Project Written Work Due for Groups

Week 7: Take Test #1 (closed book, closed notes) in class
TEXT: Chapter 6; Verbal Communication Activities; Group Presentation

Week 8: TEXT: Chapter 6; Verbal Communication Activities
Assign Journal Activities

Week 9: TEXT: Chapter 7; Breaking Nonverbal Rules Activity; Nonverbal Card Game Activity; Assign Journal Activities; Group Presentation

Week 10: TEXT: Chapter 8; Conflict Management Activities; Group Presentation
Week 11: TEXT: Chapter 4; Diversity Activities; Assign Journal Activities; Group Presentation

Week 12: Take Test #2 (closed book, closed notes) in class
    TEXT: Chapter 9; Relationship Activities; Group Presentation

Week 13: TEXT: Finish Chapter 9; Begin Chapter 10; Relationship Activities
    Assign Journal Activities; Group Presentation

Week 14: TEXT: Finish Chapter 10; Begin Chapter 11; Group Presentation
    Stages of Relational Development Activity; Assign Music Lyric Activity

Week 15: TEXT: Finish Chapter 11; Chapter 12; Relationship Activities; Group Presentation

Week 16: Take Test #3 (closed book, closed notes) - FINAL EXAM