

COMM R111: INTERPERSONAL COMMUNICATION

Originator

aedwards

Co-Contributor(s)
Name(s)

Fulkerson, Marcia (mfulkerson)

College

Oxnard College

Discipline (CB01A)

COMM - Communication Studies

Course Number (CB01B)

R111

Course Title (CB02)

Interpersonal Communication

Banner/Short Title

Interpersonal Communication

Credit Type

Credit

Start Term

Fall 2021

Formerly

SPCH R111

Catalog Course Description

This course provides an introduction to the dynamics of communication in one-to-one relationships. Communication experiences, behaviors, and rules governing interpersonal contexts are explored. Specific relationships such as friendship, family, and co-workers are the highlights of the course. Topics include language, perception, non-verbal cues, and listening. This course will help students effectively communicate in interpersonal encounters. C-ID: COMM 130.

Taxonomy of Programs (TOP) Code (CB03)

1506.00 - Speech Communication

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Students may attend live communication events to analyze the communication behaviors.

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Demonstrate and explain the various communication patterns within different relationships such as friends and romantic partners |
| 2 | Recognize and explain how messages are used to construct, maintain, and negotiate an identity |
| 3 | Identify and evaluate the role of the media on interpersonal communication. |
| 4 | Recognize and describe how communication theory affects their daily lives. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Define interpersonal communication. |
| 2 | Describe ways that communication creates, develops, and changes personal identities. |
| 3 | Explain the effect of communication on personal identities. |
| 4 | Evaluate and understand a variety of communication theories such as Muted Group Theory and Social Exchange Theory |

- 5 Demonstrate an understanding of ethical interpersonal communication founded on communication theory and research.
- 6 Identify and evaluate the roles of society, culture, and family on interpersonal communication situations.
- 7 Describe the effects of communication on interpersonal relationships and social and cultural realities.
- 8 Recognize language barriers in interpersonal relationships and social and cultural realities.
- 9 Recognize and employ appropriate language in interpersonal settings.
- 10 Evaluate and adapt to nonverbal cues in interpersonal settings.
- 11 Apply new communication skills and techniques to their everyday interpersonal relationships.
- 12 Apply new communication skills and techniques to resolve conflict in interpersonal relationships.

Course Content

Lecture/Course Content

1. Introduction to interpersonal communication
2. Maslow's hierarchy of needs
3. The role of ethics in interpersonal communication
4. The role of the identity in interpersonal communication
5. The role of perception in interpersonal communication
6. Language in interpersonal communication
7. The role of gender in interpersonal communication
8. Nonverbal cues in interpersonal communication
9. Listening versus hearing in interpersonal communication
10. Interpersonal communication in the development and maintenance of relationships
11. Intimacy and emotions in interpersonal relationships
12. Resolving conflict through interpersonal communication
13. The impact of technology on interpersonal relationships

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Computational homework
Essays
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers
Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Case studies

Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Lecture and discussion of interpersonal communication theory.
2. In-class written and oral analysis of students' own interpersonal relationships.
3. In-class analysis of mediated relationships that indirectly affect students' communication with their relationships.
4. In-class journaling on topics such as nonverbal cues, the self-concept, and language.
5. Multiple in-class individual presentations to be delivered and critiqued.
6. In-class analysis of communication techniques highlighted in various case studies.
7. In-depth class dialogue exploring theory and application of the different contexts of interpersonal communication competence.
8. Popular film analysis to explore the role of mediated images and their effect on interpersonal communication competence.
9. In-class individual and/or group presentations to be delivered and critiqued.

Representative Course Assignments

Writing Assignments

1. Written oral presentation outlines
2. Creative self-presentation project
3. Creative demonstration project
4. Multicultural team project
5. Term papers on topics such as friendship and gender, culture and interpersonal communication, and/or interpersonal communication within family dynamics
6. Response papers to various topics including identity and language
7. Exams and/or quizzes
8. Personal journaling/logging inside and outside of class

Critical Thinking Assignments

1. Student journals with prompts such as nonverbal cues, the self-concept, and language
2. Live speech presentations
3. Creative self-presentation which is a visual piece that helps students develop and understand their self-concept
4. Team project which requires students to investigate, research, and present a specific interpersonal communication topic
5. Term papers on topics such as friendship and gender, culture and interpersonal communication, and/or interpersonal communication within family dynamics

Reading Assignments

1. Selections in assigned text including topics such as:
 - a. Self concept
 - b. Language
 - c. Gender
 - d. Nonverbal Communication
 - e. Emotions
2. Library research including:
 - a. Journals
 - b. Case studies
 - c. Ethnographies

Skills Demonstrations

1. Live speech presentations
2. Creative self-presentation which is a visual piece that helps students develop and understand the self-concept
3. Team project which requires students to investigate, research, and present a specific interpersonal communication topic

Other assignments (if applicable)

1. Popular film analysis to explore the role of mediated images and their effect on interpersonal communication competence.

Outside Assignments

Representative Outside Assignments

1. Written oral presentation outlines
2. Creative self-presentation project
3. Creative demonstration project
4. Multicultural team project
5. Writing term papers on topics such as friendship and gender, culture and interpersonal communication, and/or interpersonal communication within family dynamics
6. Writing response essays on various topics such as identity and language
7. Exams and quiz preparation
8. Personal journaling/logging

Articulation

C-ID Descriptor Number

COMM 130

Status

Approved

Comparable Courses within the VCCCD

COMM M04 - Interpersonal Comm

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionWood, J. (2019). *Interpersonal Communication: Everyday Encounters* (9th). Boston, MA Cengage.**Resource Type**

Other Resource Type

DescriptionPop Culture Films such as *When Harry Met Sally*, *Win-Win*, *The Breakfast Club*, and *The Break-Up*..

Library Resources

Assignments requiring library resources

Researching for essays and projects

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Team project which requires students to investigate, research, and present a specific topic or issue examined in interpersonal communication

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.

Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs o Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
Hybrid (51%–99% online) Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
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Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
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Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

COMMUNICATION STUDIES/SPEECH

Review and Approval Dates**Department Chair**

04/09/2020

Dean

04/16/2020

Technical Review

04/22/2020

Curriculum Committee

04/22/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

05/13/2020

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000392611

DOE/accreditation approval date

MM/DD/YYYY