



COMS 130 – Interpersonal (5766)
Room – MUS 205
Instructor: Larry Leach
Office Phone: (310) 660-3593 x3716
Website – www.professorleach.com
E-mail: info@professorleach.com

Meeting times: M-W 1:00p – 2:25p

Required Text: Interplay: The Process of Interpersonal Communication
Adler, Rosenfeld, Proctor, 13th Ed

Materials: Note/Composition Book & 3 Scantrons

Office Hours & Location: MUS 132E

M/W: 8:30a – 9:30a
M/W: 2:30p – 3:00p
T/Th: 8:30a – 9:30a

COURSE DESCRIPTION

In this course, students study and apply methods and theories of interpersonal communication such as self-concept, perception, emotions, language and gender differences, nonverbal communication, listening, intimacy, defensiveness, and conflict resolution. Students are required to give formal and informal oral presentations and write reports.

3 units; 3 hours lecture
Recommended Preparation: eligibility for English 1A
Credit, degree applicable - Transfer CSU, UC

STUDENT LEARNING OUTCOMES (SLO):

Upon completion of course, students will be able to:

- 1. Identify and differentiate interpersonal communication concepts including perception, self-concept, emotions, and theories of interpersonal communication.
2. Create a well-organized outline & present the content of an interpersonal communication topic demonstrating basic verbal and non-verbal competency.
3. Identify and differentiate theories of interpersonal communication pertaining to listening, self-disclosure, language, nonverbal, conflict, male/female communication & communication climate.

Classroom Rules/Conduct:

- Please turn off/silence all phones prior to the start of the class & keep stored during the class meeting
-Be respectful of your fellow students and instructor during class discussions
-Students are expected to adhere to the El Camino College Student Code of Conduct
-Please do not bring food items into the classroom

Attendance & Participation:

Students are expected to fill in the front empty seats during class meetings. Large gaps will prompt a request to move forward. Attendance is expected in this class. Students who exceed 10% of the scheduled class meetings MAY be dropped with a "W" or receive a grade reduction up to a failing grade. Attendance is taken each class meeting. 2 late arrivals = 1 absence. If you wish to drop it's YOUR responsibility to make sure you have been dropped by the deadline.

Students should actively participate in class, examine, explore & critique ideas, concepts and theories. In order to participate in class discussion, assigned readings should be completed by the start of class.

Perfect Attendance (no absences of any kind or late arrivals = 25 bonus pts)

Academic Dishonesty / Plagiarism:

Plagiarism is the act of obtaining or attempting to obtain credit for academic work by representing the work of another as one's own without the necessary and appropriate acknowledgment. If you plagiarize, you are cheating yourself and if you are caught cheating or using others work without crediting them, you will face a minimum penalty of a failing grade on the assignment.

Outside work MUST be typed

If you don't have access to a computer or printer outside of school, you will need to use the computer lab or make arrangements in order to complete the assignments on time. I WILL NOT PRINT OUT ASSIGNMENTS FOR YOU

Make Up Work:

Make up will only be allowed if arrangements are made **PRIOR** to a missed assignment or exam & may be subject to a late penalty.

The in class writing & activity points cannot be made up.

Important dates:

- Feb. 23 Last day to drop without a "W"
- May 11 Last day to drop with a "W"

<u>Graded Assignments</u>		Grade Scale
Introduction	25 ____	
Portfolio/Journal	120 ____	627 – 700 = A
In Class Writings (5pt x12)	60 ____	
Interpersonal - Cultural plunge	50 ____	557 – 626 = B
Who Am I / Culture Bag	30 ____	
In Class Activities	120 ____	487 – 556 = C
Exam 1	60 ____	
Exam 2	60 ____	417 – 486 = D
Interpersonal Group Project	100 ____	
Final	75 ____	Under 416 = F
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Total Possible	700 ____	*Note – See Details On Required Outside Speech Observation

Course Objectives:

1. Identify human needs that are met by communication.
2. Define the key elements of self-concept.
3. Explain the perception process as it pertains to interpersonal communication.
4. Evaluate the physical and nonphysical benefits of expressing emotions.
5. Compare and contrast methods of anger management.
6. Identify problem areas of language usage including equivocation, emotive words, euphemisms, and abstract language.
7. Identify differences in speech associated with gender.
8. Differentiate between verbal and nonverbal communication.
9. Analyze cultural differences in nonverbal communication.
10. Compare kinesics, proxemics, and paralanguage.
11. Demonstrate paraphrasing and active listening skills.
12. Analyze the impact of self-disclosure on relationships.
13. Explain the role of communication in the development of attraction and intimacy.
14. Define communication climates.
15. Analyze types of defensive communication.
16. Analyze various conflict resolution styles.



The instructor will follow and adhere to the syllabus unless some unforeseen circumstance arises and reserves the right to adjust/change the syllabus should it be warranted and will notify the class promptly.

Info/concepts/Key Terms from the text & class may be reviewed at the start of class

Week 1 – Feb 12 – 14

Overview of Class/Introductions
Interpersonal Process – Activity

Week 2 – Feb 19 – 21

- Feb. 19 – Washington Holiday (Campus closed)
In Class Writing - Chap 1: Interpersonal Process

Week 3 – Feb 26 – 28 – Introduce Cultural Plunge Assignment (Wed)

In Class Writing - Chap 2: Culture and Communication
Culture and Communication – Activity

Week 4 – March 5 – 7 – Introduce Who Am I / Culture Bag

In Class Writing - Chap 3: Communication and the Self
Communication and the Self – Activity

Week 5 – March 12 – 14

In Class Writing - Chap 4: Perceiving Others
Who Am I / Culture Bag Group 1
Perceiving Others – Activity

Week 6 – March 19 - 20 -

Exam 1 - Chap 1-4 (*Chap 1-4 Journal entries & Cultural Plunge due*)
Cultural Plunge Discussion

Week 7 – March 26 – 28

In Class Writing - Chap 5: Language
Who Am I / Culture Bag Group 2
Language – Activity

Week 8 – April 2 – 4

In Class Writing - Chap 6: Nonverbal Communication
Who Am I / Culture Bag Group 3
Nonverbal Communication – Activity

SPRING BREAK – April 7 – 13

Week 9 – April 16 – 18 – (Introduce Interpersonal Team Project)

In Class Writing - Chap 7: Listening
Who Am I / Culture Bag Group 4
Listening – Activity

Week 10 – April 23 – 25 -

In Class Writing - Chap 8: Emotions
Emotions – Activity

Week 11 – April 30 – May 2 (Team Project Topics Due)

Exam 2 Chap 5-8 - (Chap 5-8 Journal entries due)
Video or In Class Activity

Week 12 – May 7 - 9

In Class Writing - Chap 9: Dynamics of Interpersonal Relationships
In Class Writing - Chap 10: Intimacy and Distance in Relationships

Week 13 – May 14 – 16

Intimacy and Distance / Dynamics of Interpersonal Relationships – Activity
In Class Writing Chap 11: Communication Climate

Week 14 – May 21 – 23

In Class Writing Chap 12: Managing Conflict
Communication Climate / Managing Conflict Activity

Week 15 – May 28 – 30 -

May 28 Memorial Day (Campus Closed)
Team Project Presentations – Day 1


Week 16 – June 4 – 6


Team Project Presentations – Day 2
Final Exam Chap 9-12 - (Chap 9-12 Journal entries due)

****ATTENTION****

All COMS 130 Students are required to attend one (1) outside of class speech activities as a part of the course curriculum.

The department presents two events to satisfy this requirement by simply attending.

	<p>#1 Speech – Curtis Zimmerman – Date – March 15th @7pm. <i>Mime, Juggle & Inspirational Speaker Encouraging others to “Live the Dream”</i> Tickets available at the Marsee Auditorium or Online at the Center for the Arts website \$10 Student Price w/ID (<i>in advance</i>) - \$15 Day of or w/Student ID & ASB Sticker</p>
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	<p>#2 Speakers Forum – Date – March 29 @ 7:00 p.m. The award-winning Forensics Team demonstrate individual competitive speaking events. Tickets available at the Marsee Auditorium or Online at the Center for the Arts website Tickets \$12 in advance w/ Student ID (<i>Additional Fees may incur on Day of Event</i>)</p>
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– Missing outside of class speech observation = 5% grade deduction from final grade

Alternative options require a written report and will ONLY be discussed during office hours

ASSIGNMENT DESCRIPTIONS

IN CLASS WRITING

The first 10 minutes or so of each lecture class will be dedicated to responding to prompts that are designed to get you thinking about the class lecture/discussion. Class members will be asked to share periodically and the responses will be collected prior to moving into the discussion/lecture for the day.

PORTFOLIO/JOURNAL ENTRIES – **MUST BE TYPED

At the conclusion of each chapter lecture there will be a journal prompt related to the concepts covered provided. The responses to the journals prompts should incorporate experiences/examples from your own life that you can use to illustrate how the interpersonal communication concepts covered occur or exist in your life. Be thoughtful and thorough in your response to the prompt to earn full credit.

Note* Portfolio entries will only be shown at the end of the lectures. If you miss it, it is your responsibility to get it from a classmate before the due date.

IN CLASS ACTIVITIES

There will be in class activities throughout the semester that will provide a better understanding of and help reinforce the concepts and principles of interpersonal communication that are covered in class.

Points for these activities are awarded to those who are present and participate in the variety of activities. ***The in class activity points cannot be made up.***

CULTURAL PLUNGE

Plan an experience of immersing yourself in another culture for a few hours at least. ***This is not a drive through the neighborhood or “pop in for a minute” activity.*** This activity is designed to give you a chance to experience the interpersonal environments of a different culture and reflect on your experience while considering how others may be more similar to or different than us than we realize.

WHO AM I / CULTURE I BAG

You will share a collection of artifacts and items that describe you. The “bag” or carrier can also be an expression of you and your interests. You may include items that exemplify historical events for you and your family, important events in your life, hobbies, and interests. Collect items from your home, your car, etc. Try to include about 5-7 items with the bag.

INTERPERSONAL COMMUNICATION TEAM PROJECT

As a team of 3-5 people you will try to solve an interpersonal communication problem such as loneliness, bad dates, employee morale, destructive relationships, Facebook fights, cyber bullying, conflict, etc. Your team will choose a frustrating interpersonal issue then explore how big the issue is, why it happens and what can be done to solve this problem!

This project will be made up of several steps that will be completed both individually and as a team. The project will consist of research, brief written reports, and a final group presentation that engages the class in as many way possible (visual, tactile, audio, etc). ***More details on this will be discussed in class.***

EXAMS

There will be three exams during the semester. Each exam covers the last four chapters that have been reviewed. Review the make up policy above regarding missed exams or work.

ADA Compliance

Accommodations: It is the policy of the El Camino Community College District to encourage full inclusion of people with disabilities in all programs and services (BP1600 and BP4055). Students with disabilities who believe they may need accommodations in this class should contact the ECC Special Resource Center at (310) 660-3295 as soon as possible to ensure that they are able to fully participate

Title IX Employee Reporting Obligations

You should know that if you reveal gender-based or sexual harassment, sexual assault, stalking or intimate partner violence to any instructor, we are required by law to report the problem to the Office of Staff and Student Diversity. However, psychologists are not required to report to the Office of Staff and Student Diversity. You can call the Student Health Center at 310.660.3643 or visit their website:

<http://www.elcamino.edu/studentservices/health>.

Student Resources and Student Success Act

Student Resources: Your success is the number one priority at El Camino College. College resources to help you succeed include computer labs, tutoring centers, health services, and services for designated groups, such as veterans and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, visit: http://www.elcamino.edu/administration/vpas/aims/aims_docs/ARSP.pdf

Student Success Act: New state regulations may affect your eligibility for financial aid, your registration priority, and your ability to repeat classes. For more information, visit: http://www.elcamino.edu/administration/vpas/aims/aims_docs/S3PF15.pdf. After completing 15 units or prior to the end of the third semester, all students must declare a major and complete a comprehensive educational plan. Schedule an appointment to see a counselor for an up-to-date educational plan by visiting: <https://www.elcamino.edu/studentservices/co/appointments.asp>.

COMS 130 Interpersonal & Cultural Plunge

Plan an experience of immersing yourself in another culture for a few hours at least. ***This is not a drive through the neighborhood or “pop in for a minute” activity.*** You may visit a geographic area where there is a predominant cultural group different than your own such as Chinatown, Korea town, East Los Angeles along Whittier Blvd, little Saigon (Garden Grove area), little Tokyo, little Ethiopia, Filipinotown, Tehrangeles, or another of your choice (***with approval***).

During your visit, eat some ethnic food, go to shops/shopping, see a cultural performance or experience another event, and just take in the sensory experience of the area. Talk to people and if possible, interview a shopkeeper or restaurant employee about their experiences in the neighborhood. Other ideas are to attend a dinner or special event (quinceanera, culturally themed wedding, etc) church or religious event while in the community (***MUST be from another culture***).

Don't limit your experience to a potentially artificial setting such as an ethnic restaurant, a special performance or a tourist spot. **You will type a summary (3-4 pages double spaced should be sufficient)**, this assignment will be discussed in class in order share and hear about the experiences everyone had and what they learned.

Take pictures and try to get a cultural artifact from a shop to highlight your experience. The class will share the activities they did, reflections and how the experiences related to the content of our readings and class discussions.

COMS 130 Interpersonal & Cultural Plunge (Cont.)

Tips for preparing your written summary

The stereotypes we hear and see, often in the media or from peers, have a great influence on our perceptions of people from other cultures.

Include your summary a comparison of how that culture is in real life and how they are portrayed through the media. Also provide details on the experience matched up with the expectations you had before going.

1. Observe members of the community interacting with each other and interacting with outsiders. Take note in order respond to the following items. ***(You will likely have to find a place where outsiders may come to congregate like a shopping area, restaurant, park, etc.)***
 - A. Using concepts discussed during the class, Identify the common nonverbal intercultural communication differences exhibited and what they tell you about the encounter between the people (Their comfort level, consistency of eye contact, accepted volume, proximity, etc.)
 - B. Compare the encounter between community members vs encounters with outsiders
2. Observe and describe the interaction between males and females, young and old and other interactions between sub-cultures or subgroups.
 - A. What were some interactions you observed, what did they tell you about
 - Gender roles
 - Age differences
3. Visit cultural places in the community and observe the décor, props, architecture and other physical arrangements within the location. Describe what the environment communicated to you.
4. Interact with members of the community during your time in the area, describe what it was like trying to communicate with them. Were there any language elements that affected the encounter? Use info from our language, culture and nonverbal chapters to discuss the encounter. Use info from the perceiving others discussion to share what your perception was of the people you encountered.
5. Finally, describe how you felt during this activity,
 - Reflect on interactions you had & what it was like engaging with people in the community
 - How did you feel as you moved about the community and various locations that

Your summary and reflection must show thoughtfulness and effort in completing the assignment to be awarded all the possible points. A poor effort will earn fewer points

COMS 130 – Interpersonal Communication

Who Am I – Culture Bag

You will sign up for one of the presentation days to share a collection of artifacts and items that describe you. The “bag” or carrier can also be an expression of you and your interests. You may include items that have influenced who you are and how you communicate.

Look for items that represent your interpersonal skills and exemplify events for you and your family, important events in your life, hobbies, and interests, etc. Collect items from your home, your car, etc. Try to include about 5-7 items with the bag. This activity allows for creativity in your thinking and presenting of who you are. Be thoughtful in your choices and be creative as long as your content is appropriate and adheres to the goal of representing you.

As you develop your bag some things to consider when choosing things to share are:

What experiences have shaped my interpersonal communication skills?

What things about me affect others perceptions about me?

What are some things that represent my real self and my presenting self

What are some hobbies that I enjoy?

What cultural traditions or artifacts represent you & your culture?

What has shaped the way you communicate with family members?

What are things who have made me who I am today?

The purpose of this assignment is to share things that represent you as a person, have had an influence on your interpersonal communication skills and development and ultimately make you who YOU are.