DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Interpersonal Communication
COURSE NUMBER: SPCH0153
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS

KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This is a basic speech course dealing with the oral communication process through the study of interpersonal communication. Interpersonal communication is the study of communication that takes place between two or more persons in day-to day life. This course will help you understand what works and what doesn’t in your communication with friends, families, and coworkers. Areas of study include: perception, verbal and nonverbal messages, listening, relationship development, relationship, maintenance, repair, and/or dissolution, and the differences in these things between cultures.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
Honors Section: An honors section of this course provides a non-traditional environment for learning that incorporates active student participation, critical reflection, use of primary sources and innovative teaching methods. Classes are designated as honors on the transcript. Enrollment in the honors section of this class requires the permission of the Director of Honors Education.

COURSE OUTLINE:
I. Fundamental Elements of the Communication Process
   A. Communication Model
   B. Communication Principles
   C. Improving Communication
II. Self Concept
   A. Formation of self-concept
   B. Improving self esteem
III. Perception
   A. Process of Perception
   B. Impact of Perception on Interpersonal Relationships
   C. Improving Interpersonal Perception
IV. Listening
   A. Listening As A Skill
   B. Process of Listening
   C. Improving Listening
V. Verbal Communication
   A. Relationship between words and meaning
   B. Cultural impacts of language
   C. Barriers to effective verbal communication
   D. Strategies for improving verbal communication
VI. Nonverbal Communication
   A. Functions of nonverbal communication
   B. Cultural impacts of nonverbal communication
   C. Interpreting nonverbal communication
   D. Improving nonverbal communication
VII. Interpersonal Relationships
   A. Types of interpersonal relationships
   B. Models of relationship development
   C. Strategies for creating relationships
   D. Strategies for improving relationships
   E. Cultural differences in relationship development
VIII. Interpersonal Conflict
   A. Types of Conflict
   B. Managing conflict
   C. Power relationships in conflict
   D. Cultural differences in understanding conflict
   E. Resolving conflicts effectively
IX. Application of interpersonal communication theory to different relationships
   A. Family
   B. Friendships
EXPECTED LEARNER OUTCOMES:
By the end of the course, the student will be able to:
A. Identify the fundamental elements of the communication process.
B. Demonstrate how a healthy self-concept improves communication.
C. Explain how perception affects communication.
D. Demonstrate effective listening habits and skills.
E. Use the English language effectively to reflect the intended message.
F. Interpret and employ nonverbal cues to optimize communication.
G. Identify and apply strategies to assure the maximum health of interpersonal relationships.
H. Manage relational conflict.
I. Apply effective communication skills in a variety of contexts.

COURSE COMPETENCIES:
*Identify the fundamental elements of the communication process.*
1. Given a communication model, the student will name all the components.
2. Given case studies, the student will identify the four communication principles.
3. Given case studies, the student will list strategies that could improve communication effectiveness.

*Demonstrate how a healthy self-concept improves communication.*
4. Given a list of methods, the student will identify his/her self-concept.
5. Employing the reported self-concept, the student will evaluate his/her self-esteem.
6. Employing the self-esteem, the student will report his/her acceptance of strengths and weaknesses.

*Explain how perception affects communication.*
7. Without the aid of the text, notes, or reference materials, the student will explain the three stages of interpersonal perception.
8. Without the aid of the text, notes, or reference materials, the student will describe the relationship between interpersonal communication and interpersonal perception.
9. Given case studies, the student will identify several of the seven strategies for improving interpersonal perceptions.

*Demonstrate effective listening habits and skills.*
10. Given a list of examples, the student will describe all four elements of the listening process.
11. Given a list of examples, the student will list several important barriers to effective listening.
12. Without the aid of the text, notes, or reference materials, the student will identify several ways to improve listening skills and habits.
13. Given a list of listening skills, the student will formulate a strategy for improving his/her own listening skills.

*Use the English language effectively to reflect the intended message.*
14. Without the aid of the text, notes, or reference materials, the student will describe the relationship between words and meaning.
15. Without the aid of the text, notes, or reference materials, the student will describe how words influence us and our culture.
16. Without the aid of the text, notes, or reference materials, the student will identify and manage word barriers.
17. Without the aid of the text, notes, or reference materials, the student will discuss how words affect our relationships with others.
18. Without the aid of the text, notes or reference materials, the student will formulate supportive approaches to relating to others.
19. Given several scenarios, the student will identify the confirming responses.

Interpret and employ nonverbal cues to optimize communication.
20. Without the aid of the text, notes, or reference materials, the student will describe the five functions of nonverbal communication in interpersonal relationships.
21. Without the aid of the text, notes, or reference materials, the student will summarize research findings that describe codes of nonverbal communication behavior.
22. Without the aid of the text, notes, or reference materials, the student will describe the three bases for interpreting nonverbal behavior.
23. Given the bases for interpreting nonverbal communication, the student will formulate a strategy for improving his/her own ability.

Identify and apply strategies to assure the maximum health of interpersonal relationships.
24. Without the aid of the text, notes, or reference materials, the student will explain the relationship of circumstance and choice.
25. Given case studies, the student will describe the three dimensions of interpersonal relationships.
26. Without the aid of the text, notes, or reference materials, the student will explain the model of the stages of relational development.
27. Given case studies, the student will discuss eight principles of interpersonal relationships.

Manage Relational Conflict
28. Without the aid of the text, notes, or reference materials, the student will compare and contrast three types of interpersonal conflict.
29. Given a list of examples, the student will describe the difference between destructive and constructive approaches to managing conflict.
30. Without the aid of the text, notes, or reference materials, the student will identify five types of interpersonal power.
31. Without the aid of the text, notes, or reference materials, the student will describe three types of conflict.
32. Given a list of conflict management skills, the student will formulate his/her own strategy for interpersonal conflict management.

Apply effective communication skills in a variety of contexts.
33. Without the aid of the text, notes, or reference materials, the student will define culture.
34. Without the aid of the text, notes, or reference materials, the student will identify the components of culture.
35. Given case studies, the student will discuss the similarities and differences in verbal and nonverbal communication in different cultures.
36. Given a list of examples, the student will discuss barriers that inhibit effective intercultural communication.
37. Without the aid of the text, notes, or reference materials, the student will identify strategies for bridging cultural differences.
38. Without the aid of the text, notes, or reference materials, the student will define the term family and describe four types of families.
39. Without the aid of the text, notes, or reference materials, the student will identify the key principles of the family systems theory.
40. Without the aid of the text, notes, or reference materials, the student will identify and describe the communication characteristics of a healthy family.
41. Without the aid of the text, notes, or reference materials, the student will identify the functions of friendship.
42. Without the aid of the text, notes, or reference materials, the student will describe rules for establishing and maintaining relationships.
43. Without the aid of the text, notes, or reference materials, the student will list and describe strategies for making friends.
44. Without the aid of the text, notes, or reference materials, the student will identify behaviors that result in losing friends.
45. Given several scenarios, the student will illustrate and describe principles of upward, downward, horizontal and outward communication.
46. Given several examples, the student will compare and contrast five difference leadership styles.
47. Without the aid of the text, notes or reference materials, the student will discuss four strategies for preparing for an effective job interview.
48. Without the aid of the text, notes, or reference materials, the student will describe three strategies for interviewing others for a job.
49. Without the aid of the text, notes, or reference materials, the student will explain how to give and receive feedback during a performance interview.
50. Without the aid of the text, notes, or reference materials, the student will identify the skills, tools, and steps for solving problems in teams.
51. Without the aid of the text, notes, or reference materials, the student will describe the role and effects of technology upon interpersonal relationships in the workplace.

ASSESSMENT OF LEARNER OUTCOMES:

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed
to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.