

College of San Mateo
Official Course Outline

1. **COURSE ID:** COMM 130 **TITLE:** Interpersonal Communication **C-ID:** COMM 130
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 16.0-18.0 TBA hours; and 80.0-90.0 Homework hours
Method of Grading: Letter Grade Only
Recommended Preparation:
 Eligibility for ENGL 100 or 105

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication
 CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking
 CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development
CSU GE:
 CSU GE Area A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING: A1 - Oral Communication
 CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions
IGETC:
 IGETC Area 1: ENGLISH COMMUNICATION: C: Oral Communication (CSU requirement only)

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Interpersonal communication, rational dialogue, and cooperative analysis of communicative events. Study of communicative interactions, the symbolic process, reasoning and advocacy, and the effects of communication on people and society.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Explain the basic elements of the communication process in interpersonal settings.
 2. Recognize the self-concept development process, its multidimensional identity, and its role in communication.
 3. Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
 4. Apply learned skills and communication theories in various communication contexts.
 5. Demonstrate an understanding of ethical interpersonal communication founded on communication theory.
 6. Research and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Explain the basic elements of the communication process in interpersonal settings.
 2. Recognize the self-concept development process, its multidimensional identity, and its role in communication.
 3. Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
 4. Apply learned skills and communication theories in various communication contexts.
 5. Demonstrate an understanding of ethical interpersonal communication founded on communication theory.
 6. Research and diagnose conflict in interpersonal relationships demonstrating appropriate conflict resolution methods.

6. **COURSE CONTENT:**
Lecture Content:
 1. Why we communicate
 - A. Models of the communication process
 - B. Communication theories and principles and miscommunication
 - C. Communication competence
 - D. Self-concept: definition, development, and characteristics

- E. Changing self-concept
 - F. Influences on perception
 - G. Perception process
 - H. Accurate, inaccurate perception and misunderstandings
 - I. Empathy
 - J. Emotions as they affect communication
2. Language, nonverbal communication and listening
- A. Symbolic language
 - B. Abstraction in language
 - C. Language, attitude, and identity
 - D. Nonverbal communication
 - E. Types of non-listening
 - F. Styles of listening
 - G. Active listening
3. Interpersonal Relationships
- A. Dimensions of interpersonal relationships
 - B. Content and relational messages
 - C. Stages of interpersonal relationships
 - D. Self-disclosure in relationships
 - E. Ethics of deception including white lies and equivocal language
 - F. Communication in the family
 - G. Communication in the workplace
 - H. Communication in romantic relationships and friendships
 - I. Improving interpersonal relationships
 - J. Communication climate
 - K. Resolving interpersonal conflict
 - L. Ethics of and Styles of conflict resolution
 - M. Assertion without aggression
 - N. Diagnosing and resolving interpersonal conflict

TBA Hours Content:

COMM 130 has a TBA (To Be Arranged hours) requirement that students must fulfill as part of their enrollment in this course. These TBA hours are not homework but are instructional activities designed to augment the lecture portion of the course. Under faculty supervision, students are required to complete activities shown below in the Communication Studies Center, such as videorecorded rehearsal of speeches and presentations; peer and self-critiques, including those based on at least two (2) videorecorded in-class speeches or presentations; group activities; research; and consultation with instructor on lab modules.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Critique
- E. Discussion
- F. Other (Specify): The learning process consists of lecturing, discussion, individual and group presentations, workshops, role-plays, and small group work. Lecturing/discussion will be supplemented with a variety of class activities which will allow the students to understand theory through practice. For example, the group research project (regardless of the specific topic) would be an opportunity for students to apply learned conflict resolution theory in a setting where real conflict exists among interdependent group members. The individual speech and group presentation assignments require the use of rhetorical, organizational and compositional skills. Another method of instruction involves activities that allow students to experience course content. The Stranger in the Classroom Exercise is a good illustration. Usually done in the class, this assignment asks that students make guesses about a stranger who is visiting (roles, interests, professions and other classifications) and then to have the stranger explain who he or she really is. It is a good critical thinking exercise as it helps students to understand the difference between fact and inference, attribution, assumptions, and stereotyping.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

The following are EXAMPLES OF TYPICAL writing assignments that require out-of-class preparation from the students, such as Skillbuilders. Skillbuilders are homework writing assignments that increase mastery of communication skills. They help students become proficient at perception checking, paraphrasing, and using "I" messages.

Family Group Project: This assignment allows students to work together in teams, research a communication topic, and exemplify underlying theory or theories.

Communication Process Paper: This paper allows students to apply the communication models they learn early in the semester with the goal of becoming more aware of what is happening when they're communicating in an environment that they're typically a part of (such as at work or with friends)

Gender Communication Paper: This assignment gets at some of the major ideas on Gender Communication presented by different writers on the topic (both academic and popular), for instance, John Gray, Deborah Tannen, and Julia Wood. It allows students to see competing viewpoints on the topic and to improve their communication with the opposite sex.

Peer or self-evaluation of at least two (2) speeches recorded in the classroom.

Reading Assignments:

The following are EXAMPLES OF TYPICAL reading assignments that require out-of-class preparation from the students:

Current topics in Interpersonal Communication: Students research topics of the day such as job interviewing techniques or online dating and use their findings in speeches and/or role-plays

Textbook Readings-Students are assigned 30 to 40 pages a week from textbook chapters

To be Arranged Assignments:

The following are EXAMPLES OF TYPICAL To be Arranged assignments that utilize the Communication Center:

Critiquing: peer or self-evaluation of at least two (2) speeches made and recorded in the classroom.

Video-recording: students will do an array of video recorded assignments such as mock job interviews, role plays, group presentations, and individual public speaking. Peer or self-evaluation of at least two presentations recorded in the classroom.

Researching: students use Communication Studies Center computers and consult with communication professors to complete assignments

Modules: students use the online video library to access videos and critically analyze content to augment lessons from the classroom

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Exams/Tests
- C. Group Projects
- D. Homework
- E. Lab Activities
- F. Oral Presentation
- G. Papers
- H. Projects
- I. Quizzes
- J. Research Projects
- K. Written examination
- L. Evaluation is based on class participation, individual and group presentations (including role-playing), research and application papers, and two exams. Exams measure students' ability to understand and apply learned theories. Individual and group research papers/projects assess students' critical thinking and conflict resolution skills. Individual and group presentations increase individual awareness through self-disclosure to the class. Role-plays help students master effective communication skills. Speeches are designed to assess how students effectively apply rhetorical principles through active oral communication.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Adler, R.B. & R.F. Proctor. *Looking Out Looking In*, 15th ed. Wadsworth/Cengage Learning, 2016

Origination Date: September 2015

Curriculum Committee Approval Date: September 2016

Effective Term: Fall 2017

Course Originator: Catherine Motoyama

