

**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; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning hours  
**Method of Grading:** Letter Grade Only  
**Recommended Preparation:**  
    Eligibility for ENGL 100 or ENGL 105
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E2b. 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)  
    IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences
  
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. Research, (primary and secondary sources) construct, organize, and deliver oral presentations highlighting verbal and nonverbal skills.
  3. Analyze and critique communication presentations using critical thinking and constructive feedback.
  4. Recognize the self-concept development process, its multidimensional identity, and its role in communication.
  5. Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
  6. Apply learned skills and communication theories including communication models, the canons of rhetoric, and ethos, pathos, and logos in various communication contexts.
  7. Demonstrate an understanding of ethical interpersonal communication founded on communication theory while recognizing diversity, equity, inclusion, belonging, and accessibility.
  8. Research and diagnose conflict in interpersonal relationships demonstrating 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. Research (primary and secondary sources,) construct, organize, and deliver oral presentations highlighting verbal and nonverbal skills.
  3. Analyze and critique communication presentations using critical thinking and constructive feedback.
  4. Recognize the self-concept development process, its multidimensional identity, and its role in communication.
  5. Analyze physiological, social, and cultural factors that affect perception and misunderstandings.
  6. Apply learned skills and communication theories including communication models, the canons of rhetoric, and ethos, pathos, and logos in various communication contexts.
  7. Demonstrate an understanding of ethical interpersonal communication founded on communication theory while recognizing diversity, equity, inclusion, belonging, and accessibility.

8. Research and diagnose conflict in interpersonal relationships demonstrating appropriate conflict resolution methods.

## 6. COURSE CONTENT:

### Lecture Content:

#### Lecture Content:

1. Why we communicate
  - A. Models of the communication process
  - B. Impact of mediated communication
  - 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

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Activity
- D. Discussion
- E. 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 is an example of a typical writing assignment that requires out-of-class preparation from the students, such as the Identity Essay. The Identity Essay asks students to reflect on aspects of their own identity such as but not limited to race, ethnicity, gender, sexual identity, disability, and socioeconomic status to examine how aspects of their identity impact their self-concept, how others see them, and how identity and intersectionality impact their interpersonal communication.

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)

### **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

### **Other Outside Assignments:**

The use of the Communication Studies Center is strongly encouraged to advance student learning and engagement. Students may be required to complete activities shown below in the Communication Studies Center or online, such as video recorded rehearsal of speeches and presentations; peer and self-critiques, including those videos recorded in-class speeches or presentations; group activities; research; and consultation with instructors on lab modules.

### **To be Arranged Assignments:**

## 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. DeVito, J. A.. *The Interpersonal Communication Book*, ed. Pearson, 2021
- B. West, R., & Turner, L. H.. *Interpersonal Communication*, 4th ed. SAGE Publications, Inc, 2019
- C. Wrench, J. S., Punyanunt-Carter, N. M., & Thweatt, K. S.. *Interpersonal Communication: A Mindful Approach to Relationships*, ed. Milne Open Textbooks. 29. <https://knightscholar.geneseo.edu/oer-os>, 2020
- D. Adler, R.B. & R.F. Proctor. *Looking Out Looking In*, 15th ed. Wadsworth/Cengage Learning, 2016

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**Course Originator:** Fermin Irigoyen II