COMM-1000: FUNDAMENTALS OF INTERPERSONAL COMMUNICATION

Cuyahoga Community College

Viewing: COMM-1000 : Fundamentals of Interpersonal Communication

Board of Trustees:
2018-01-25

Academic Term:
Fall 2019

Subject Code
COMM - Communication Studies

Course Number:
1000

Title:
Fundamentals of Interpersonal Communication

Catalog Description:
Define and explain basic terms, principles, and theories of interpersonal communication. Examine and adjust communication behaviors with the goal of improving one's own communication skills. Critically apply interpersonal theories in a variety of contexts and demonstrate an understanding of following aspects of interpersonal relationships: verbal, nonverbal, listening, perception, conflict, power, influence, and culture.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
None.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively. For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at https://www.tri-c.edu/student-accessibility-services/. Blackboard accessibility information is available at http://access.blackboard.com.
Eastern (216) 987-2052 - Voice. (216) 987-2423 - Fax
All students must adhere to the following general guidelines, until further notice:

- Your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.
- Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.

### III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to repay all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return.

Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

### IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

### V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College’s Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

### VI. CORONAVIRUS/COVID-19 STATEMENT

Students are responsible for adhering to all College health and safety guidance, including that which relates to the COVID-19 pandemic.

Public health requirements and standards are changing rapidly, and the College is adapting its guidance accordingly. Please check your Tri-C email and visit tri-c.edu/coronavirus regularly for updates.

All students must adhere to the following general guidelines, until further notice:
• Remain at home if you are ill or experiencing symptoms of illness. Do not attend any in-person class or gathering.
• Notify your instructor(s) if you are ill, have tested positive for COVID-19, or were exposed to an individual who has tested positive for COVID-19 and they will report the information to the Tri-C Compliance & Risk Management team and you may be contacted for follow-up information.
• Wear a mask or face covering at all times, including, but not limited to: upon entering and exiting any Tri-C facility, in class, and in all common areas.
• Maintain a distance of at least six feet between yourself and others at all times and if you must pass near an individual do it quickly and do not linger.
• Provide the College with relevant information about your current health status and participate in any required on-site checks (e.g., temperature checks, current contact information, symptom profile, etc.).
• Use only designated areas of Tri-C facilities, including entrances and exits. Sign in and out of Tri-C facilities as directed. 

The general guidelines listed above do not encompass all coronavirus-related guidance. These guidelines are subject to change at the discretion of the College and under the direction of public health authorities. Students who fail to adhere to this guidance may be subject to disciplinary action under the College’s Student Code of Conduct and the Student Judicial Code.

Outcomes
Course Outcome(s):
Apply communication theory.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Define interpersonal communication.
2. Consider and discuss the advantages and disadvantages to conflict.
3. Diagram and explain communication models.

Course Outcome(s):
Recognize the importance of verbal communication and utilize verbal communication strategies to improve verbal messages.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Define interpersonal communication.
2. Diagram and explain communication models.
3. Recognize different listening types.

Course Outcome(s):
Identify, understand, and be sensitive to the role of culture and diversity in interpersonal communication.

Essential Learning Outcome Mapping:
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Define perception in communication.
2. Define and discuss the concepts of self and social perception.
3. Own and describe feelings as related to specific behaviors.

Course Outcome(s):
Express feelings effectively.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Define feelings.
2. Own and describe feelings as related to specific behaviors.
Course Outcome(s):
Identify and discuss the role and importance of non-verbal communication.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Define interpersonal communication.
2. Diagram and explain communication models.
3. Recognize different listening types.
4. Define nonverbal communication and its impact on interpersonal communication.

Course Outcome(s):
Use ethical persuasion and influence effectively in interpersonal communication.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Identify different types of conflict.
2. Recognize and apply conflict skills.
3. Consider and discuss the advantages and disadvantages to conflict.

Course Outcome(s):
Develop an effective conflict style.

Essential Learning Outcome Mapping:
Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):
1. Recognize and apply conflict skills.
2. Consider and discuss the advantages and disadvantages to conflict.

Course Outcome(s):
Recognize how perception affects communication.

Objective(s):
1. Identify different types of conflict.
2. Define perception in communication.
3. Define and discuss the concepts of self and social perception.
4. Identify the origin and effect of self-concept and self-esteem.
5. Define listening.
6. Learn and apply effective listening skills.

Course Outcome(s):
Recognize the impact of technology on interpersonal communications.

Objective(s):
1. Define interpersonal communication.
2. Diagram and explain communication models.

Course Outcome(s):
Explain the role of listening in interpersonal communication and utilize cognitive, responsive, empathetic, and critical listening strategies in order to maximize shared meaning.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Define interpersonal communication.
2. Define perception in communication.
3. Diagram and explain communication models.
4. Recognize different listening types.
5. Define listening.
6. Learn and apply effective listening skills.

Methods of Evaluation:
1. Examinations
2. Quizzes
3. Personal journal
4. Short paper and/or presentation
5. Role playing
6. Interactive small and large group activities
7. Attendance

Course Content Outline:
1. An Introduction to Interpersonal Communication
   a. Definition and Models of interpersonal communication
      i. Actional/Linear Model
      ii. Reactional/Interactional Model
      iii. Transactional Model
   b. Functions of interpersonal communication
   c. Characteristics of interpersonal communication
   d. Interpersonal communication competence
   e. Diversity in interpersonal communication
   f. Ethics in interpersonal communication
2. Social Perception in Communication
   a. The perception process
      i. Attention/Selection
      ii. Organization
      iii. Interpretation
      iv. Dual processing in perception
   b. Perceiving others
      i. Reducing uncertainty
      ii. Impression formation
      iii. Attribution theory
      iv. Person-perception bias
   c. Self perception
      i. Self Concept
      ii. Self Esteem
      iii. Culture and Self-perception
   d. Improving Social Perceptions
   e. Perception Checking
3. Intercultural Communication
   a. The role of culture in interpersonal communication
      i. Dominant and Co-culture
      ii. Cultural Dimensions
      iii. Interpretation
      iv. Dual processing in perception
   b. Developing Intercultural Communication Competence
   c. Barriers to intercultural communication
d. Strategies to improve intercultural communication
   i. The Pyramid Mode

4. Verbal Communication
   a. Basic Elements of Verbal Communication
      i. Language defined
      ii. Characteristics of language
         1. Arbitrary nature of language
         2. Ambiguous nature of language
         3. Language reflects and influences thoughts
   b. Meaning and Language
      i. Semantics
      ii. Arbitrary nature of language
      iii. Attribution theory
      iv. Person-perception bias
   c. Verbal Communication Skills
      i. Making language concrete
      ii. Indexing
      iii. Dating
      iv. Language appropriate to context
      v. Using vivid language.

5. Nonverbal Communication
   a. Characteristics of Nonverbal Communication
      i. Nonverbal communication defined
      ii. Importance of nonverbal communication
      iii. Functions of nonverbal communication
      iv. Communicate emotion (affect display)
      v. Defines relationships
      vi. Clarifies and Reinforces verbal messages
      vii. Substitutes for verbal message
      viii. Contradict a verbal message
   b. Categories of Nonverbal Communication
      i. Body Language / Eye Contact / Kinesics
      ii. Paralanguage / Vocalics
      iii. Space / Proxemics
      iv. Touch / Haptics
      v. Time / Chronemics
      vi. Smell / Olfactics
      vii. Physical Appearance
   c. Guidelines for Improving Nonverbal Communication
      i. Guidelines for sending nonverbal messages
      ii. Guidelines for receiving nonverbal messages

6. Listening
   a. Obstacles to Effective Listening
      i. Personal Styles of Listening
      ii. Listening Apprehension
      iii. Passive vs. Active Listening
      iv. Perception and Listening
   b. Skills for Improving Listening
      i. Active Listening
         1. Attending
         2. Understanding
         3. Remembering
         4. Critically evaluation
         5. Responding

7. Interpersonal Influence
   a. Interpersonal Power
      a. Types of Interpersonal Power
         i. Persuasion
            1. Persuasion vs. Coercion
            2. Aristotle's Rhetorical Appeals
3. Processing persuasive messages
   a. Elaboration Likelihood Model
   b. Persuading Automatic Processors
   c. Persuading Extensive Processors
   d. Assertive Message Skills

8. Managing Conflict
   a. The Nature of Interpersonal Conflict
      i. Positive vs. Destructive Conflict
   b. Types of Interpersonal Conflict
      1. Fact Conflict
      2. Policy Conflict
      3. Value Conflict
      4. Ego Conflict
      5. Pseudoconflict
      6. Metaconflict
   iii. Conflict Management Styles
      1. Withdrawing
      2. Accommodating
      3. Competing
      4. Compromising
      5. Collaborating
   iv. Guidelines for Effective Conflict Management
      1. Break patterns of destructive conflict
      2. Create collaborative conflict conversations

9. Communication in Interpersonal Relationships
   a. The Functions of Communication in Relationships
      i. Maintaining a Supportive Climate of Communication
         1. Empathizing
         2. Supportive Interactions
         3. Supportive Messages
      ii. Levels of Message Confirmation
   b. Defensiveness: Causes and Remedies
   c. Face-Saving and Face-Threatening in Communications

Resources


Resources Other
3. Condrelli, Jo and Bough, Bennie. 101 Ways to Improve Your Communication Instantly. Los Angeles, 2005

**Instructional Services**

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OCM002

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