

# COMM 0008 - INTERPERSONAL COMMUNICATION

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## Catalog Description

Advisory: Eligibility for ENGL 1A

Hours: 54 lecture

Description: The study of interpersonal communication through an examination of theory and research findings. This course investigates the application of the principles of verbal and nonverbal transactions, key interpersonal concepts, and the dynamics of communication in personal and professional contexts. (C-ID COMM 130) (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Explain how communication with others shapes aspects of identity including self-concept and self-esteem.
- CSLO #2: Critically reflect on how cultural identities influence interpersonal interaction.
- CSLO #3: Analyze interpersonal conflict and apply appropriate communication strategies to manage or resolve the situation.
- CSLO #4: Assess your interpersonal communication skills to hone strengths and improve in needed areas.

## Effective Term

Fall 2024

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Explain the key concepts, principles, and theories of interpersonal communication
2. Apply interpersonal communication theories to analyze and describe, through lived experiences, the ways that communication creates, develops and changes personal identities taking into consideration variables such as culture, gender, ethnicity, and race;
3. Evaluate the effects of communication on interpersonal relationships and social and cultural realities;
4. Examine the ethical and cultural dimensions within interpersonal communication founded on communication theory;

5. Apply communication theory and research – considering factors such as power, distance, context, and individualism-collectivism – in individual skills and competencies, such as listening and feedback, for successful ethical interpersonal communication; and
6. Analyze and diagnose conflict in interpersonal relationships and demonstrate appropriate conflict management strategies.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Behavioral Sciences
  - AA/AS - Comm & Analyt Thinking
  - AA/AS - Oral Comm Skills
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - D Social Sciences
  - CSUGE - D7 Interdisciplinary Soc/Behav
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
  - IGETC - 4 Soc./Behav Sciences
  - IGETC - 4G Intrdis Social/Beha

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: Students will complete an activity applying theories such as the Johari Window and Social Penetration to describe the self-disclosure in a significant relationship. Students will then participate in a classroom discussion where they will explore the costs and benefits of self-disclosing in interpersonal relationships.
- Essay Examinations
  - Example: Describe two people with whom you live, work, or study. For each person, (a) record at least five of perceptions that you have of each person, and (b) describe the perceptual influences that contribute to your perceptions of each person.
- Objective Examinations
  - Example: The interactional dialectics for friendships include all of the following except: a. Independence/Dependence b. Affection/Instrumentality c. Trustworthiness/Disclosure d. Judgement/Acceptance e. Expressiveness/Protectiveness
- Problem Solving Examinations
  - Example: Students are given a case study outlining a conflict between two parties in a work setting. Students are asked to identify the conflict orientation that each person is using in the conflict, compare the different conflict styles that might be used to help resolve the conflict, and recommend the best course of action to reach a solution that both parties could accept.
- Projects
  - Example: Working in groups, analyze a television or movie interpersonal relationship applying course concepts, theories, and research in completing the following: Using Knapp's Relationship stages, identify stage(s) the relationship went through and the communication that was observable in each stage. Describe the effective and ineffective communication in that relationship including confirming and disconfirming behaviors. Describe the

communication climate of the relationship. Describe any conflict observed in the relationship. Drawing on what you learned in class, provide the characters advice on what they could change about their communication for improving relational satisfaction and increasing closeness. Write a group paper including the five areas outlined above, integrating research and course content and theories. Finally, present to the class a short clip and share your group's analysis in a class presentation.

- Skill Demonstrations
  - Example: From a list of skills to improve communication competence, students will choose 3 skills. Each week, students keep a journal of how the week's course content of interpersonal theories and concepts help them improve their chosen skills. At the end of the semester, students do a reflective write up of how they have made improvements in their communication competence based on the concepts covered in the class.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will lead a class discussion on the influences on the self-concept and identities including race, gender, social roles, social media, etc. Students will reflect on their own identities and identify influences and explain the effect of communication on their self-concept and identities.

Distance Learning

1. The instructor will develop a peer review assignment requiring students to describe and analyze a conflict situation in their personal or work life. Students will determine what triggered the conflict event, explain the issues, describe the communication between the parties, and explain how they handled the conflict including the resolution, if a resolution was reached. In the peer review, students will "coach" each other in employing different conflict management strategies. Based on the peer review and their own analysis, students would determine what they would do differently in the future.

## Typical Out of Class Assignments

### Reading Assignments

Read the chapter on Relationship Development. Using Knapp's model of interpersonal relationship stages, diagram a significant interpersonal relationship in your life.

### Writing, Problem Solving or Performance

After the class lecture and discussion on Gibb's communication climates, identify the climate of a current relationship. In an essay, describe the specific confirming and disconfirming behaviors, verbal and nonverbal, employed by you and the other person. Evaluate these behaviors and determine which ones were most significant in contributing to the communication climate of the relationship. Since relationships require constant nurturing, determine which communication behaviors would

be most effective in either ensuring the continued positive climate or improving the negative climate.

## Other (Term projects, research papers, portfolios, etc.)

Choose one significant relationship to focus on for the semester. To begin, using the components found in the Transactional Communication Model, explain the communication in the relationship including the duration, the frequency of interaction. Next, identify quality (not quantity) communication issues that will benefit from using more effective communication skills. State the goals that you have for improving your communication in the relationship and develop a plan of action for improving your communication within the relationship including specific, qualitative, and measurable communication behaviors (not attitudes) that were covered in class. In subsequent weeks, track your progress with a written or video journal. After six weeks, they evaluate the overall results of your efforts by describing and assessing the degree to which you met your communication goals and the impact your improved communication had on the relationship.

## Required Materials

- Looking Out, Looking In
  - Author: Adler, R., Proctor, R. and Manning, J.
  - Publisher: Wadsworth
  - Publication Date: 2023
  - Text Edition: 16th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Interpersonal Communication: Everyday Encounters
  - Author: Wood, J.
  - Publisher: Cengage
  - Publication Date: 2020
  - Text Edition: 9th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Close Encounters: Communication In Relationships
  - Author: Guerrero, L., Andersen, P. and Afifi, W.
  - Publisher: Sage Publication
  - Publication Date: 2020
  - Text Edition: 6th
  - Classic Textbook?: No
  - OER Link:
  - OER:
- Interpersonal Communication: Context and Connection
  - Author: Multiple Authors
  - Publisher: LibreText
  - Publication Date: 2020
  - Text Edition:
  - Classic Textbook?: No
  - OER Link:
  - OER: Yes
- Communicating to Connect: Interpersonal Communication for Today

- Author: Usera, D. and Multiple Authors from Austin Community College
- Publisher: LibreText
- Publication Date: 2021
- Text Edition:
- Classic Textbook?: No
- OER Link:
- OER: Yes

**Other materials and-or supplies required of students that contribute to the cost of the course.**