

# Upper Iowa University External Degree Program

## COMM 100-08 Interpersonal Communications

### COURSE DESCRIPTION:

“A performance-based course to enhance communication skills in one-on-one and small group interactions. Students must research and develop material and then effectively communicate their views within a problem-solving situation.” This course is specifically designed for the adult learner working in an independent study format. Three semester credits.

### REQUIRED MATERIALS:

1. Text: Pearson, Judy C., Nelson, Paul, Titsworth, Scott & Harter, Lynn. (2008, 3<sup>rd</sup> Ed). *Human Communication*. New York, NY: McGraw-Hill.
2. **Additional Materials:** One standard VHS or VHS-C tape, U.S. video format (NTSC) compatibility. THIS IS IMPORTANT. PLEASE DO NOT VARY FROM THIS REQUEST.
3. Syllabus

You may purchase your textbook through MBS Direct by calling their toll free number at: 800-325-3252 or through the UIU homepage: [www.uiu.edu](http://www.uiu.edu). Click on the link for current students then select order textbooks from the options in the left hand column. Follow the link and select External Degree for your location.

### **Optional:**

The student CD-ROM Guidebook that connects with required text would be a valuable resource, but it is not required. The Guidebook is packaged with new and used textbooks that are purchased through MBS Direct. If you purchase your textbook from other vendors you might not receive the CD-ROM Guidebook.

There are **optional** assignments for students who wish to utilize the three CD-ROMS which are valuable resources and learning tools. Use them for reference and potential assignment choices. These assignments are optional because a student may not have the CDs or a computer capable of running all aspects of any or all of the CDs.

Resources for the student in the CD-ROM are extensions of the text, offering the following:

- Key communication concepts in the style of contemporary television drama.
- Eleven full speech videos and eighteen video excerpts by student speakers illustrating various presentation techniques and elements of speech.
- Demonstrations of interpersonal communication concepts using actors and scenarios involving campus life.

- Chapter practice tests that include multiple-choice and true-false questions to help understand basic concepts and prepare for exams.
- Key term flashcards for studying and preparing for tests.
- A series of animations connecting directly to designated illustrations in the text.
- BiblioMaker software program that automatically formats bibliography entries according to APA style guidelines.
- Outline Tutor guides on the process of creating a speech outline.
- PowerPoint Tutor covering basic steps in creating and displaying a PowerPoint presentation.
- Online Learning Center offering an array of resources, including chapter quizzes, vocabulary enhancing crossword puzzles, and PowerWeb.

### **LIBRARY RESOURCES:**

As a student of Upper Iowa University, you have access to the resources of the Henderson-Wilder Library on the Fayette campus. If travel to the campus is not feasible, you can access the library through the University's website. Go to: [www.uiu.edu](http://www.uiu.edu) and click on the Library option located on the left side of the home page. If you would like to use InfoTrac, please contact the UIU Library staff at [library@uiu.edu](mailto:library@uiu.edu).

### **GENERAL GOAL:**

Developing communication skills, whether on a one-to-one situation or within a larger group, is a lifelong skill. Oral communication skills are formidable, but essential to a successful life.

### **COURSE GOALS/LEARNING OBJECTIVES:**

Upon completing this course, the student will be able to:

1. Describe the basic concepts and techniques of communication.
2. Identify the key factors in the communication process.
3. Examine the process of interpersonal communication.
4. Examine the role of communication in the development of self-concept.
5. Recognize the impact cultural diversity has upon interpersonal communication
6. Apply active communication skills through an oral presentation.
7. Analyze personal communication habits and synthesize methods for improving effective communication.
8. Discuss several strategies for using verbal and nonverbal communication effectively in various communication situations.
9. Identify common barriers to effective listening and explain strategies for overcoming those barriers.
10. Explain the relationship between culture, co-culture and communication.
11. Define interpersonal communication and use communication theories to explain dynamics surrounding communication in personal relationships.
12. Identify characteristics of small group communication including group leadership, group norms, and group cohesiveness.

13. Use theories and appropriate terminology to explain both the differences between and effects of mass communication and computer-mediated communication.
14. Identify and use theoretical concepts and practical skills relevant to employment interviews, internal organizational communication, and external organizational communication.
15. Plan, prepare, and deliver informative and persuasive presentations illustrating a working knowledge of audience analysis, research, organization, outlining, natural delivery, and visual aids.
16. Define the term communication by explaining elements of the communication process and describing the characteristics of four general communication contexts including intrapersonal, interpersonal, public and mediate communication.

### **THE ASSESSMENT OF LEARNING:**

### **GENERAL EDUCATION LEARNING OUTCOMES:**

You are expected to demonstrate the following learning outcomes. These outcomes are taught explicitly in some courses, tangentially in other courses and reinforced in a wide range of courses. This course is designed to help you meet or exceed some of the outcomes you must master for graduation.

1. Communications. Will assess your ability to
  - read critically,
  - speak effectively,
  - listen objectively,
  - write clearly, and
  - format documents according to instructions and use APA citations/references.
2. Critical Thinking and Problem Solving. Will assess your ability to
  - define problems,
  - distinguish between fact and opinion,
  - propose and evaluate solutions, and
  - defend a conclusion rationally.
3. Information Technology. Will assess your ability to
  - demonstrate appropriate computer skills,
  - transform data into information,
  - use information to aid problem solving, and
  - demonstrate understanding of and respect for intellectual property.
4. Global and National Diversity. Will assess your ability to
  - develop an understanding of divergent cultural perspectives,
  - develop an understanding of the interdependence of nations, and
  - develop an understanding of political institutions.
5. Social Responsibility. Will assess your
  - understanding of the mutually dependent relationship between human beings

- and their environment,
- awareness of the impact of technology on the human environment,
- knowledge of contemporary human conditions in the world, and
- skills to function effectively with others in the community.

### **SKILLS:**

The general education outcomes, as well as the learning objectives and special goals, incorporate various skills, but there will be a special emphasis to support writing across the curriculum. All written work will be carefully examined for appropriate writing skills, accurate grammar, appropriate punctuation, sentence structure, paragraph development, and logical sequence of thoughts in the paragraphs and papers. All written projects must be typed and done in the APA style. Acceptable writing skills are expected in all written work, including exams. All assignments throughout the course require writing skills.

### **GENERAL EDUCATION TASK:**

In this course a student will complete the following general education task for oral communication:

Task: Either singly or as part of a group, competently explain a process or argue a thesis orally before a public audience for a minimum of five minutes.

If a student completes the Task individually, the Task will have been completed when the student completes a written evaluation of the successful performance. This evaluation is 2-3 pages typewritten, and it accomplishes the following:

1. It identifies obstacles encountered in preparing the speech and solutions employed;
2. It describes non-verbal feedback observed during the presentation, relating this feedback to performance conditions and to audience characteristics;
3. It identifies strengths and weaknesses of materials organization, including the use of visual or other aids;
4. It evaluates the performance within the context of audience and instructor feedback.

**General Education Task Essay Assignment is explained on page 33 of this syllabus.**

### **BRIEF COURSE OVERVIEW:**

The course is divided into four parts designed to follow and best employ the text and the learner's time and to develop specific goals for improving interpersonal communications:

#### **Unit 1: Fundamentals of Communication Studies**

Chapter 1: Introduction to Human Communication

Chapter 2: Perception, Self, and Communication

Chapter 3: Language and Meaning

Chapter 4: Nonverbal Communication

Chapter 5: Listening and Critical Thinking

## **Unit 2: Communication Contexts**

- Chapter 6: Interpersonal Communication
- Chapter 7: Intercultural Communication
- Chapter 8: Workplace Communication
- Chapter 9: The Dynamics of Small-Group Communication
- Chapter 10: Topic Selection and Audience Analysis

## **Unit 3: Fundamentals of Public Speaking: Preparation and Delivery**

- Chapter 11: Being Credible and Using Evidence
- Chapter 12: Organizing Your Presentation
- Chapter 13: Delivery and Visual Resources
- Chapter 14: Informative Presentations
- Chapter 15: Persuasive Presentations

## **Unit 4: Presentations**

- General Education Task
- Two video presentations

### **EXAMINATION INFORMATION:**

There will be one mid-term and one final exam over the textbook. The closed book exams will consist of multiple-choice questions. The instructor must believe and assume that you have carefully read all chapters whether specific assignments covered certain material in the chapter or not.

**The mid-term exam is to be requested using the form in the syllabus and will occur when the student has completed all work for the first two units. The final exam is to be requested after the completion of the third and fourth units. Please follow the directions given with the exams.**

To prepare for the exams, carefully study the summary, study the key terms and take the self-quiz at the end of each and every chapter.

When reading the chapters, you should write down those terms and phrases and make note of how they apply to the reading within the chapter and how one chapter relates to the next. You should do the Study Questions at the end of each chapter. Review the notes containing terms and phrases before the exam.

The CD-ROMs can be a great study aid and include numerous resources.

### **Upper Iowa External Degree Grading Scale**

90% – 100%	A
80% – 89%	B
70% – 79%	C
60% – 69%	D

59% and below      F

### **UPPER IOWA UNIVERSITY USES A STANDARD GRADING SYSTEM:**

**A**=All work is excellent; shows exceptional understanding of material; participates in class in a way that benefits all learners; logical, clear, and insightful written and oral work; incorporates knowledge from other sources and moves easily to the next level of understanding; works well beyond minimum requirements.

**B**=Understanding material is good to very good; class participation demonstrates good grasp of material; good oral and written skills; produces more than the minimum requirements; quality of all work is high

**C**=Satisfactory understanding of the material; submits only the minimum requirements; communicates adequately in oral and written formats; displays an adequate understanding of all basic concepts

**D**=Quality and quantity written and oral work is below average and barely acceptable

**F**=Quality and quantity written and oral work is unacceptable

### **EVALUATION FOR GRADING:**

**Each unit will be worth 100 points. The mid-term and final exams will each be worth 100 points and counted as individual units. The final grade will be determined by averaging the six unit grades.**

**In accordance with UIU External Degree policy, students need to pass at least one of the two proctored exams and complete the video component to pass this course. Keep in mind that incomplete unit work becomes an F if not turned in to the instructor.**

### **ADDITIONAL INFORMATION:**

**DO NOT WAIT UNTIL THE LAST MOMENT TO SECURE A CAMCORDER FOR THE TAPING OF PRESENTATIONS.** You can arrange to rent or borrow a camcorder, if you do not own one. **Also, always check and double check equipment and facilities before you give the actual presentations to help avoid any last minute unforeseen problems.**

Always complete all reading assignments before attempting any written work or lessons. Do not assume you can respond to lesson assignments without carefully reading the chapters. Information from each unit carries over into future units, so infuse the units when responding to the assignments.

Incorporate terms and phrases contained within the reading material into your writings to demonstrate to the instructor that you have interpreted and transferred what you have learned from the material to your assignments. Note that key terms are found at the end of each chapter.

**Contact the instructor if you need further assistance on how to study for and prepare for the exams. It is best to use the most successful method of studying and preparing on an individual basis. Samples from the exams cannot be sent to the students.**

When citing sources, a student must use the APA style of documentation as required by Upper Iowa University. Go to the World Wide Web and a search engine such as [www.google.com](http://www.google.com) and type in “APA style” if you want help with the APA style of documentation, or you may purchase an APA Style booklet. One of the CD-ROMs also shows you how to cite sources.

**All written work is to be turned in to the instructor and is expected to be word processed/typed and double-spaced (to allow space for instructor comments) unless otherwise noted. Please use size 12 font for the written responses to the lesson assignments.** Illegible assignments will be returned to the student without grading and commentary so the student may word process/type the assignment. **Be sure to make backups.**

Be sure to look over the student objectives for each part since they are vital for your learning process. These objectives are found at the beginning of each chapter. Your work needs to reflect that you understand those goals and have successfully understood them and transferred their meaning through your lessons.

At the end of the text, there is useful glossary.

One of the CD-ROMs has videos and assignments that will be optional periodically. The primary reason for the optional aspect is that not everyone may have ready access to a CD-ROM player. Students who have the technological ability can enjoy doing some of those lesson assignments.

**ATTENTION:** Be sure to keep your instructor informed of any changes in your address, email address, phone number, and any other pertinent information. It is difficult to keep students aware of changing information regarding the course or the situations with instructors when instructors are not able to make contact with a student.

### **CHEATING, ACADEMIC DISHONESTY AND PLAGIARISM:**

Because cheating, academic dishonesty and plagiarism are affronts to the University community as a whole and a denial of the offender’s own integrity, they will not be tolerated. Cheating includes but is not limited to:

- the use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments,
- the copying of other students’ work or allowing others to copy your work,
- the submission of work that is not your own or allowing others to submit your work as theirs,
- the submission of the same work for two or more classes without the approval of any instructors involved.

Academic dishonesty includes, but is not limited to:

- sharing academic materials knowing they will be used inappropriately,
- having access to another person’s work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.
- obtaining and using texts intended for instructor use only.

Plagiarism includes, but is not limited to:

- the presentation of another's published or unpublished work as one's own,
- taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- using charts, graphs, statistics or tables without proper citation.

Detected cheating, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions.

Extended University Catalog 2007/08 page 97.

[http://www.uiu.edu/catalogs/eu/html/univ\\_policies.html#cheating](http://www.uiu.edu/catalogs/eu/html/univ_policies.html#cheating)

### **ATTENDANCE:**

Even though a student does not attend a regular classroom in the traditional sense, it is important to maintain a regular schedule when completing and submitting units. It is too easy to set work aside and decide to do it later. Suddenly, the need to complete assignments by the deadline can be stressful and, at times, impossible. The key would be to set time aside on a regular basis and submit work in a timely manner. **Waiting until the last moment to begin working on the course may not allow enough time for work turnaround among students, instructors, and the main UIU office.**

### **WITHDRAWAL:**

A grade of **W** (withdrawal) is recorded for any course from which the student officially withdraws. If you wish to withdraw prior to the last day of the enrollment period, you must contact the External Degree office by phone or in writing. A student-initiated withdrawal can occur at any time within the initial six-month enrollment period. Any refund of tuition is based on the refund policy. After your original six-month enrollment period, you no longer have the option to withdraw from the course and you are not eligible for a refund of tuition. After the original six-month enrollment period, you must finish the course or have a final grade assigned based on the coursework submitted in comparison to work not submitted.

### **SPECIAL NEEDS:**

If you require accommodation for special needs, please provide documentation to the following: Director of External Degree.

**This syllabus is tentative and subject to change.**