

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT
Fall 2002**

PSYC 154 - INTERPERSONAL RELATIONS

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TEXT: Wood, J., and Henry, A. (2002). Everyday Encounters: An introduction to interpersonal communication. 2nd Canadian Edition. Toronto: Nelson Thomson Learning.

GOAL: The main goal of this course is to aid the student in developing effective communication skills. Students will examine the communication principles and theories that influence our human interactions in classrooms, families, friendships and workplace. By identifying and practicing the skills necessary for effective communication we can enhance the quality of our lives and increase our satisfaction in working and being with others.

LEARNING OUTCOMES: Upon successful completion of this course, you will be able to:

- 1. Represent yourself clearly, respectfully and appropriately in interpersonal situations.**

Critical Elements:
 - Recognizes feelings, beliefs, non-verbal behaviour and perceptions of self
 - Develop and maintain self-concept in relation to others
 - Recognize own resistance to growth
 - Talk about self appropriately to others (self-disclosure)
 - Talk about and express feelings and beliefs
 - Speak clearly and specifically about yourself, your feelings, your experiences, and your behaviour (concreteness)
 - State own needs and values

2. Communicate effectively with other individuals in a variety of contexts:

Critical Elements:

- Identify key concepts effecting interpersonal communication
- Recognize guidelines for appropriate use of communication skills
- Identify and practice rules governing skill usage
- Recognize and analyze errors in usage of communication skills
- Attend to others verbally and nonverbally
- Listen to others empathically, actively
- Employ effective conflict resolution skills and strategies
- Give and receive feedback effectively, respectfully
- Establish and maintain confirming communication climates
- Recognize and point out another's good points and strengths
- Invite another to examine and possible change their behaviour (respectful feedback, I-messages)

3. Accurately assess the quality of your interpersonal abilities and identify ways to address areas of weakness.

Critical Elements:

- Recognize and analyze your errors or limitations in usage of communication skills
- Invite feedback on your use of interpersonal skills
- Based on own assessments and feedback, identify your strengths and areas of weakness
- Identify ways to address your areas of weakness

4. Demonstrate an understanding of theoretical principles of communication.

Critical Elements:

- Analyze, evaluate and compare the principles and theories of communication on an exam
- Recognize and use in everyday speech, the concepts and terms of the course.
- Integrate an understanding of theory into reflective writing of your experience in interpersonal relationships.

FORMAT:

Learning improved ways of communicating requires a balance between theory and practice. To achieve the above goal and listed outcomes, the course format consists of discussions and readings as well as a series of structured, planned exercises that involve practicing new skills. Some mini-lectures will be given to illustrate various concepts. A variety of activities will take place in pairs and small groups. Various techniques such as role playing or written work will be used to evaluate the students understanding of concepts, skills and problems.

- LATE POLICY:**
1. Assignments are expected to be handed in on time, unless permission is granted for an extension.
 2. There will be one assignment allowed late during the semester without penalty. This is your "freebie".
 3. The late penalty on all others will be 2% per day up to 10%.
 4. **All assignments must be handed in before a grade is assigned. Each assignment measures a different concept or skill.**

GRADING FOR THE COURSE

95 - 100%	A+	Superior. Total understanding.
90 - 94	A	Uses creativity in articulation.
85 - 89	A-	Exceptional achievement (e.g. new insight, research, above and beyond the minimum requirement).
80 - 84	B+	Total Understanding. Well articulated.
75 - 79	B	
70 - 74	B-	
65 - 69	C+	Total understanding of subject matter but needs some work on articulating (vagueness and lack of detail; formation and obvious grammatical errors).
60 - 64	C	Partial understanding of subject matter. Shows willingness but articulation problems. Not as complete as it could be.
50 - 59	D	Minimal understanding passable but not sufficient standing to take courses for which Psyc 154 is pre-requisite
0 - 49	F	No understanding. No motivation.

EVALUATION SUMMARY:

1.	Group Roleplay	15 marks
2.	Key Terms Quizzes on chapters 1-9. Two marks each. Best of 5	10 marks
3.	Personal Integration Assignment	20 marks
4.	Tests:	
	Test #1 (Ch. 1-6)	10 marks
	Test #2 (Ch. 7-9)	20 marks
5.	Listening Tape and Transcript	25 marks
		<u>100 marks</u>

CLASS ATTENDANCE AND PARTICIPATION

Because of the nature of these topics and skills it is very important that you practice and discuss these skills in your everyday life and that you attend **every** class.

Your consistent attendance is very important. Firstly, a considerable portion of class time will be devoted to discussion of new concepts and to implementation of the previous ones. Secondly, you will be working with and contributing to the learning of other classmates and they will be counting on you to be there. In the event of an unavoidable absence, you must contact your instructor and the members of your group. 100% attendance is expected in the course because of its interpersonal and experiential nature. You are expected to actively take part in all discussions and activities in a sensitive and reflective manner, and to come to class with assignments and readings complete.

If discussing your personal thoughts and feelings is very uncomfortable for you, you may not be well suited to take this course. You must be able and willing to discuss personal, emotional issues and to listen to those of others. If you have concerns, see your instructor after the first class please.

1. GROUP ROLEPLAY

In teams of five students you are to prepare a roleplay of a situation illustrating an aspect of interpersonal communication in a setting depicting daily life and present it in class. The narrator should introduce the roleplay and keep the audience informed as necessary, as to what concept or principle is being illustrated, etc. You may elect a short drama, chart, game etc, to illustrate your topic. Your role-play should be exactly 10 minutes in length, not longer or shorter.

Excellent presentations provide visual (possibly audio) support, are rehearsed, may include minor props and **repeat important concepts** to ensure learning.

Use titles to introduce your topic. Attend to pace, keep it lively and engaging. Repeat 3 times, in 3 different ways what the essential elements of your topic are to ensure audience understanding. The 10 min. presentation must include all members of your group in some visible form. **No more than one minute** of other prepared or commercial video or audio material can be used (i.e. T.V. clips etc.)

Upon completion of your role-play, your group will be responsible for dividing your marks to adequately represent the effort, commitment, reliability, creativity and attitude of each member. To minimize conflict in a group, each member must be equally responsible for the task (product) as well as the comfort of each member (maintenance).

GROUP ROLE-PLAY TOPICS

You will be assigned a group number and a corresponding chapter. Your group's first task is to choose a topic in your assigned chapter that can be dealt with in its entirety in a 10 min. group role play. Your chosen topic must be approved by your instructor.

Group Number and Chapter Assignment: (Note: There is no Group #1)

Group 2 = Ch. 2	Group 5 = Ch. 5	Group 8 = Ch. 8
Group 3 = Ch. 3	Group 6 = Ch. 6	Group 9 = Ch. 9
Group 4 = Ch. 4	Group 7 = Ch. 7	

Presentation Dates as per the schedule of classes.

GROUP # _____

GROUP MEMBERS AND PHONE NUMBERS:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PRESENTATION DATE: _____

TOPIC: _____

2. KEY CONCEPTS QUIZZES

There will be a short quiz at the beginning of each chapter to test for understanding of the important terms and concepts of the chapters. This is **not** exclusive to the "Key Concepts" at the end of each chapter. Check the schedule for dates. These quizzes are worth two marks each. I will take your best 5 quizzes for a total of 10 marks. ***There are no make-up quizzes available.***

3. PERSONAL INTEGRATION

You will apply the new concepts from the text and classroom discussions to your own life by preparing a personal illustrated integration of concepts from the text between Chapters 1 and 9. You might wish to combine insights from several chapters or focus in more depth on the content of just two chapters. You will be writing personally about your life in relation to the concepts you are learning about. **You must use material from a minimum of two chapters; at least one taken from chapters 1 – 6 and at least one taken from chapters 7 – 9.** Then you will be illustrating your insights with annotated photographs, graphics and/or cartoons. These photographs and cartoons can be borrowed from existing sources (properly cited in A.P.A. format) or can be original photographs or carefully drawn animations of your own. Each graphic requires a caption that identifies the importance or meaning of the photograph or cartoon.

Use the concepts and vocabulary from the chapters, and highlight or underline each concept as you write, or use a wide margin to annotate your personal writings with concepts from the

text that your personal experience illustrates. Your grade will be determined by the level of insight, organization and appropriate use of terminology.

An excellent integration includes firstly, personal examples of relationship situations and shows insight into patterns and causes of behaviour in your life. Then secondly, it connects your personal life examples with the concepts discussed in the topic you are examining using the terms of the text. Your personal integration should be approximately 1000 – 1500 words and **should include a minimum of 4 and a maximum of 8 captioned photographs or cartoons.**

NOTE: This assignment is not grading your artistic abilities in photography or animation but rather your ability to match visual illustrations of conceptual material to your writing and experience. Use clean, crisp photocopies of photographs or cartoons strategically placed within your written integration. There is a colour photocopier in the college printshop. Your assignment should be neat and well-ordered. Original cartoons or drawings must be in clear black pen.

4. TESTS

There will be two tests, worth 10 and 20 marks respectively. These tests will include multiple choice and short answer questions that require you to demonstrate your cognitive understanding of concepts as well as your ability to apply these concepts to various life situations. Test #1 will test for concepts from Chapters 1 – 6. Test #2 will test for concepts from Chapters 7 – 9. **Note:** Test #2 will include an analysis of a personal conflict that you were in that demonstrates your understanding of your own behaviour, the nature of conflict and what you have learned from it.

5. LISTENING TAPE AND TRANSCRIPT

INSTRUCTIONS:

You must prepare an audio tape of an interaction that demonstrates your best listening skills. Then, make a word for word transcript of a section of your tape with five (5) consecutive (one after the other) responses and analyze your responses.

- The tape and transcript comprise 25 marks out of 100.
- Tape must be labeled and advanced to the beginning of the 5 response segments to be marked.
- Wrap the tape with the transcript, secure with an elastic band and label with name, class day and course on the outside. (e.g. Lucy Henry, Tuesday Psyc 154)
- If you use other than a standard cassette tape, you must supply a tape recorder with instructions for the “technically challenged”.
- Leave enough space for comments please.
- Use the format page provided at the end of this outline, photocopy as many as you need or make an exact computer duplicate.
- Use the “Checklist for Making Tapes” provided in class before turning in this assignment.

GUIDELINES FOR MAKING THE TAPE

- Do not tape someone surreptitiously. They must be willing to take part.

- All tapes are confidential and only heard by your instructor or a trained marker.
- Take a run at the conversation (20 min. or so) and then choose the section with your best 5 responses. Start with the speaker's statement followed by your #1 listening response. Include **all** of what is said by both speaker and listener. Analysis must be complete and specific (check samples in class). Alternate responses **must** be different from one another. There must be a rationale for why **each** alternate is an improvement on your original. Don't use one rationale for two alternatives.
- Be as natural as you can. Do not script the conversation before hand. Do not stop or edit the tape.
- Your best listening should primarily be paraphrases with some questions, summaries and minimal encouragers added in.
- Only one listener per tape.
- Don't use minimal encouragers as alternates. Choose a more complex response.
- Choose a topic that lends itself to reflective listening as opposed to argument, chitchat or conversation.
- Leave time to accommodate technical and other glitches

EVALUATION OF THE TAPE AND TRANSCRIPT

Your grade will be comprised of:

a)	Your listening responses	30%
	<ul style="list-style-type: none"> • accuracy in keeping with the flow of feeling and thoughts • empathy • appropriateness • range of responses and skills 	
b)	Your ability to label and analyze effectiveness of listening responses in the transcript and provide two (2) improved alternatives that differ	70%
	TOTAL	25 marks

If it is necessary to re-mark a failed tape, the maximum mark will be 60%.

SCHEDULE OF ACTIVITIES:

<u>WEEK</u>	<u>READINGS</u>	<u>IN-CLASS TOPIC</u>	<u>ASSIGNMENT</u>
Sept. 3 / 5		Introduction to Course and each other.	Group Assignment Sample group video
Sept. 10 / 12	Chapter 1	Introduction to Communication Group Roleplay Planning	Key Concept Quiz Ch. 1
Sept. 17 / 19	Chapter 2	Communication and the Self	K. C.. Quiz Ch. 2
Sept. 24 / 26	Chapter 3	Perception	K.C. Quiz Ch. 3
Oct. 1 / 3	Chapter 4	Emotions	K.C. Quiz Ch. 4 Group #2 & 3 Role-play
Oct. 8 / 10	Chapter 5	Words and Language	K.C. Quiz Ch. 5 Group #4 Role-Play
Oct. 15 / 17	Chapter 6	Non-Verbal Communication	K.C. Quiz Ch. 6 Group #5 Role-Play
Oct. 22 / 24		Test #1 Chs. 1 – 6	Test #1 Chs. 1 - 6
<i>Weekend day Oct. 26 or 27</i>	Chapter 7	<i>All day Saturday OR Sunday Listening</i>	9:00 - 3:30 Cultural Centre K.C. Quiz Ch. 7
Oct. 29 / 31	Chapter 8	Communication Climate	K. C. Quiz Ch. 8 Group #6 & 7 Role-play
Nov. 5 / 7	Chapter 9	Conflict	K.C. Quiz Ch. 9 Personal Integration Due
Nov. 12 / 14	Chapter 9	Conflict	Listening Tape Due Group #8 & 9 Role-play
Nov. 19 / 21		Test #2 & Closure	Test #2 Ch. 7, 8 & 9

LISTENING TAPE TRANSCRIPT

WORD FOR WORD TRANSCRIPT (3)	SKILL IDENTIFICATION AND EFFECTIVENESS (2)	TWO ALTERNATIVE RESPONSES AND RATIONALE FOR EACH CHANGE (4)