

**CAMOSUN COLLEGE  
PSYCHOLOGY DEPARTMENT**

**PSYC 255 - ADVANCED COMMUNICATION  
Fall 2004**

- INSTRUCTOR:** E. Angela Henry
- OFFICE:** Fisher 106E Office Hours As Posted or By Appointment
- E-MAIL ADDRESS:** henrya@camosun.bc.ca
- PHONE:** 370-3220 work  
361-1895 home (emergencies only)
- TEXT:** Wood, J., Henry, A. (2002) Everyday Encounters, 2nd Canadian edition: An introduction to interpersonal communication. Toronto: Nelson Thomson Learning.
- REQUIREMENTS:** Standard cassette audiotape
- PREREQUISITES:** Psyc 154
- 

**COURSE DESCRIPTION:**

This course examines contemporary topics and issues in interpersonal relationships, and applies the basic skills of communication from PSYC 154, Interpersonal Relations, in a broader, deeper way. Students will be engaged in group activities and discussion of personal issues. There is opportunity for students to explore specific topics of interest to their career area.

**LEARNING OUTCOMES:** At the conclusion of this course a successful student will be able to:

1. Analyze and value their integral role in the communication pattern of a relationship.
2. Demonstrate effective use of basic communication skills of listening, giving and receiving feedback and problem-solving in a variety of planned situations.
3. Identify the issues in communication that are relevant to specific career paths.
4. Correct and modify communication interchanges to better reflect the theoretical assumptions of good interpersonal communication.
5. Apply communication theory and methods of research to a fully documented research paper using a small n study on selected issues in communication.
7. Demonstrate effective selected helping skills in structured settings.

**COURSE CONTENT:**

The course will examine five (4) core areas of good interpersonal communications.

1. Advanced listening skills
2. Helping skills
3. Assertiveness, power, conflict resolution
4. Communication in the Workplace
5. Friendship & Intimacy

There will be options for the student to explore in more detail an area of interest from the remaining list below.

6. Gender and Communication
7. Communication and the elderly
8. Dynamics of communication in families
9. Intercultural communication
10. Communication and the media
11. Grieving and loss
12. Communication and children
13. Communication and adolescents
14. Communication and the physically or mentally challenged
15. Non verbal Communication
16. Communication and youth at risk

**COURSE FORMAT:** Classroom activities will include discussion of text readings, structured exercises, role-playing and small group work.

**EVALUATION:** Students will be evaluated on

- a) their conceptual understanding of readings and discussions
- b) their ability to demonstrate skill in assignments and in classroom behaviour.
- c) the organization and depth of the research project

Be prepared for novel activities in a protected and supportive atmosphere. Be prepared also to take considerable responsibility for your own learning through

clear and personal statements about your classroom needs. Many of the skills you will be learning need active practice. You will be engaged in practical listening and conflict resolution sessions with other students. You may be involved in activities that explore group dynamics. Active participation in the classroom exercises and discussions allows you to learn on the experiential level as well as the cognitive level thus facilitating your ability to apply the learning to your personal and practical life. It is expected that you will participate actively, helpfully, with sensitivity and reflectiveness and will contribute to the safe and supportive learning environment of yourself and others

### EVALUATION OVERVIEW:

1. Quizzes: There will be 4 unit quizzes worth 5 marks each	=	20 marks
2. Test: There will be a final test	=	20 marks
3. Skill Tape on Advanced Listening	=	25 marks
4. Research Paper		
<Outline and Reference List	=	5 marks
<Final paper	=	30 marks
<hr/>		
TOTAL	=	100 marks

### GRADING SCHEME:

95 – 100% = A+	70 – 74% = B-
90 – 94% = A	65 – 69% = C+
85 – 89% = A-	60 – 64% = C
80 – 84% = B+	50 – 59% = D
75 – 79% = B	0 – 49% = F

**FINAL NOTES:**

- Attendance:** In a course such as this where a good deal of class time is spent practicing skills, 100% attendance is expected so that you have the best opportunity for success and you do not impact the learning of others.
- Style:** All writing in psychology must follow American Psychological Assoc. (A.P.A.) style. Papers must be well proofed, typed, have a title page and follow APA rules for writing and referencing. There are many web sites that offer help with APA Style. See, for example, [www.apastyle.org](http://www.apastyle.org), [www.wooster.edu/psychology/apa-crib.html](http://www.wooster.edu/psychology/apa-crib.html), or [www.lib.usm.edu/~instruct/guides/apa.html](http://www.lib.usm.edu/~instruct/guides/apa.html) Be certain you are using the 5<sup>th</sup> edition of the Publication Manual of APA. The skill tapes must be organized in the format provided.
- Late Assignments:** Assignments are due in class as per the attached schedule. You are allowed one late assignment without penalty and without reason during the course. This must be negotiated with me. In the event of unforeseen difficulties, let me know (best before the due date) and negotiate when the assignment will be completed. All other late assignments are subject to a 10% penalty.
- Confidentiality:** Because of the nature of this course, personal material shared in class and in assignments is to be held in strictest confidence.

**SCHEDULE OF CLASSES**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS</b>	<b>ASSIGNMENTS</b>
Fri Sept. 10	Introduction to Course, Assignments, Review of Psyc. 154	Ch. 1 - 7	Communication Observation Practice Exercise.
Fri Sept. 17	Cont'd Review of Listening & Responding Research Papers; The Small-n Study		Choose Research topic
Fri Sept. 24	Advanced Listening Skills, Self-disclosure & Summarizing	Ch. 7	
Fri Oct. 1	Advanced Listening Skills: Confrontation & Challenge	Ch. 7 & 8	Unit Quiz on Listening
Fri Oct. 8	Conflict	Ch. 8 & 9	Listening Tape due
Fri Oct. 15	Conflict	Ch 8 & 9	Unit Quiz on Conflict
Fri Oct. 22	Friendship & Intimacy	Ch 10	
Fri Oct. 29	Friendship & Intimacy	Ch 10	Unit Quiz on Friendship & Intimacy
Fri Nov. 5	Workplace Communication	Ch. 11	
Fri Nov. 12	Workplace Film: It's No Joke	Ch 11	Unit Quiz on Workplace
Fri Nov. 19	Research Papers		Outline and References of Research due
Fri Nov. 26	Special Topics in Communication Peer Evaluation of Research		<b>Bring Research Draft to class</b>
Fri Dec. 3	Special Topics in Communication		Research Paper Due
Fri Dec. 10	Final Test in class		Final Test

## ASSIGNMENT DETAIL:

### 1. QUIZZES & TESTS

There will be four unit quizzes to check understanding of key terms and concepts from chapters 7, 8, 9, 10 & 11. The final test will measure the ability to analyze communication from a theoretical and practical standpoint and will include self-analysis. Elements to be examined may include:

- a) the communication climate
- b) conversational control and power
- c) the breadth and use of communication skills  
(assertiveness, listening, defensiveness, ability to receive and give feedback, etc.)
- d) any obvious issues present in communication, e.g. gender or power
- e) non-verbal behaviour
- f) goals for improvement

### 2. SKILL TAPE:

**Purpose:** To demonstrate your ability to

- listen emphatically, staying immediate
- use a breadth of listening skills
- use appropriate pacing
- track the main issue(s) or themes of a speaker
- establish rapport with the speaker by showing warmth & respect
- see beneath the obvious & show a depth of insight
- use a broad vocabulary to describe a speaker's situation or condition
- analyze a communication interchange and evaluate strengths & weaknesses and provide alternatives

**Task:** You must make an audio listening tape of approximately 30 minutes that shows a comprehensiveness of skill and understanding. You must demonstrate empathic listening and specifically the effective use of **two** of the following skills.

- Summarizing
- Self-disclosure
- Confrontation

You must then produce a transcript with the following components.

- 1) A word for word transcript of the isolated skill with the speaker statements directly before and after your demonstrated skill.
- 2) Your analysis of your listening response by analyzing the effectiveness of your skill demonstration
- 3) Provide 2 different alternatives to your original response. One should be a re-working of the skill you tried to use. The second could be a totally different yet appropriate skill. Then provide a rationale for why each is better than your original response.
- 4) Choose one place in your tape other than the transcribed pieces above where you believe you missed an opportunity to respond well and/or appropriately. Transcribe the missed opportunity, analyze what you

missed and provide **one** alternative for your weak response and describe why it improves the response.

**Use the sample transcript sheets attached.** You will need to duplicate a few. Staple the transcript together - wrap it around the tape (without the plastic case) and secure with an elastic band. Label the tape side to be marked. Put your name, instructor, class day and course on the outside of the transcript.

**[The tape must be advanced (cued) to the beginning of the first skill on your transcript]**

### Notes About Taping:

- Tapes must be audible and in good condition. Test your machine before taping.
- Do not tape surreptitiously; you must get permission. Avoid conversations that do not require empathic reflective listening like casual conversation or debate of opinions.
- Leave enough time to re-tape in the event of a technical glitch.
- **Do not script, rehearse or machine edit your tape.** If you are not satisfied with your tape - choose another partner and/or tape again. This must be a spontaneous, realistic demonstration of your skill.
- No one other than your instructor or a marker will hear the tape. All material is confidential.
- At the top of your transcript provide a one-sentence description of what your speaker has been talking about so I am not lost.
- See the in-class handout for a demo of this assignment.
- Use the checklist provided in class before you hand in your tape.

### Grading of the Skill Tape

**Transcript:** For each of the two featured skills,

- original response (4 marks)
  - effectiveness (2 marks)
  - 2 alternatives and reasons why they improve (4 marks, 2 + 2)
  - Total = 9 marks times 2 skills = 20 marks
  - 1 missed opportunity, analysis and **one** alternate = 5 marks
- |       |            |
|-------|------------|
| TOTAL | = 25 marks |
|-------|------------|

### 3. RESEARCH PAPER:

The research paper requires you to research one of the topics in the selection on page 2 numbered 6 - 16. This paper will provide you with an opportunity to connect what you know about communication theory with what you observe around you. You will be conducting a small sample study, called a small-n study, which examines from one to ten subjects. You will include in your report supportive materials that appropriately augment your observations. Quotations, cartoons, poems, references to film or television situations as well as musical lyrics can be used to enhance your report.

**Task:** Choose a topic that sparks your interest. You may choose, for example, family relationships. You would then do a case study of a family that you know, for example, and report on your findings or you may choose to interview several families about some portion of their relationship and report on those findings. You would support your findings with academic references from your text, current periodical literature and/or other

readings. Or, you might read a current reference on conflict management, report on your readings and link your reading to a case study that you conduct which reveals your understanding of communication theory.

You will collect your findings and then organize them in a clear and concise fully documented research paper. You will be expected to thoroughly research the area of your interest and present it in a paper that thoroughly documents your work.

Style expectations:

- APA throughout, double-spaced, well proof-read (see APA publication manual)
- Include:
  1. a title page
  2. a thesis statement and identification of the scope of the paper
  3. clear organization and headings where appropriate
  4. introduction, description and results of your case study
  5. conclusions
  6. referenced (ideas taken from your sources as well as direct quotes)
  7. reference list (not "works cited" )
  8. Appendices where appropriate
- Length of paper = Not less than 2000 words or more than 2500 words
- Typed, double-spaced

**Research paper due dates:**

**Outline of your report typed, plus 3 references that you will be using is due in class Fri. Nov. 19<sup>th</sup>. Include in this outline**

- A thesis statement of what you intend to explore remembering it must relate back to the topic of communication.
- A description of the case study you intend to use
- What subjects you will use for your case study
- Minimum of three references in APA format

**You will bring a rough draft of your paper to class for peer evaluation on Fri. Nov. 26<sup>th</sup>.**

**FINISHED DRAFT DUE Dec 3rd**

**Transcript (Word for Word -  
Both Speaker & Listener)  
(3)**

**TAPE TRANSCRIPT  
Effectiveness of your skill  
(2)**

**Two Alternate Responses &  
How Each Improves Effectiveness  
(4)**

--	--	--

<b>Speaker's Statement</b>	<b>MISSED OPPORTUNITY</b>	<b>Opportunity I Missed &amp; One Appropriate Alternative</b>
	<b>My Response</b>	

