

**CAMOSUN COLLEGE
PSYCHOLOGY DEPARTMENT
Winter 2005**

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 participant to develop effective communication skills. The guiding principle is that most human interactions (classrooms, families, friends, fellow workers), are affected by the quality of the relationships between and among people. If we can identify, practice, and change 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:

Personal Skills

1. Recognize and discuss own thoughts, feelings, actions and perceptions
2. Develop self-concept in relation to others.
3. Recognize strengths and weaknesses in communication

Interpersonal Skills

1. Recognize and apply guidelines for appropriate use of communication skills.
2. Attend to others verbally and non-verbally.
3. Give and receive feedback effectively
4. Demonstrate effective listening skills at a beginner level.
5. Practice effective conflict resolution.
6. Establish and maintain confirming communication climates

Cognitive Skills

1. Identify key concepts describing interpersonal communication
2. Describe basic principles and theories of communication
3. Analyze personal life events using course vocabulary, concepts and theory.

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 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 at the beginning of the class in which they are due, unless permission is granted for an extension.
2. There will be one assignment allowed late during the semester without penalty. This is your "freebie". It must be negotiated.
3. The late penalty on all others will be 10%.

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 } Errors in organization, grammar or
70 - 74	B- } referencing.
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. Not college level work.

EVALUATION SUMMARY:

1.	Group Presentation	15 marks
2.	Key Concept 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

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 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 at this time. You must be willing to discuss your personal and emotional experiences and listen to those of others. However, this is also not therapy. If you have concerns, see your instructor after the first class please.

ASSIGNMENT DETAIL**1. GROUP PRESENTATION**

In teams of five or six students you are to prepare a roleplay of a situation illustrating an aspect of interpersonal communication in a setting depicting daily life. A 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, game etc, to illustrate your topic. Your role-play should be exactly 10 minutes in length, not longer or shorter.

Excellent role-plays 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. (For example, describe the concept, show it graphically in a poster or flash card, demonstrate it in a role play then summarize it.). 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 presentation, 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 (process).

GROUP PRESENTATION TOPICS

Group #	Chapter	Pres. Date	Group #	Chapter	Pres. Date
# 2	2	Feb 3	# 7A	pp. 247 - 256	Mar 10
# 3	3	Feb 17	# 7B	pp. 257 - 282	Mar 10
# 4	4	Feb 24	# 8	8	Mar 17
# 5 or 6	6	Mar 5	# 9	9	Mar 24

GROUP MEMBERS AND PHONE NUMBERS:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. KEY CONCEPTS QUIZZES

There will be a short quiz at the beginning of each of the nine chapters to test for reading and understanding of the key terms and concepts of the chapters. 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 **black ink** animations of your own. Each graphic requires a **caption** that identifies the importance or meaning of the photograph or cartoon to the topic you are describing.

Use the concepts and vocabulary from the chapters, and highlight or underline or bracket 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. Thirdly, it illustrates your themes with pictures and captions. Your personal

integration should be approximately 1000 – 1500 words and **should include a minimum of 4 and a maximum of 8 captioned photographs or graphics. Captions must reveal the link between the illustration and the concepts.**

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 plus an analysis of your experience with anger in your family and adult life. Test #2 will test for concepts from chapters 7 – 9 and will include an analysis of a personal conflict that involves you 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 analyse your responses.

- The tape and transcript comprise 25 marks out of 100.
- Tape must be labelled 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, section number and instructor name on the outside.
- If you use other than a standard cassette tape, you must supply a tape recorder with instructions me.
- 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 (i.e. in landscape mode)
- 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 my trained marker.
- Take a run at the conversation (20 min. or so) and then choose the section with your best 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 sample). Alternate responses **must** be different from one another.
- Be as natural as you can. Do not script the conversation before hand or rehearse. 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.
- 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% |
| | ▪ accuracy in keeping with the flow of feeling and thoughts | |
| | ▪ empathy | |
| | ▪ appropriateness | |
| | ▪ range of responses and skills | |
| b) | Your ability to label and analyse effectiveness of listening responses in the transcript and provide two (2) improved alternatives that differ | 70% |
| | TOTAL | 25 marks |

SCHEDULE OF ACTIVITIES:

<u>WEEK</u>	<u>READINGS</u>	<u>IN-CLASS TOPIC</u>	<u>ASSIGNMENT</u>
Jan 13		Introduction to Course and each other. Chapter one	Group Assignments
Jan 20	Chapter 1	Introduction to Communications	Key Concept Quiz Ch. 1
Jan 27	Chapter 2	Communication and the Self	K. C.. Quiz Ch. 2
Feb 3	Chapter 3	Perception	K.C. Quiz Ch. 3 Group #2 Presentation
Feb 10	No Class	Reading Break	Reading Break
Feb 17	Chapter 4	Emotions	K.C. Quiz Ch. 4 Group #3 Presentation
Feb 24	Chapter 5 & 6	Language & Non-Verbal Communication	K.C. Quiz Ch. 5 & 6 Group #4 Presentation
Mar 3		Test #1 Chs. 1 – 6	Test #1
Sat. Mar. 5^m 9:30 - 16:30 E348	Chapter 7	Listening (Bring lunch, comfortable clothes)	K.C. Quiz Ch. 7 Groups #5 or #6 Presentation
Mar 10	Chapter 8	Communication Climate	K.C. Quiz Ch. 8 Group #7A & 7B Presentations
Mar 17	Chapter 9	Conflict	Listening Tape Due Group #8 Pres.
Mar 24	Chapter 9	Conflict	K.C. Quiz Ch. 9 Personal Integration due Groups 9 Presentation
Mar 31		Final Quiz & Closure	Test #2 Chs 7, 8 & 9

Note: Course ends March 31st.

LISTENING TAPE TRANSCRIPT

Word for Word Transcript (3)	Skill Identification and Judgment of Effectiveness (2)	Two Alternative Responses and Reasons Why <i>Each</i> is Better (4)