



COURSE OUTLINE

The course description is online @
<http://camosun.ca/learn/calendar/current/web/psyc.html>

1. Instructor Information

(a)	Instructor:	Cate Pelling		
(b)	Office Hours:	Mondays 12:30-1:30 pm; Tuesdays 11:30-12:30 pm; Fridays 1:30-2:30 pm or by appointment.		
(c)	Location:	Fisher 306B		
(d)	Phone:	370-3308		
(e)	Email:	pellingc@camosun.bc.ca		

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

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.
4. Demonstrate active listening in sample interviews and observations.
5. Work collaboratively through the application of active listening skills and conflict resolution skills.
6. Describe, evaluate and demonstrate the components of empathy.
7. Differentiate between a person's (self or other) thoughts, feelings, and behaviours.

3. Required Materials

Text: Adler, R.B., Rosenfeld, L.B., Proctor II, R.F. & Winder, C. (2012). Interplay: The Process of Interpersonal Communication, 3rd Canadian Edition

4. Course Content and Schedule

The ability to implement communication theory into practice is the primary objective of this course. In order to accomplish this, students will complete readings from the text, participate in class discussions, and practice new skills in a series of structured exercises involving pairs and groups.

Class time will be divided among lecture (theory), group activities (application) and course exercises (skill development)

EVALUATION

I. Chapter quizzes 20%

A short quiz will be given after most chapter readings. Quizzes ensure students keep up with the text material. There are **NO** make-up quizzes. The best four of six quizzes comprise twenty percent of the final mark. A student may miss two quizzes without their grade being affected.

II. Tests 45%

The midterm and final exam make up forty-five percent of the final grade. The midterm is worth 20% of the final grade and the final exam is worth 25% of the final grade. Both exams are comprised of multiple choice and short answer questions. Exams provide an opportunity for students to demonstrate their conceptual understanding of course content. The midterm covers material in chapters one through five. The final exam covers material in chapters six through ten.

III. Audiotape/Transcription projects (in-class) 10%

Working in groups of three, students will participate in a 5 minute listening exercise. Students will record their dialogue, transcribe the dialogue and then write an analysis of the dialogue. There will be two transcription projects in the term, each worth 5%

IV Participation 5%

Participation includes behavior that demonstrates a commitment to the class. This includes: respect for the learning environment; attentiveness and/or listening; attendance; engagement (ask questions, offer comments, etc.); being an effective communicator.

V. Lab Assignments 20%

(5% each) Pick four of the six labs

Purpose: Experience the skills and ideas of the course
Length: approximately 350 words (please include a word count)
Due: at the start of class. Late penalty is 5% per day and no work will be accepted 1 week following the due date.

1. Personal goal **Due: September 15**

Which people do you find most challenging? Which interpersonal situations do you find most challenging?

Which dysfunctional interpersonal style do you exhibit most and why? Which functional interpersonal style would you like to develop?

Reflect on your willingness for growth.

Outline a plan

2. Thinking skills **Due: October 6**

Select only one of the following

- **Perception check.** Use one perception check in a normal everyday conversation. What did they say? What did you say (your perception check)? How well did it work? What would you do differently? How did it feel? What else did you learn?
- **Perspective taking.** Describe an issue that you and a significant other disagree on. Share your position on the issue; then argue their side. Discuss the commonalities and differences you see.
- **Alternative interpretation.** Describe three lousy things that have happened in the last week. One at a time, indicate how you interpreted it negatively, how you could interpret them optimistically/positively, and then how you could interpret them more realistically.

3. Emotions **Due: October 13**

Think of an important relationship and using the list of emotions on page 130 in the text, complete the following exercise:

- a) Identify the emotions that are the most important for *you* in the relationship
- b) Name the emotions that you think are the most important for the *other person* in the relationship
- c) Describe how you express each emotion you chose as most important for you. Think of the frequency with which you express each feeling, the circumstances in which you express it, and the ways you express it
- d) Describe how the other person expresses each emotion you identified as most important for her or him. Think of the frequency with which the other person expresses each feeling, the circumstances in which it is expressed, and how she or he expresses it.
- e) What have you learned about yourself, the other person, and your relationship by conducting this analysis?
- f) If possible, invite the other person to do the same analysis and compare your results

(source: *Interplay text*, p. 144)

4. Communication skills Due: November 24

Select only one of the following

- Paraphrase. In a normal everyday conversation use two paraphrases. What was the situation? What did you say (your paraphrases)? How well did it work? What would you do differently? How did it feel? What else did you learn?
- I/we language: Use one clear/mature 'I language' and/or 'We' language statement in a normal everyday conversation. What was the situation? What did you say (your I/we language statement)? How well did it work? What would you do differently? How did it feel? What else did you learn?

5. Conversation skills Due: December 1

Select only one of the following

- Meta communication. Sit down with a close family member or friend and ask if you can talk about how the two of you talk. Ask them to give you feedback on what they notice about the conversations you have and your communication style. Ask for specifics on verbal and nonverbal messages. What were the main observations? How well did it work? How did it feel? What did you learn?
- Conflict resolution; Reflect on a conflict you are having with someone. Ask them if you could meet at a convenient time and place to discuss it. Ask them to give their side/view first and actively listen. Share your view using I language. Brainstorm possible resolutions/solutions. How well did it work? What would you do differently? How did it feel? What else did you learn?

6. Progress Due: December 8

- Discuss the progress you've made (towards your personal goal. (#1 above.) How has it been useful? How has it felt? Discuss the progress you have not made. Why? What needs to be done?

Basis of Student Assessment (Weighting)

Lab assignments	(four of six)	20%
Quizzes	(four of six)	20%
Exams	midterm and final	45%
Projects	two projects, 5% each	10%
Participation		5%

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning.
This information is available in the College calendar, at Student Services, or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**.
It is the student's responsibility to become familiar with the content of this policy.
The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

COURSE SCHEDULE

Class	Topic	Readings	Due
Sept. 8	Introduction		
Sept. 15	Interpersonal Relationships	Chapter 1	Lab #1
Sept. 22	Communication/Self	Chapter 2	
Sept. 29	Perception	Chapter 3	Quiz #1
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Oct. 6	Emotions	Chapter 4	Quiz #2 Lab #2
Oct. 13	Language	Chapter 5	Quiz #3 Lab #3
Oct. 20	Midterm (Chapters 1-5)		
Oct. 27	Nonverbal Communication	Chapter 6	
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Nov. 3	Listening	Chapter 7	Quiz #4
Nov. 10	Listening	Chapter 7	Transcript #1
Nov. 17	Intimate Relationships	Chapter 8	Quiz #5 Transcript #2
Nov. 24	Improving Climate	Chapter 9	Lab #4
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Dec. 1	Conflict	Chapter 10	Quiz #6 Lab #5
Dec. 8	Conflict		Lab #6

FINAL EXAM ~ During the final examination period

Important dates and assignment marks are posted weekly on D2L.