



## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Bev Lenihan		
(b)	Office Hours:	One hour before class; other times by appointment		
(c)	Location:	Ewing 248		
(d)	Phone:	(250)370-3200	Alternative Phone:	(250)721-1259
(e)	Email:	<a href="mailto:lenihan@camosun.bc.ca">lenihan@camosun.bc.ca</a> * only use this address for emails.		

### 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

Texts	Adler, R.B., Rosenfeld, L.B., Proctor II, R.F., and Winder, C. (2016) INTERPLAY/.4 <sup>th</sup> . Canadian Edition  Lenihan, B. Student Lecture Notes
-------	--

### FORMAT

In order to achieve the main objective – the implementation of theory into practice, students will do readings from the text, discussions in class, and a series of structure planned exercises that involve practicing new skills in pairs and small groups. Mini lectures will explain various concepts and techniques such as role-playing and written work will demonstrate and practice concepts and skills. Students will be evaluated on conceptual understanding as well as skill performance. **\*ALL WRITTEN WORK SUBMITTED REQUIRES A TITLE PAGE AND A REFERENCE PAGE IN APA 6<sup>th</sup>. ED. (refer to sample in class)**

EVALUATION: A course grade will be determined by the following:

Role Plays 25% (MAX. 30 min. MIN 25 min.)

1. In teams of 3-5 illustrate, by role play, an Interpersonal communication skill. The narrator should introduce the role play and keep the audience informed, as necessary, as to what concept or principle is illustrated (video, chart, and or role play).
2. Following the role play, other students in the class are expected to comment on what they learned from the role play, how well the concept(s) were illustrated, etc. Conduct a class activity to solicit written feedback.

Grading of Role Play: 16 marks and written report 9 marks

All members of the group are expected to work cooperatively on both the planning and the write-up. The final grade for the role play and the presentation will be shared among all members. Any student having difficulty with this format needs to discuss this with the Instructor. All members of the group are expected to contribute to the planning. **Oral Presentation grade will be provided once written report is submitted. Guidelines for written report will be distributed and discussed in class.**

List of Role Plays:

1. Chapter 3 (pp. 86-90)  
Illustrate the perception process and demonstrate each of these components. Use 2-3 examples in own life).
2. Chapter 4 (pp. 133-143)  
Illustrate how Albert Ellis' seven irrational beliefs or fallacies lead to illogical conclusions and debilitating feelings.
3. Chapter 6 (pp. 184-196)  
Illustrate ways the language we use can cause problems in our relationships, and also illustrate alternatives.
4. Chapter 2 (pp.61-78)  
Illustrate how an interaction proceeds through four different levels of self disclosure and describe the guidelines to self-disclosure.
5. Chapter 5 (pp. 155-162)  
Demonstrate 7 types of ineffective listening and identify correct alternatives.
6. Chapter 8 (pp.267-279)  
Illustrate the ten relational stages by Mark Knapp; demonstrate examples of communication styles in each stage and the dialectal tensions and strategies for managing these tensions.
7. Chapter 9 (pp. 301-317)  
Illustrate ways to respond non- defensively to criticism and ways to prevent defensiveness in others. Use real-life examples.
8. Chapter 10 ( pp. 326-340)  
Use 4 real life examples to demonstrate the 4 methods of conflict resolution.

**You will form a group and present a thirty minute presentation (maximum) of a skill topic to the class. This presentation must illustrate your understanding of the concept or skill. You may elect role play, charts, games etc. to illustrate your topic. You will be provided some class time to help organize topics. Most of the presentation planning is done out of class.**

### **Chapter Quizzes (40%)**

**There will be a short quiz given approximately after each chapter reading. The purpose is to ensure the student keeps up with the text material. There are NO make up quizzes. The best eight of ten quizzes comprise the forty per cent.**

### **Transcript Test (10%)**

**A written transcript of four speaker and listener responses will be provided. The test will comprise a two part analysis and 4 part skill demonstration for alternatives will be required. The test will take approximately ninety minutes to complete. The remaining time will be provided to work on the listening dyad between the speaker and listener for the twenty minute tape assignment.**

**Transcript Analysis and Alternatives (10%) In dyads you are to use the audio/video lab and conduct a twenty minute interview to demonstrate your skill performance: perception checking, paraphrasing, open questioning, and empathy, as the role of Active Listener. Further details will be provided in class. Following the taped dyad session, as listener, a word for word transcript of all speaker-listener responses are transcribed and submitted. In addition, five consecutive speaker and listener will be identified, analyzed, and two listener alternatives are required for each of the five original responses. Each alternative demonstrates one of the four skills.**

**This written report includes: identification, analysis, and alternative skill demonstration to the original response. Further a summary including 3 strengths, one improvement, and a communication skill goal. Be sure to include a title page and a reference page written in APA 6<sup>th</sup> Ed. A medical note will only be the permissible acceptance for missing this assignment. Some class time will be given for taping and written transcription.**

### **TESTS (15%)**

There are two tests each worth the same percentage and are of similar format. Both tests comprise multiple choice and short answer questions to assist the student in demonstrating his or her conceptual understanding. Test one covers material in chapters one through four, six, and seven. Test two covers material in chapters five and eight through ten.

#### 4. Basis of Student Assessment (Weighting)

(a)	Assignments	Transcript Analysis Test	10%	Audio Transcript	10%
(b)	Quizzes	Eight of ten quizzes	40%	Bonus Option	02%
(c)	Exams	One of midterm or final	15%		
(d)	Oral/Group Presentation	Oral 16 marks and written report 9 marks	25%		

Students will be evaluated their conceptual understanding as well as skill performance. This includes the student's ability to use the skills presented in class. Attendance is very important in meeting both of these requirements and missing more than 6 hours of class may resulting a loss of one letter grade.

#### 5. 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 at [camosun.ca](http://camosun.ca) or information on conversion to final grades, and for additional information on student record and transcript notations.

##### Attendance, Assignments, and Tests

Attendance enhances conceptual understanding of course materials and notifies the student of any changes that may occur throughout the semester. A missed test or assignment will result in a mark of zero. Make up tests and quizzes will not be offered. If there is a serious medical or compassionate reason for missed test or assignment, **contact the instructor before the due date.** Documentation to support your claim is required.

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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

## 6. 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 a.

### 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 on the College web site in the Policy Section.

SEMESTER SCHEDULE				
Day	TOPIC	READINGS	GROUP PRESENT	ASSIGNMENTS
Sept.07	Introduction			Quiz #1
Sept. 14	Interpersonal Process	Chapter 1		Quiz #2
Sept. 21	Perception	Chapter 3	1	Quiz #3
Sept. 28	Emotions	Chapter 4	2	Quiz #4
Oct. 12	Language/Non-verbal	Chapter 6/7	3	Quiz #5
Oct. 19	Communication/Self	Chapter 2	4	Quiz #6
<b>Oct. 26</b>	<b>Test One (Chapters 1-6)</b>		<b>Students only writing</b>	<b>Test One</b>
Nov. 02	Listening	Chapter 5	5	Quiz 7
Nov. 09	Audio/Written Transcript	Skill demonstration		
<b>Nov. 16</b>	Transcript analysis Test			<b>Audio transcription due</b>
Nov. 23	Intimate Relationships	Chapter 8	6	Quiz #8
Nov. 30	Defensiveness	Chapter 9	7	Quiz #9
Nov. 30	Improving Climate/Conflict Resolution Skills	Chapter 10	8	Quiz #10
<b>Dec. 07</b>	<b>Test Two (Chapters 5 and 8 through10)</b>		<b>Students only writing</b>	<b>Test Two</b>

Once a decision is made and a clear rationale used in making the decision as to test one or test two, **only a medical note can be used to change test choice.** A change in the test choice is only permitted under extraneous circumstances. This change is discussed and agreed upon by both Instructor and Student. Taking responsibility for your learning and your study habits does favorably increase academic success.