



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Communication Studies 130  
**Descriptive Title:** Interpersonal Communication  
**Course Disciplines:** Communication Studies (Speech Communications)  
**Division:** Fine Arts

**Catalog Description:**

In this course, students study and apply methods and theories of interpersonal communication such as self-concept, perception, emotions, language and gender differences, nonverbal communication, listening, intimacy, defensiveness, and conflict resolution. Students are required to give formal and informal oral presentations and write reports.

**Conditions of Enrollment:**

**Recommended Preparation:** eligibility for English 1A

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to 7/1992  
**Transfer UC:** X Effective Date: Fall 2006

**General Education:**

**El Camino College:**  
**4B – Language and Rationality – Communication and Analytical Thinking**  
 Term: Other: Approved

**CSU GE:**

**A1 - Oral Communication**  
 Term: Other: Approved

**IGETC:**

**1C - Oral Communication**  
 Term: Other: Approved

## II. OUTCOMES AND OBJECTIVES

**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

Upon completion of course, students will be able to:

1. Knowledge of Course Content – Identify/describe various theories/concepts related to interpersonal communication.
2. Conflict Management – Demonstrate effective conflict prevention/management skills in a given context.
3. Theory Application – Apply selected theory/concept to a given context.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

**B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)**

1. Identify human needs that are met by communication.  
Multiple Choice
2. Define the key elements of self-concept.  
Multiple Choice
3. Explain the perception process as it pertains to interpersonal communication.  
Essay exams
4. Evaluate the physical and nonphysical benefits of expressing emotions.  
Written homework
5. Compare and contrast methods of anger management.  
Journal (kept regularly throughout the course)
6. Identify problem areas of language usage including equivocation, emotive words, euphemisms, and abstract language.  
Objective Exams
7. Identify differences in speech associated with gender.  
Multiple Choice
8. Differentiate between verbal and nonverbal communication.  
Objective Exams
9. Analyze cultural differences in nonverbal communication.  
Written homework
10. Compare kinesics, proxemics, and paralanguage.  
Written homework

11. Demonstrate paraphrasing and active listening skills.

Presentation

12. Analyze the impact of self-disclosure on relationships.

Multiple Choice

13. Explain the role of communication in the development of attraction and intimacy.

Multiple Choice

14. Define communication climates.

Multiple Choice

15. Analyze types of defensive communication.

Multiple Choice

16. Analyze various conflict resolution styles.

Multiple Choice

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Orientation - acquaintance games - ice breaking exercises
Lecture	6	II	Human needs - Maslow's hierarchy - why we communicate - content and relational messages
Lecture	6	III	Definition and development of self-concept - how self-concept develops - influences on identity - self-fulfilling prophecy - self-presentation - self-esteem
Lecture	6	IV	The perception process - selection - organization - interpretation Influences on perception Perception checking
Lecture	6	V	Emotions - physiological changes - cognitive interpretations Expressing emotions - facilitative and debilitating emotions - anger management - cognitive therapy

Lecture	6	VI	Language problems - equivocation, emotive words, euphemisms - abstract language  Gender differences in communication
Lecture	6	VII	Nonverbal communication - differences from verbal communication - myths of nonverbal communication - cultural differences  Types of nonverbal communication - kinesics - paralanguage - proxemics
Lecture	3	VIII	Listening process - types of listening - paraphrasing
Lecture	3	IX	Self-disclosure in relationships Development of attraction and intimacy
Lecture	3	X	Communication climates - confirming and disconfirming communication - defensiveness - responding to criticism
Lecture	6	XI	Interpersonal conflict Personal conflict styles - nonassertive or passive - aggressive - passive aggressive - assertive - Clear message format - Methods of conflict resolution
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a 2-5 page paper, list five specific occasions when you reacted negatively to an event such as meeting someone for the first time, thinking you were criticized, someone being rude to you, or feeling left out. With these five specific occasions in mind, identify the filters through which you view your world. Analyze how your point of view affects your perception of reality.

### **C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. Following a conversation with a significant other in which there was a disagreement on a meaningful topic, such as how to discipline a child, evaluate your assumptions through paraphrasing and perception checking. Summarize the results in a written report and oral presentation.
2. Read and evaluate an instructor approved book such as *The Four Agreements* by Miguel Ruiz. Write a four-to-five page paper that identifies the author's thesis. Compare and contrast the book with the text, and argue for or against the book's usefulness. Orally present your analysis.

### **D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

- Performance exams
- Other exams
- Quizzes
- Class Performance
- Multiple Choice

### **V. INSTRUCTIONAL METHODS**

- Field trips
- Lecture
- Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

### **VI. WORK OUTSIDE OF CLASS**

- Study
- Answer questions
- Skill practice
- Required reading
- Problem solving activities
- Written work
- Journal

**Estimated Independent Study Hours per Week: 6**

### **VII. TEXTS AND MATERIALS**

#### **A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Proctor and Adler. Looking Out, Looking In. 15<sup>th</sup> ed Cengage Learning, 2016.

Proctor and Adler. Interplay: The Process of Interpersonal Communication. 14<sup>th</sup> ed, OUP 2017

#### **B. ALTERNATIVE TEXTBOOKS**

#### **C. REQUIRED SUPPLEMENTARY READINGS**

#### **D. OTHER REQUIRED MATERIALS**

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation eligibility for English 1A	Students who are eligible for English 1A possess the knowledge of English required to satisfy the minimum requirements for the papers and presentations needed to pass this course.

### D. Recommended Skills

Recommended Skills
Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel
Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.

### E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by H. Wennstrom/N. Lilienthal/H. Borden on 10/01/1972.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/16/2015

Last Reviewed and/or Revised by: Larry Leach

Date: Sept. 2018

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