

**Interpersonal Communication
Course Pack**

COM-240-PGI1

Gus Harrison

Myron Covington, Instructor

Due Dates/Pickup Dates:

Pickup #	Date
1.	June 11
2.	June 25
3.	July 9
4.	July 23
5.	August 6
6.	August 20 Final Pickup

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COM 240 Interpersonal Communication

Spring 2021

Instructor: Myron Covington

Dates: 6/1/2021 - 8/20/2021

Number of Credits: 3

Days Class Meets: DL (Distance Learning)

Meeting Times: DL (Distance Learning)

Location/Venue: DL (Distance Learning)

Course Description

24/7, 365 days a week, we engage in public speaking and interpersonal communication. Whether the situation is getting to know a new roommate, raising money for your favorite cause, asking your boss for a raise, or ending an unproductive romantic relationship, you typically must communicate with others in order to achieve your goals. Most of the time, our communication goes smoothly, so we just take it for granted without really thinking about what we're doing. The only time we really pay attention to communication is when it becomes problematic for us. We then tend to blame the problem on our communication partner (e.g., "She never listens to me!") or the message (e.g., "The professor is just too boring!"). This course encourages you to spend time consciously examining and improving both public speaking and interpersonal communication in general in order to identify communication behaviors that are productive, and not so productive, to effective and appropriate (i.e., competent) communication.

By the end of this course, it is expected that the student has mastered the content of this course through formal writing assignments, activities and an exam. **By the end of the course, the student should be able to:**

1. Identify and process current scholarship in Interpersonal Communication.
2. Be familiar with current scholars in the field of Interpersonal Communication.
3. Research an Interpersonal concept of their choice and present to class.
4. Understand the communicative process and its role in society.

Course Goals

1. Understanding of who you are
2. Understanding of others around you
3. Be a more competent communicator

Course Objectives

The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course objectives addressed in this class include the following:

1. Communication & Culture
2. Perception
3. Managing Emotions
4. Listening
5. Dealing with difficult people
6. Improving intimate relationships
7. Organizational (Business) Communication

Textbook

- **Interpersonal Messages, Fourth Edition**
- **Joseph DeVito**
- **ISBN: 9780134202044**

Grading Procedure

See Below sections on major assignments

Grading Scale

GPA	GRADE RANGE	POINT RANGE
4.0	90-100%	900-1000
3.5	89-83%	899-830
3.0	82-80%	829-800
2.5	79-73%	799-730
2.0	72-70%	729-700
1.5	69-63%	699-630
1.0	62-60%	629-600
0.0	59-0%	599-0

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical

Allowing your work to be submitted by others

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0.

If you have an accessibility need in any of our classes please reach out to your navigator and/or MDOC.

Course Management

Please follow the schedule

Academic Advising

Available upon request

Student Responsibilities

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. Not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Calendar

WEEK #	DATE	TOPIC(S)	TASKS/ASSIGNMENTS/WHAT IS DUE?
1	5.30 - 6.5	Chapter 1: Introduction to Communication	Chapter 1 Assignment
2	6.6 - 6.12	Chapter 2: Culture	Chapter 2 Assignment
3	6.13 - 6.19	Chapter 3: Perception	Chapter 3 Assignment
4	6.20 - 6.26	Chapter 4: Listening	Chapter 4 Assignment
5	6.27 - 7.3	Chapter 5: Verbal	Chapter 5 Assignment
6	7.4 - 7.10	Chapter 6: Nonverbal	Chapter 6 Assignment
7	7.11 - 7.17	Chapter 7: Emotions	Chapter 7 Assignment
8	7.18 - 7.24	Chapter 8: Conversations	Chapter 8 Assignment
9	7.25 - 7.31	Chapter 9: Relationships	Chapter 9 Assignment
10	8.1 - 8.7	Chapter 10: Types of Relationships	Chapter 10 Assignment
11	8.8 - 8.14	Chapter 11: Conflict	Chapter 11 Assignment
12	8.15 - 8.21	Class Wrap-up/Autonomous Work	Reflection Assignment

Turn in assignments at your own pace! Please make sure your name is on all pages.

All assignments must be completed and turned in prior to 8.20.21.

Aim to turn in three (3) assignments at each collection by the college

Major Assignments Details

1. **Chapter Assignments are done after each chapter**
2. **Interpersonal Experiments is a project seeking to improve aspects of your communication. Select only one (1) of the two (2) options**
3. **A-Ha! Paper is a reflection paper**
4. **Final Exam is a vocabulary scavenger hunt of the communication vocabulary**

ASSIGNMENT(S)	POINTS
11 Chapter Assignments	600
Interpersonal Experiments	100
A-Ha Reflection Paper	200
Final Exam Scavenger Hunt	100
Total Points	1000

Chapter 1 Assignment

Linear/Transactional Communication- Noise-Types of Power

Directions: Using the content in Chapter 1, please complete the grid below with two (2) examples from your personal life. The examples should be brief but show full understanding of concept/theory.

Types of Communication	Personal Example #1	Personal Example #2
Linear Communication		
Transactional Communication		

Four (4) Types of Noise	Personal Example #1	Personal Example #2
Physical Noise		
Physiological Noise		
Psychological Noise		
Semantic Noise		

Six (6) Types of Power	Personal Example #1	Personal Example #2
Legitimate Power		
Referent Power		
Reward Power		
Coercive Power		
Expert Power		
Information or Persuasion Power		

Chapter 2 Assignment

Whom to Leave Behind

Instructions: The twelve persons listed below have been selected as passengers on a spaceship for a flight to another planet because tomorrow the planet Earth is doomed for destruction. Due to changes in space limitations, it has now been determined that only eight persons may go. Any eight qualify. Your task is to select the Eight (8) passengers who will make the trip. On your own, take approximately 5 minutes and rank the order of the passengers from one to twelve based on those who you feel are most deserving to make the trip with one being most deserving and twelve being least deserving.

Original passenger list:

- ___ an accountant with a substance abuse problem
- ___ a militant African-American medical student
- ___ a 33 year old female, convicted felon who does not speak English
- ___ the accountant's pregnant wife, former addict
- ___ a famous novelist with a physical disability
- ___ a 21-year old, female, Muslim international student
- ___ a Hispanic clergyman who is against homosexuality
- ___ a female movie star who was recently the victim of a sexual assault
- ___ a racist armed police officer who has been accused of using excessive force
- ___ a homosexual male, professional athlete
- ___ an Asian, orphaned 12-year old boy, juvenile delinquent
- ___ 60-year old Jewish university administrator

Final Eight (Going on ship) & Give reasoning as to WHY...

- ___ an accountant with a substance abuse problem
- ___ a militant African-American medical student
- ___ a 33 year old female, convicted felon who does not speak English
- ___ the accountant's pregnant wife, former addict
- ___ a famous novelist with a physical disability
- ___ a 21-year old, female, Muslim international student
- ___ a Hispanic clergyman who is against homosexuality
- ___ a female movie star who was recently the victim of a sexual assault
- ___ a racist armed police officer who has been accused of using excessive force
- ___ a homosexual male, professional athlete
- ___ an Asian, orphaned 12-year old boy, juvenile delinquent
- ___ 60-year old Jewish university administrator

Whom to Leave Behind Debrief

Directions: Please list the perceived strength and weakness of each person according to you.

Person	Perceived Strength	Perceived Weakness
Accountant		
Medical Student		
Convicted Felon		
Pregnant Woman		
Novelist		
International Student		
Clergyman		
Movie Star		
Police Officer		
Professional Athlete		
Orphan		
University Administrator		

Chapter 3 Assignment

Johari Window

Directions: Using the Johari Window model, please give one example from yourself and one from someone relatively close to you. Please, you need not disclose your most personal thoughts.

Johari Window	Personal Example	Other Personal Example
Open Self (What you tell people)		
Blind Self (What other people have told you)		
Hidden Self (Secret)		
Unknown Self (Future)		

Chapter 4 Assignment

Listening/Dimension of Film Theory Search/Dual In Class Activity

Title of Movie/Television Show:

Directions: Using any film/show of your choice, please do the following...

1. Watch any show
2. Select ten (10) theories and/or concepts from anywhere in our book (5 must come from chapter 4!)
3. Give the 'textbook' definition of the theory concept (typically found in chapter, glossary)
4. Give a summary of the scene. This is vitally important in order to show your full understanding of each concept in your movie of choice.
5. Make sure you list the name of the movie/show

Theory/Concept	Definition	BRIEF summary of scene
1.		
2.		
3.		

4.		
5.		
6.		
7.		

8.		
9.		
10.		

Chapter 5 Assignment

Types of Lies

Please complete the grid below based upon personal experience. Please carefully.

Type of Lies	Example when you used this lie	Example when someone else used this lie
Pro-Social Deception		
Self-Enhancement Deception		
Selfish Deception		
Anti-Social Deceptions		

Chapter 6 Assignment

Vocabulary Definitions

Directions: Using this grid, please define the following words:

Word	Definition(s)
Tie Signs	
Body Appearance	
Eye Messages	
Spacial Messages	
Proxemics	
3 Territories	

Formal & Informal Time	
Touch Messages	
Social Clock	

Chapter 7 Assignment

Emotions

Chapter 8 Assignment

Directions: Using your knowledge of interpersonal communication, please complete the grid & questions below. The Target Culture should be a culture, race, sex, religion, sexual orientation or gender identity that you do not subscribe to or identify with. Essentially, it should be different from you! Light research will suffice for completion. You will lightly use information from chapter 8. Most of this assignment involves self thinking and discussion with others.

Home (Your) Culture		Target (Other) Culture
Traits/Characteristics of Home Culture	How Are They Alike?	Traits/Characteristics of Target Culture

1. What did you find fascinating about your Home Culture?

2. What did you find is an opportunity regarding your Home Culture?

3. What did you find fascinating about your Target Culture?

4. What did you find is an opportunity regarding your Target Culture?

5. What are some stereotypes of your Home Culture? (Please list at least 3)

6. What are some stereotypes of your Target Culture? (Please list at least 3)

7. What are some strengths of your Home Culture? (Please list at least 3)

8. What are some strengths of your Target Culture? (Please list at least 3)

Chapter 9 Assignment

Chapter Reflection

Directions: Please write a three (3) paragraph reflection essay on the content that was discussed in this chapter. Please write your response in the space below. You should not need more writing space. Clear, concise and cogent in your analysis will suffice.

Chapter 10 Assignment

Social Exchange Theory In Class Activity

Directions: Using this theory, please complete this grid below based upon yourself. Example here:

Profit (BIGGER HOUSE) = Reward (NEWER, UPDATED HOME) - MORTGAGE)

In the above example, I want a bigger house (PROFIT). The REWARD would be getting a brand new home, building from ground up! Unfortunately, that would COST me working overtime and/or a higher mortgage! Makes sense?

Profit	Reward	- minus the Cost

Chapter 11 Assignment(s)
Family Types/Couple Types

Using this grid, please do the following:

1. List the one (1) type of Family Type and/or couple type your parents or guardians had while you were growing up.
2. List the one (1) type of Family/Couple type you have now. (If you are not married or living with someone-even a friend, you can answer by saying what kind of family/couple type you prefer and why).
3. Give one (1) example that shows your family had and has exhibits (shows) this family type.

Family/Couple Type Growing up as a Kid	Definition of This Family/Couple Type	Family/Couple Type Now	Example #1

Six Types of Love Activity

<u>Type of Love</u>	<u>Person Who Exhibits This in Your Life?</u> (Name or Relationship to You)	<u>How Do You Know This Person is a Lover?</u> (Explanation)	<u>How Do You Demonstrate This Type of Love Best Exhibits</u> (From Chapter 2: Culture)
Eros			
Ludas			
Storge			
Pragma			
Mania			
Agape			

Directions: Using issues that create conflict, as well as, conflict management strategies, I want you to complete the table below. Space is limited so please, be brief!

	Intimacy	Power	Personal Flaws	Personal Distance	Social	Distrust	Social Allergen
Personal Example							
What did you learn from this experience?							
Conflict Management Strategy That You used							

Interpersonal Communication Experiments Option #1

You will conduct four (4) communication experiments using techniques/concepts/theories and ideas discussed in class or in our text. After each communication experiment, you will complete an experiment report. These reports could include but are not be limited to:

Self Concept	Perception Checks	Types of Power
Self Disclosure	7 Cultural Dimensions	Types of Love
Positiveness	Equality	Conflict Management
Listening	Empathy	Openness
Johari Window	Proxemics	Language
Types of Lies	Defusing Defensiveness	Emotions

Each should:

1. Identify the communication skill with which you experiment.
2. Define the skill with a connotative (personal) or a denotative (lecture or textbook) definition.
3. Describe the circumstance in which the skill is used (who, what, where, when).
4. Provide an example of the way in which the skill was used employing at least one direct quotation, which shows how you expressed it.
5. Describe the perceived effect of your use of the skill (what happened as a result).
6. Analyze the reason(s) you believe this skill resulted in the effect you noticed.
7. Experiments must take place from the beginning of the semester.
8. Experiments cannot have happened in the past.

Experiment #1 Summary Sheet

Your Name:	
-------------------	--

Name of your experiment:	
Who was involved in this experiment?	
Date and Time of Experiment?	
Identify the communication skill/concept/theory with which you will experiment with or seek to improve.	
Please give a brief, 5-8 sentence summary of your experiment/experience.	
Define the skill with a connotative (personal) or a denotative (lecture or textbook) definition.	
Provide an example of the way in which the skill was used employing at least two direct quotations, which shows how you expressed it.	
Describe the perceived effect of your use of the skill (what happened as a result).	
Analyze the reason(s) you believe this skill resulted in the effect you noticed.	
Why did you select this experiment?	
What were two things you noticed/learned by doing this experiment?	
Do you think you have improved, stayed the same, or regressed post this experiment?	
How can this communication experiment help others?	
How do you feel 'post' experiment?	

Experiment #2 Summary Sheet

Your Name:	
-------------------	--

Name of your experiment:	
Who was involved in this experiment?	
Date and Time of Experiment?	
Identify the communication skill/concept/theory with which you will experiment with or seek to improve.	
Please give a brief, 5-8 sentence summary of your experiment/experience.	
Define the skill with a connotative (personal) or a denotative (lecture or textbook) definition.	
Provide an example of the way in which the skill was used employing at least two direct quotations, which shows how you expressed it.	
Describe the perceived effect of your use of the skill (what happened as a result).	
Analyze the reason(s) you believe this skill resulted in the effect you noticed.	
Why did you select this experiment?	
What were two things you noticed/learned by doing this experiment?	
Do you think you have improved, stayed the same, or regressed post this experiment?	
How can this communication experiment help others?	
How do you feel 'post' experiment?	

Experiment #3 Summary Sheet

Your Name:	
-------------------	--

Name of your experiment:	
Who was involved in this experiment?	
Date and Time of Experiment?	
Identify the communication skill/concept/theory with which you will experiment with or seek to improve.	
Please give a brief, 5-8 sentence summary of your experiment/experience.	
Define the skill with a connotative (personal) or a denotative (lecture or textbook) definition.	
Provide an example of the way in which the skill was used employing at least two direct quotations, which shows how you expressed it.	
Describe the perceived effect of your use of the skill (what happened as a result).	
Analyze the reason(s) you believe this skill resulted in the effect you noticed.	
Why did you select this experiment?	
What were two things you noticed/learned by doing this experiment?	
Do you think you have improved, stayed the same, or regressed post this experiment?	
How can this communication experiment help others?	
How do you feel 'post' experiment?	

Experiment #4 Summary Sheet

Your Name:	
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Name of your experiment:	
Who was involved in this experiment?	
Date and Time of Experiment?	
Identify the communication skill/concept/theory with which you will experiment with or seek to improve.	
Please give a brief, 5-8 sentence summary of your experiment/experience.	
Define the skill with a connotative (personal) or a denotative (lecture or textbook) definition.	
Provide an example of the way in which the skill was used employing at least two direct quotations, which shows how you expressed it.	
Describe the perceived effect of your use of the skill (what happened as a result).	
Analyze the reason(s) you believe this skill resulted in the effect you noticed.	
Why did you select this experiment?	
What were two things you noticed/learned by doing this experiment?	
Do you think you have improved, stayed the same, or regressed post this experiment?	
How can this communication experiment help others?	
How do you feel 'post' experiment?	

Experiment #1 Summary Sheet

SAMPLE

Your Name:	Susie Sample
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Name of your experiment:	“Difficult Perceptions”
Who was involved in this experiment?	Me, my boss and peers at Starbucks
Date and Time of Experiment?	1.1.16, 9:45 PM, Starbucks, Downtown Lansing
Identify the communication skill/concept/theory with which you will experiment with or seek to improve.	Managing Emotions, Perceptions, Irreversibility of communication
Please give a brief, 5-8 sentence summary of your experiment/experience.	Recently, I have had a difficult time managing my emotions. I work with the public regularly and it is hard! Recently, we had a regular customer who was rude to me and said : “Millennials are lazy, hurry up with my drink!” I was so upset that I yelled at her and told her she was not welcome in our establishment!” It was at that moment, I lost my cool after my manager wrote me up.0..0
Define the skill with a connotative (personal) or a denotative (lecture or textbook) definition.	“Emotions involve both the body and mind.” DeVito, 2017)
Provide an example of the way in which the skill was used employing at least two direct quotations, which shows how you expressed it.	“You are SOO mean for saying that!” “Millennials are lazy, hurry up with my drink!”
Describe the perceived effect of your use of the skill (what happened as a result).	I lost my cool and was unable to control myself
Analyze the reason(s) you believe this skill resulted in the effect you noticed.	I still have poor communication skills
Why did you select this experiment?	Because I want to be a manager of a Starbucks and will have to be able to not show negative emotions when I get frustrated.
What were two things you noticed/learned by doing this experiment?	I learned that not all customers are rude and that I must improve.
Do you think you have improved, stayed the same, or regressed post this experiment?	Stayed the same, that is why I am taking this Communication class!
How can this communication experiment help others?	People should think before they speak!
How do you feel ‘post’ experiment?	I feel the next time I have a mean customer, I am going to think before I speak!

Communication Experiments Option #2

Due to social distancing guidelines (limiting face-to-face interaction) this is a substitute to gaining the competency for this assignment.

Directions:

1. Select four (4) communication concepts or theories that you would like to improve
2. Look for each of these concepts in the form of some visual (video) representation
 - a. Example: **Self Concept** is a chosen theory
 - b. I now want you to **watch a video** of President Biden and analyze his speaking in response to the Coronavirus situation. (you **do not** have to choose this video/What you see on television, your video can be anything that shows communication!)
 - c. Write a **short 6-8 paragraph for each video** of how Self Concept (positive or negative) was illustrated (shown) in the video clip
 - d. Your analysis here will show your competence and understanding of these visual experiments.
 - e. What do I turn in? **Your final product will consist of six (6) paragraphs with the above steps on paper below.**

Concept/Theory #1

Concept/Theory #1

Concept/Theory #2

Concept/Theory #3

Concept/Theory #3

Concept/Theory #4

Concept/Theory #4

Each student will write a 3-5-page paper of an “A-ha!” moment they had activities/videos. An “A-Ha” paper includes your personal thoughts and application to the required and supplemental readings and activities. This is not a summary of the reading but rather, your personal application. Essentially, an “A-ha” moment is when something makes you “think” about something you never really thought about before or a point in which you “realize” something about yourself or others.

Paper Helpful Guidelines:

- 1. Paragraph/Page #1- Introduction, mention all three concepts/theories. Typically, 3-6 sentences.**
- 2. Paragraph/Page #2**
 - a. State first theory/concept**
 - b. Define (with citation) theory/concept**
 - c. Explain and give your personal “A-ha!” moment**
- 3. Paragraph/Page #3**
 - a. State second theory/concept**
 - b. Define (with citation) theory/concept**
 - c. Explain and give your personal “A-ha!” moment**
- 4. Paragraph/Page #4**
 - a. State third theory/concept**
 - b. Define (with citation) theory/concept**
 - c. Explain and give your personal “A-ha!” moment**
- 5. Paragraph/Page # 5- Conclusion**
 - a. Restate three theories/concepts**
 - b. Give reader a theme that ‘brings everything together’**

***Most will have more than five (5) paragraphs, this is simply a ‘bare minimum.’**

Must be double spaced (skip lines in-between)

Please do not feel compelled to ‘fill’ space simply to get the page length requirement. Clear, concise and cogent in your analysis is the goal here!

I recognize that this may be tough at times to complete, especially if the relationship is/was ‘complicated,’ please select your ‘family’ of your choice. Please make a concerted attempt to use biological family when appropriate.

Final Exam Vocabulary Scavenger Hunt

Directions: Beginning with chapter 1, please choose any five (5) vocabulary words of your choice and do the following:

- 1. Write the word**
- 2. Define it according to the text**
- 3. Give one (1) brief example of the word.**
- 4. Five (5) words per chapter**
- 5. 55 words total**

Finally, it does not matter which words you select. Most select the words that are in bold! The words must come from the textbook! Please use the attached grid for final copy.

<u>Word</u>	<u>Definition</u>	<u>Example</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

<u>Word</u>	<u>Definition</u>	<u>Example</u>
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

<u>Word</u>	<u>Definition</u>	<u>Example</u>
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		

<u>Word</u>	<u>Definition</u>	<u>1 Example</u>
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		

<u>Word</u>	<u>Definition</u>	
37.		
38.		
39.		
40.		
41.		
42.		
43.		
44,		
45.		

<u>Word</u>	<u>Definition</u>	<u>1 Example</u>
46.		
47.		
48.		
49.		
50.		
51.		
52.		
53.		
54.		
55.		