



**Amy Dopierala Course Syllabus  
Interpersonal Communication Spring 2014  
SPCH 1318 Hybrid**

<b>Semester with Course</b>	Spring 2014
<b>Reference Number (CRN)</b>	CRN: 776378
<b>Instructor contact information (phone number and email address)</b>	Amy Dopierala Phone: 832-510-9419 Email: amy.dopierala@hccs.edu
<b>Office Location and Hours</b>	Online, Phone, or Before and After class (Monday 2:30PM-4:30 PM and Tuesday 7:30 AM-9:30 AM) by Appointment
<b>Course Location/Times</b>	Northline-Hybrid
<b>Course Semester Credit Hours (SCH) If applicable</b>	Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: External Hours:
<b>Total Course Contact Hours</b>	48.00
<b>Course Length (number of weeks)</b>	16
<b>Type of Instruction</b>	Lecture
<b>Course Description:</b>	Theories and exercises in verbal and nonverbal communication with focus on interpersonal relationships. Designed to develop proficiency in public speaking situations; emphasis on content, organization, and delivery of speeches for various occasions. Open to all students. Required for speech majors. Core Curriculum Course.
<b>Course Prerequisite(s)</b>	<b>PREREQUISITE(S):</b> <ul style="list-style-type: none"><li>• Must be placed in college-level reading (or take GUST 0342 as a co-requisite) and be placed into college-level writing (or take ENGL 0310/0349 as a co-requisite).</li></ul>

## FREQUENT REQUISITES

- College Level Reading
- College Level Writing

### Academic Discipline/CTE Program Learning Outcomes

1. Identify types of relationships, and determine when they are healthy or dysfunctional.
2. Explain when and how to abort relationships when such is necessary.
3. Examine his or her relationships without bias in an effort to promote better relations with others, as well as to determine the appropriate manner in which to resolve conflict.
4. Explicate the meaning of interpersonal communication in its dyadic nature; and illustrate an understanding of its theories, and how to use them in decision-making for personal and professional situations.
5. Distinguish differences amongst individuals regarding gender, age, culture, race, and nationality, etc. that could lead to undesired outcomes, and employ a "best-practice" approach to achieve efficacy.

### Course Student Learning Outcomes (SLO): 4 to 7

1. Explain the major theories of interpersonal communication,
2. Define the process of communication and define basic terms associated with the process.
3. Coordinate various events with self-confidence and a display of commitment.
4. Apply the appropriate type of listening in communication situations, including reflective, discriminative, and critical.
5. Establish, develop and maintain desired relationships, applying appropriate techniques to dissolve negative conflict and properly dissolving conflicts when necessary.
6. Employ the applicable aural, verbal, and nonverbal cue to achieve desired outcomes.
7. Discuss issues using fairness and reason.
8. Identify techniques to making better relationship and partner choices.

### Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)

- Explain the major theories of interpersonal communication,**  
1. Provide a theoretical framework to enhance students' knowledge about interpersonal communication, and how it differs from intrapersonal communication.  
**Define the process of communication and define basic terms associated with the process.**  
1. To foster a clearer understanding about the components of communication and its unique process

2. To use lectures, role-play exercises, discussions, and assignments to teach students about communication.  
**Coordinate various events with self-confidence and a display of commitment.**  
**Apply the appropriate type of listening in communication situations, including reflective, discriminative, and critical.**  
1. To develop students' listening skills, and verbal, aural, and nonverbal communication skills.

	<p><b>Establish, develop and maintain desired relationships, applying appropriate techniques to dissolve negative conflict and properly dissolving conflicts when necessary.</b></p> <p>1. To help students identify different types of relationships, as well as to recognize when relationships are healthy or dysfunctional, and how to dissolve them correctly.</p> <p><b>Employ the applicable aural, verbal, and nonverbal cue to achieve desired outcomes.</b></p> <p><b>Discuss issues using fairness and reason.</b></p> <p>1. To present realistic situations in developing students skills to think critically and objectively.</p> <p><b>Identify techniques to making better relationship and partner choices.</b></p> <p>1. To help students learn more about themselves in an effort to increase their self-confidence and improve their relations with others.</p>
<b>SCANS and/or Core Curriculum Competencies: If applicable</b>	<p><b>Core Curriculum Competencies:</b></p> <p>No Learning Outcomes Selected</p>
<b>Instructional Methods</b>	Hybrid
<b>Student Assignments</b>	<p><b>Explain the major theories of interpersonal communication,</b>            Various assigned readings from textbooks, peer-rev            Discussions            Presentations            Projects            Team and Group work  <b>Define the process of communication and define basic terms associated with the process.</b>            No assignments selected for this outcome  <b>Coordinate various events with self-confidence and a display of commitment.</b>            No assignments selected for this outcome  <b>Apply the appropriate type of listening in communication situations, including reflective, discriminative, and critical.</b>            No assignments selected for this outcome  <b>Establish, develop and maintain desired relationships, applying appropriate techniques to dissolve negative conflict and properly dissolving conflicts when necessary.</b>            No assignments selected for this outcome  <b>Employ the applicable aural, verbal, and nonverbal cue to achieve desired outcomes.</b>            No assignments selected for this outcome  <b>Discuss issues using fairness and reason.</b>            No assignments selected for this outcome  <b>Identify techniques to making better relationship and partner choices.</b>            No assignments selected for this outcome</p>
<b>Student Assessment(s)</b>	<p><b>Explain the major theories of interpersonal communication,</b>            Various assigned readings from textbooks            Presentations            In-class discussions            Quizzes/Tests which may include: definitions, matching, multiple choice, true/false, short answer, brief essay            Group and/or individual projects</p>

**Instructor's Requirements**

Students come to class with all materials including pen, paper and textbook.

**Program/Discipline Requirements: If applicable**

1. Identify and explain the components of the communication process and the role they play in human interactions.
2. Deliver informative and persuasive oral presentations that are consistent with and appropriate for the audience and purpose.
3. Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.
4. Discuss the major types of interpersonal relationships, and how conflict and power issues can be handled effectively with communication.
5. Effectively communicate and interact with others in interpersonal, personal and professional situations.
6. Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.
7. Work as a productive team member as either a leader or follower.

**HCC Grading Scale:**

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
FX (Failure due to non-attendance)	0 points per semester hour
IP (In Progress)	0 points per semester hour
W (Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

**FINAL GRADE OF FX:** Students who stop attending class and do not withdraw themselves prior to the withdrawal deadline may either be dropped by their professor for excessive absences or be assigned the final grade of "FX" at the end of the semester. Students who stop attending classes will receive a grade of "FX", compared to an earned grade of "F" which is due to poor performance. Logging into a DE course without active participation is seen as non-attending. Please note that HCC will not disperse financial aid funding for students who have never attended class.

Students who receive financial aid but fail to attend class will be reported to the Department of Education and may have to pay back their aid. A grade of "FX" is treated exactly the same as a grade of "F" in terms of GPA, probation, suspension,

and satisfactory academic progress.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

*Health Sciences Programs Grading Scales may differ from the approved HCC Grading Scale. For Health Sciences Programs Grading Scales, see the "Program Discipline Requirements" section of the Program's syllabi.*

**Instructor Grading Criteria**

Speech 1318-Hybrid	Points
Assignments X 10 (30 points each)	300
Quizzes -11 (10 points each)	110
Exam 1 75 X 2 double grade	150
Exam 2 75 X 2 double grade	150
Me Myself and I Project	100
Group Presentation	190
Total Points Possible	1000
900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

**Instructional Materials**

Textbook: Interpersonal Messages Joseph A. Devito 3<sup>rd</sup> Edition

**HCC Policy Statement:**

**Access Student Services Policies on their Web site:**

<http://hccs.edu/student-rights>

**EGLS3 -- Evaluation for Greater Learning Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

**Distance Education and/or Continuing Education Policies**

**Access DE Policies on their Web site:**

[http://de.hccs.edu/Distance\\_Ed/DE\\_Home/faculty\\_resources/PDFs/DE\\_Syllabus.pdf](http://de.hccs.edu/Distance_Ed/DE_Home/faculty_resources/PDFs/DE_Syllabus.pdf)

**Access CE Policies on their Web site:**

<http://hccs.edu/CE-student-guidelines>

**Technical Compliance: "That's what you get for letting your cousin install Explorer as your default browser and downloading that virus!"**

This class is a distance education class using Eagle Online for online notes, lectures and assessments. Each student must maintain Internet access throughout this course. Additionally, students are expected to maintain a state of technical compliance, including (but not limited to): up-to-date software as required by the Professor, a stable Internet connection, and use of the Firefox browser when using Eagle Online. The Professor is not required to give consideration for lost/missing/unacceptable work stemming from technical non-compliance and/or end-user technical issues.

Failure to maintain Internet access shall not constitute a valid excuse for missed work.

Any student who cannot keep up with the coursework owing to a lack of computer or Internet must drop the course. Any student found to have quit logging in (two weeks is typical) and whom the Professor is unable to contact is subject to being dropped without further warning, resulting in either a "W" or a "FX" grade, neither of which will help financial aid and/or immigration status.

NB If a student has not reset his/her email profile within PeopleSoft to reflect that email which he/she uses most often, the Eagle Online system will default to delivering notifications and messages to that student's HCC default email address, i.e., [yourfirstname.yourlastname@student.hccs.edu](mailto:yourfirstname.yourlastname@student.hccs.edu) (please click [here](#) to access the HCC Webmail system). The Professor is not responsible for communicating with students who fail to follow this instruction.

**FERPA Statement**

All communications between the Professor and his class are subject to the Federal Educational Rights Privacy Act (FERPA). The Professor may not discuss specific grades or attendance with anyone other than the student and selected HCC administrators (e.g., department chair). The Professor is not allowed to discuss grades over the telephone, as privacy cannot be guaranteed. Likewise, discussion of grades over email is prohibited except over a) an official HCCS email address or b) within the Eagle Online LMS environment.

**ADA Statement**

Students wishing to receive ADA accommodations must follow all HCC procedures as outlined [here](#). No student may receive accommodations without the proper documentation. The Professor cannot retroactively apply ADA accommodations to work previously assigned or past-due.

**ALL WORK HAS BEEN POSTED AND IT CAN BE COMPLETED EARLY.**  
**ALL DEADLINES ARE FINAL AND WILL NOT BE EXTENDED FOR ANYONE**  
**FOR ANY REASON...SO PLAN ACCORDINGLY!**  
**IT IS THE STUDENT'S RESPONSIBILITY TO DROP FROM THE COURSE...I**  
**WILL NOT DROP YOU!**