

**SPEECH 100 INTERPERSONAL COMMUNICATION**

**SYLLABUS**

W 7pm-10:10 A220

August 22- December 12 2009

**Instructor: Professor Kahn email: [rkahn@riohondo.edu](mailto:rkahn@riohondo.edu)** (Include SP. 100 in Subject Header) Please note that no assignments can be sent via email questions or clarifications are welcome.

**Course Materials:**

DeVito, J.(2008). Interpersonal Messages. Boston: Allyn & Bacon.

Downie, V. (2006). Together: A relationship survival kit, 2nd ed. Downie Communication.

Additional Course Material of all class assignments are available at:

**<http://www.speechsuccess.net>**. Please click on the tab called Interpersonal Communication. Please print out each assignment, bring it to class, and review the information the class before the assignment date appears on the syllabus.

**Course Objectives**

1. This class offers an in-depth exploration of the interpersonal communication processes as they occur in day-to-day, face-to-face human interaction
2. Techniques for effective interpersonal communication are studied with emphasis on developing awareness of one’s own actions and their impact on relationships
3. Employ communication concepts in one-to-one and small group communication.
4. Demonstrate problem solving and conflict resolution through role-playing.
5. Demonstrate increased perception of verbal and nonverbal messages that are common in the work world by reporting outside experiences.
6. Analyze ability of fellow students as sender and receiver of verbal and nonverbal messages in written critiques.
7. Demonstrate more critical listening ability through small group discussion and role playing.
8. Evaluate the intervening variables (semantics, attitudes, etc.) that cause lead to ineffective communication.

Students will be evaluated on the following Standard Learning Outcome at the end of the term.

SLO#1: Student will conclude the course with an understanding of conflict management strategies in an interpersonal setting.

Grading: Your grade will be based on the following scores.

**Oral Presentations:**

<b>Collage Presentation</b>	<b>25 points</b>	_____
<b>Career Interview</b>	<b>15</b>	_____
<b>Reading Group Presentation</b>	<b>10 points</b>	_____
<b>Final Group Presentation</b>	<b>25 points</b>	_____
		<b>(Subtotal oral 75 points)</b>

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### Written Assignments:

Career Interview	10	_____		
Reaction papers	3@15	45 points	_____	_____
Movie Review		25	_____	_____
<b>(Subtotal written 85 points)</b>				

### Examinations

Test 1	25	_____		
Test 2	25	_____	_____	(50 points)

Individual and Group Exercise 30 points (30 points)

Topic	Article	Summary	Key terms	Other	Other
-----					
<b>Total</b>			<b><u>235 points</u></b>		

### Grading:

90%	235-212	=	A
80%	211-188	=	B
70%	187-165	=	C
60%	164-141	=	D
50%	140 or less	=	F

### Instructor Methods

We each have roles that will help your understanding of the course material. My role to help you by elaborating on the interpersonal communication concepts in the text, and introducing relevant "real world examples" while being available to answer specific questions.

Your role is coming to lecture **prepared**. Students are expected to come to class equipped (having studied, with books, used the teachers online web page, and the schools electronic databases). You are required to have read the assigned chapter **before** the lecture and be ready to participate in class discussion. The content will probably require you re-read certain chapters in order to grasp the concepts.

Students are encouraged to ask questions. The only wrong question is unasked question, if asking the question would have improved your understanding. I will attempt to answer all questions during lecture, except when it is apparent the student has not read the material. I am also available during office hours, via email and by appointment.

### Class Decorum

This is an interpersonal class which is difficult for some people. Any information shared in the classroom is to remain in that setting. Therefore, we must treat each other with respect. This includes giving complete attention to any individual who is presenting in front of the class. There should be no one walking in when a speaker is speaking. There is no cross talk during a speech presentation. There should be no interruptions of the speaker during their speech. Following the speech there will be a question and answer which aims to help the speaker clarify any misunderstanding. Our comments are given following constructive criticism aiming to helping the speaker improve.

Furthermore each student is expected to contribute to each class session by arriving on time, being attentive, participating in the class discussion and being respectful to your class. Disruptive conversations, eating, sleeping, and putting feet on furniture are not acceptable.

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In addition to arriving on time, students are expected to stay the whole class period. Please avoid disrupting fellow students by arriving late or leaving early. If you have a situation which continuously causes you to be late or absent, please contact me.

**TURN OFF CELLULAR PHONES, TEXT MESSENGERS, ETC. UPON ENTERING CLASS!!!**

## **Code of Academic Conduct**

I will vigorously pursue any suspected cases of plagiarism, cheating or other violations of the SMC Code of Academic Conduct whether complete or merely attempted. Even a first offense of academic dishonesty will result in a score of zero on that exam, and an Academic Dishonesty Report form will be filed with the Campus Disciplinarian.

During an exam, talking to another student, looking at another student's paper, using cheat notes, etc. are not permitted.

## **Exam Policy**

### **Arrive on time for exam or risk missing them.**

Once a test or exam has begun, students may not leave until the exam is completed and turned in. You won't be allowed to take an exam if other students have completed it and left the classroom before you arrive. If you arrive after the exam has begun, you may not ask other students for pencils, scantrons or other supplies.

**NO MAKEUPS OR EARLY ARE GIVEN. PLEASE INFORM THE INSTRUCTOR AS EARLY AS POSSIBLE IF THERE ARE ANY SCHEDULING CONFLICTS.**

## **Oral Presentation Policy**

1. Typed outlines for all presentation with the evaluation stapled to the front are **handed in class the session before** speeches begin. If the outline is not turned in the by due date the grade of the outline will only receive partial credit. Student will not receive credit for work submitted more than one class late. Students must turn in an outline or they will not speak. APA is used and will be discussed in class.
2. On presentation day before class begins, write your name on the chalkboard in the order you wish to speak. This allows preference for those who are ready to deliver a speech. All students should be prepared on the first day of the round of talks coming with their note cards and ready to deliver. Any student walking in late will be expected to speak on the first day. If no student volunteers students will be selected at random. If time runs out the remaining students will be the first on the following day. **THE NECESSITY OF ATTENDANCE ON SPEECH PRESENTATIONS DAYS CANNOT BE OVEREMPHASIZED.**
3. When giving your speech, you may glance at your notes on your outline occasionally, but should not be dependent on them. Never read or memorize your speech.
4. **Be ready to speak on time.** With the exception of a serious illness, accident, hospitalization, imprisonment, or death there are no other legitimate excuses of being unprepared. You are expected to come prepared to speak, which includes having all the material.
4. All research from this class will be taken from the school databases which include Ebsco Host, books, magazines and journals. You ARE NOT to be using any resource from .com or .org in this class unless aligned with a major newspaper, radio station or TV station. **Wikipedia is not acceptable.**

## **ATTENDANCE**

As with any course, it is crucial that you do not miss any classes! Subject matter covered in the book and in lectures may appear on quizzes and tests. **If you are late or absent, you are responsible** for submitting homework before the assigned deadline and for keeping abreast of lecture topics. Excessively tardy or absent students may be dropped from the class.

1. Missing three classes or having six tardies means you will be dropped from the class.
2. **It is your responsibility to drop the class should you decide to discontinue; otherwise a grade will be given**
3. If, for some reason, you should be late, it is your responsibility to check with the instructor at the conclusion of class.
4. If you run into an exceptional situation which is out of your control, I will be happy to work with you to be fair to both of us

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5. Students will be required to sign in upon arriving and sign out upon leaving. Any late arrivals or leaving early will count to an absence.

**WITHDRAWAL POLICY**

Students may drop this course and without receiving a “W” at any time **prior to September 24th**. After **November 12th**, students may not be able to receive a “W” should they choose to drop. Students are responsible for understanding the Rio Hondo withdrawal policy and applicable deadlines.

**STUDENTS WITH DISABILITIES**

I am happy to make academic adjustments for students with documented disabilities. Please contact the Center for Students with Disabilities if this applies to you. . The Center for Students with Disabilities is located in the Science Building Room S205. Any student requiring (TDD) may call 562-464-4633

**HOMEWORK**

All homework is due in hard copy at the beginning of the class period noted in this syllabus. If you know you can't make it to class make arrangement with another classmate to turn it in for you. It is strongly recommended that the student keeps all graded assignments recorded on the syllabus which they bring to each class. The materials should be kept through the end of the course.

**OTHER ASSIGNMENTS**

**In-Class Assignments**

You must be present to receive credit for In-Class Assignments. You can not “make up” In-Class Assignments, if you are tardy or absent.

**Group Assignments**

For group assignments, all members of the group will receive the same grade, unless otherwise specified.

**PROFESSIONAL ETIQUETTE**

All assignment completed **outside of class must be typed, proofread, and of college quality**. The college has a writing lab and I would encourage you all to use it for your assistance. It is a free service.

**All written assignments must follow proper citation in text. In a written essay when you are using a direct quote you must include the following information. 1) author, 2) periodical title and 3) date and the page number the source was taken from.**

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**Tentative Class Schedule Monday/Wednesday**

Speech 100 Fall-2009

Week 1	8-26	Opening Remarks	Chapter 1
Week 2	9-2		Chapter 8;D:ix-10
		Assign Collage Project	Chapter 2
Week 3	9-9	Cultural Artifact Talk	
		<b>Select Topic for Final Project</b>	
		Roadblocks 1: <b>Group #1</b>	D: 11-18
			Chapter 3
Week 4	9-16	Roadblock 2: <b>Group #2</b>	D:19-28
			Chapter 5
		<b>Collage Present</b>	
Week 5	9-23	Assign Paper #1 Listening	Midterm Chapters 1-3, 5,8
		Roadblock 3: <b>Group #3</b>	D 29-44
			Assign Career Interview
			Chapter 4
Week 6	9-30	Roadblock 4: <b>Group #4</b>	Chapter 6; D 45-54
		<b>Journal Article (JA)</b>	D 55-62 <b>Language that doesn't work</b>
		<b>Due for Final Project</b>	Reading Group Presentation
Week 7	10-7	Language that Doesn't Work	Chapter 7; D:63-72
		<b>Paper #1 Due</b>	
		<b>Survival Tool 1&amp;2 : Group 5</b>	
		<b>Career Interview Oral Report</b>	
Week 8	10-14	<b>Career Interview Oral Report</b>	
		<b>Survival Tool 3: Group 6</b>	D:73-98
Week 10	10-21	<b>JA Summary Due</b>	Chapter 9
		Assign Paper #2	Work on 10 key concepts
Week 11	10-28		Chapter 10
		Assign Movie Review	<b>D: 99-106</b>

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Week 12	11-4	Watch movie to practice for Movie review	
		<b>Survival Tool 4: Group #7</b>	
		<b>10 Key quotes Due</b>	
		<b>for Final Project</b>	
Week 13	11-11	<b>Application Paper #2 Due</b>	
		Survival Tools 5: <b>Group #8</b>	D:107-116
			<b>Work on Group Projects</b> Rules for your group
Week 14	11-18	Movie Review Due Language that Works	Work on Group Projects <b>Education Portion &amp; props</b> D:117-120
		Assign Paper #3	
Week 15	11-25		Work on Group Projects <b>Script bring laptop</b>
		Growth	D:121-124
Week 16	12-2		Group Presentations
Week 17	12-9		Group Paper #3 <b>Final Exam</b> Bring Scantron #886E
		Mini Essay Book	

**Reading Group Presentation:**

During the first week of school you will form reading groups. There will be eight reading groups in the class. Each group will be responsible for one chapter from the Downie book. This will be a creative presentation designed to provide insight into a specific aspect of interpersonal communication.

Each person is expected to read the entire set and know it well enough to summarize it to the class and lead a discussion. In other words, group members should NOT divide up the readings expecting one person to be responsible for only one small part.

On your assigned week, you will plan, prepare, practice and present a 20 minute presentation followed by a class discussion that you will be expected to facilitate. You should also prepare notes for your classmates that summarize the chapter, provide a context and meaning to the readings relevant to the overall class discussions and include relevant terms and definitions. Make enough copies for everyone.

Your presentation is worth 10% of your overall course grade and will be graded on professionalism, clarity, understanding, organization, depth, creativity and discussion.

All students are responsible for the information covered in the reading group presentations. *Questions from the presentations will appear on the exams.*

FINAL GROUP PROJECT TIME LINE

<b>9-9</b>	<b>9-30</b>	<b>10-21</b>	<b>11-4</b>	<b>12-9</b>
TOPIC	JOURNAL ARTICLE	SUMMARY	10 KEY IDEAS	PAPER #3

**FINAL PROJECT PRESENTATIONS ON 12-2**

**INCLUDING COVER PAGE, OUTLINE-SCRIPT, AND REFERENCE PAGE**

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### **ASSIGNMENTS LINKED TO FINAL PROJECT**

#### **Journal Article Approval Date 9-30**

**Each group must have one article per person. For groups with less than five people you will need to find at least FOUR journal articles on the same topic and researcher.**

After selecting your researcher's name and topic, your next task will be to find a Journal Article on the topic. Your article must be pre-approved before you can begin work on the summary. Journal articles must come from academic sources and cannot be items found on the Internet, newspaper, or magazines. In some situations, you may need to refer to a book and simply write a summary on a chapter. Articles must be full text (typically articles are about 15-25 pages) you cannot use a book review, as there is not enough information.

#### **Summary Article Due 10-21**

After getting approval of the article, you will want to read the entire article. They are usually about 15-20 pages in length. Please pay particular attention to the Discussion and Concluding Comments or Recommendations for Future Research. These are typically written in plain language and easy to understand.

You will then prepare a four-five page summary on the article. The summary must include the title of the article, the source, the date etc. Please follow APA style carefully when you are stating ideas found from the text you must cite them.

In the summary describe what the subject under examination in the study was. What was the research questions being examined? How was it studied? (Interviews, surveys, focus groups) What were the findings or outcomes of the study? What recommendations were made for future research? Using your own critical thinking evaluate what you thought were the strengths and weakness of the article. **Finally, highlight five important concepts/quotes from the article that you think might be important to teach the class.**

Any group, who does not have all articles summaries completed by the 21<sup>st</sup> of April, will have 2 points per missing summary deducted from final group grade on the project

#### **10 MAIN IDEAS DUE 11-4**

Group will discuss the five main points from the individual summaries. Then they will select the five top ideas that will be used in the group project. Groups will develop a method to teach the class these ideas via a game, role-playing, experiential learning etc. Remember all class members must be actively involved in the process it is not a mere lecture.

You may want to include some type of visual aids, props, costumes, prizes or a game board to aid in your presentation. You must incorporate the five main ideas with correct citations as part of your lesson plan. Remember to make the presentation a fun activity.

#### **GROUP PROJECTS DONE 12-2**

Groups will present their projects in an interactive presentation to include research studied and participation of the entire class within 30 minutes and 5-10 minutes question and answer. There are point deductions for shorter programs, lack of eye contact or lack of citation of sources. All members of the group presenting and class members must be involved in the presentation.

#### **PAPER #3 –Analyze Group Process 12-9**

Complete descriptions of all assignments are listed on my webpage.

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Originally taken from Santa Barbara City College

Business Communication Syllabus Fall 2001

Ron Adler

### A Note About Deadlines

Deadlines are a part of virtually every career. Jim Walling, a former communication professor who is now Coordinator for Human Resources for the Auto Club of Michigan, described the importance of deadlines in a letter to Spectra, newsletter of the Speech Communication Association. It summarizes the policy in this class regarding deadlines:

There is a growing feeling in the business community that teachers may be too “soft” on students in requirements, standards, and deadlines, leaving students unprepared for the demands they are *expected* to *meet* in business and industry... As a college teacher, I was lenient with students about turning in assignments in on time, though the quality of late assignments seldom offset the privilege extended of a few extra days to complete the assignment. In business I have never been allowed to turn in assignments late without *extensive* documentation that lack of timely completion was “due to circumstances beyond my control.” I can occasionally negotiate deadlines before a project begins, but once agreed to, I am committed. Planning and acceptance of responsibilities I assume is a way of life.

Were I to reenter the academic world, I would be “tough” on assignments, requiring them to be of high quality and on time. I would focus on being fair, but not relaxing standards of quality and timeliness - - -



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**Syllabus Agreement**

Professor Rosalyn Kahn

Please complete this form, sign your name at the bottom and return to the instructor. You may write any additional comments you want to share with the instructor on the back of this form.

Name \_\_\_\_\_  
Home ( ) \_\_\_\_\_  
Work ( ) \_\_\_\_\_  
Major \_\_\_\_\_  
Best day, time and number to reach you. \_\_\_\_\_  
Email \_\_\_\_\_

1. Have you ever taken another Communication course?  
\_\_\_\_\_ Yes \_\_\_\_\_ No If, yes, what was the name of the course and where was the course taken:

\_\_\_\_\_

2. What are your concerns in taking this class?

\_\_\_\_\_

\_\_\_\_\_

3. Why are you taking this course?

\_\_\_\_\_

\_\_\_\_\_

4. How does this course relate to your major?

\_\_\_\_\_

\_\_\_\_\_

I have read the syllabus for Professor Kahn's' Speech 100 course at Rio Hondo College, and I agree to follow the guideline set forth.

Name (Please Print) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_