

COMM P102: Interpersonal Communication

Course Outline (Fall 2017 – Mon)

Instructor: James Thompson Office: CA 10 Phone: 791-2238 Office Hours: Mondays 2-3pm or by apt.	E-Mail: jathomps@portervillecollege.edu (NOTE: You must type the word "speech" in the subject line to guarantee you don't get filtered by my junk mail filter) Instructor Website: www.wetalkgooder.weebly.com
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REQUIRED MATERIALS:

1. **Textbook:** West, R. & Turner, L., H. (2015). *IPC3 (3rd ed.)*. Wadsworth Cengage Learning, Boston. ISBN # 9781305668751
2. **Scantrons:** For Quiz 1, 2, 3 (Final): *Three* scantron forms (882E)

CATALOG DESCRIPTION:

This course will be an introduction to persuasion and will examine historical and contemporary approaches to persuasive messages throughout time. It will also focus on the presentation of persuasive appeals, and learning to construct, deliver, and critique persuasive messages.

GRADE DISTRIBUTION: Grades earned in this course will be computed as follows:

Graded Assignments	Points Possible	My Score	Due Dates <i>(Tentative)</i>
Test 1	100		Sep 18
Tech Log Report	65		Sep 25
"And the Award Goes to . . ." Speech	50		Oct 16
Test 2	100		Oct 30
Family Pattern Paper	200		Nov 13
Partner Topic Presentation	150		Nov 27
Test 3	100		Dec 4
Partner Presentation Evaluation	50		Dec 4
Participation	85		na
Total Points Possible	900 points		

GRADING POLICY:

Your final grade will be based on the total number of points that you earned at the end of the course. All grades on assignments and tests will be based on achievement or learning. You will **not** be graded on work habits, character traits, and effort. I do not assign grades. Students earn them. For a more detailed description regarding how your presentations will be scored, see "Speech Grading Rubric" at the end of the syllabus.

FINAL GRADING SCALE:

100 - 90% A	810 - 900 points
89 - 80% B	720 - 809 points
79 - 70% C	630 - 719 points
69 - 60% D	540 - 629 points
59 - 0% F	539 - 0 points

STUDENT LEARNING OUTCOMES

1. Identify and explain the basic principles of human communication.
2. Construct and deliver oral presentations that are competent in the areas of content, organization, and delivery.
3. Discover and evaluate information through research that is sufficient, credible, and relevant to support a thesis.
4. Describe the effects of communication on interpersonal relationships and social and cultural realities

ADDITIONAL POLICIES

1. The instructor reserves the right to rearrange any or all parts of the scheduled activities and/or work identified in this listing. The rights extend to assignments, evaluation, and all other aspects of the course.
2. All work, oral or written, **MUST** be completed on the assigned day. **Late work will not be accepted and will result in a grade of zero.**
3. **Remember cell phones need to be “Off and Away”**
4. It is the responsibility of the student to formally withdraw from this course with the admissions office by the drop date should they feel it's necessary. Do not assume that the instructor will drop you should you decide to stop showing up to class at some point throughout the semester. Failure to do so will result in receiving an “F” in this course at the end of the semester.
5. Students with disabilities that may require assistance are reminded that it is your responsibility to identify yourself to the *Disability Resource Center at (559) 791-2215* and to your instructor so reasonable accommodations for learning and evaluation within the course can be made.
6. Cheating and Plagiarism will not be tolerated. Plagiarism is literary thievery. It is taking the words or ideas of another and misrepresenting them as your own. Academic integrity is expected. I will enforce the college's policy on cheating and plagiarism.
7. Show respect for the facility and those that must clean up after you. **No eating in the theatre or any campus classroom!**
8. Should you have ANY questions throughout the semester, please feel free to contact me via my e-mail. I am *always* glad to offer assistance.
9. It is **your** responsibility to monitor your progress in this class. I do not search out students to inform them of their grades. I expect you to keep track of your score as the semester progresses. I would strongly suggest you keep every assignment/work that you do in this class as proof of your status at least until the end of the semester.

Speech Grading Rubric

“A” Speeches:

In order to receive an “A” on a presentation students must demonstrate exceptional levels of competency in all three areas of content, organization, and delivery. These speeches will be easy to follow and employ intentional strategy (i.e. choosing appropriate outline), include rich, audience-specific content, and will be delivered in a fluent and dynamic way. Research speeches will include proper oral citations from credible sources.

“B” Speeches:

In addition to the skills displayed by “C” students, these students will demonstrate a strong level of competency in at least 2 of the 3 basic areas of content, organization, and delivery.

“C” Speeches:

Speeches that will earn a “C” in this course by demonstrating through presentations minimum levels of comprehension in content, organization, and delivery of messages. Students will demonstrate basic levels organizational planning and outlining, gathering of relevant content, and deliver messages that are clear and understandable to the audience. In addition, these speeches will conform to assignment details as well (i.e. time limits, topic focus, etc.)

“D” Speeches:

These speeches will not demonstrate minimum levels in all 3 areas of content, organization, and delivery. While a speech may demonstrate one or two of these areas at minimum levels, it will not have done so for all 3 areas. For example, a speech delivered with a clear loud voice and some use of personal examples and elaborations without a clear use of outlining strategy would fall into this grade category.

“F” Speeches:

These speeches will be unable to demonstrate basic levels of understanding of the areas of content, organization, and delivery. In addition, these speeches will often not follow the requirements of a given assignment (i.e. topic focus, typed outlines, etc.).

Fall 2017 Daily Schedule

IP - Mon - PC

AUG	21	Syllabus & Course Overview Icebreaker???
		Ch 1 Value of IPC Comm App Comm Model
	28	Ch 1 Principles & Myths Ch 3 Perception - Process of . . Perception - Influences on . . . Ch 3 Self Concept
SEP	4	NO CLASS - LABOR DAY
	11	Ch 11 Tech and IPC Characteristics & Access Dark Side Ch 11 Tech and Comm - finish Assumptions Meeting Online <i>Advantages</i> Online Language Improving Online Communication Explain Tech Log Report Review for Test #1 (Chs 1, 2, 11)
	18	TEST #1 - (Chs 1, 2, 11) Explain "Award Activity"
	25	Tech Log Reports Due (x 35) <i>Outlines - Mini Boot Camp</i> Work Day for Award Activity
OCT	2	Ch 4 Verbal Comm. Attributes of . . . Influences on . . . Dark Side Using "I" language & Indexing Ch 5 Nonverbal Comm Principles Variations / Forms of Increasing your Effectiveness

	9	Ch 5	Nonverbal Comm <i>finish</i> Show Video ?? Work Day for Award Activity Explain "The Family of Origin" Paper
	16	"Award Activity" Speeches	
		Ch 9	Conflict Defined Types
	23	Ch 9	Conflict Patterns Dark Side / Bright Side Choices for Conflict Management Review for Test #2
	30	TEST #2 - (Chs 4, 5, & 9)	
NOV		Ch 10	Close Relationships & Dynamics Define "Close Relationships" Dialectics Theory Social Exchange Theory
	6	Ch 10	Close Relationships & Dynamics Stage Models Improving Skills Explain Partner Topic Presentation Pick a Topic and Variable Free Time? - Work w/ partner or workshop 4 Pattern paper
	13	"Family Pattern Paper" DUE	
		Ch 10	<i>finish</i> (if necessary)
		Ch 8	Self-Disclosure Def / Principles of . . . Social Penetration & Johari Window
		Ch 8	Self-Disclosure Benefits & Risks Choices for Effective SD (NEW)
	20	Ch 6	Effective Listening Process of . . . Why We Don't Listen Better Poor Habits Effective Listening Choices for Effective Listening

LATE WORK SUPPLEMENT:

Policies

- I do not accept late work.
- If you plan on submitting something after the due date you must:
 1. Complete and submit a copy of the attached "Late Assignment Request Form" with your completed assignment
 2. Submit the request no later than 1 week after the original due date
 3. If you need a signature from me verifying when the work was completed, I will **only** do this during my scheduled office hours
 4. Attach any relevant documentation that you would like me to consider as well
 5. All requests for consideration must be done so **in writing**
- Keep in mind that the Burden of Proof is on you to prove why I should consider accepting something late.

Some Commonly Used Reasons that DO NOT qualify for any or full credit on an assignment.

- My printer ran out of ink/wouldn't print. You must plan ahead and have hard copies of all assigned work ready at the start of class on the due dates.
- I was sick (and did not provide a doctor's note).
- I was sick (provided doctors note but did not turn in the work until after the due date).
- I was traveling with a school class/team (but no schedule and/or note is provided from the teacher/coach).
- I had to work (but no documentation or note is given and work also not submitted before the due date).
- I have my work done but it's on my flash drive, in my email, I emailed it to you, it's stored on my laptop/cell phone. You must plan ahead and have hard copies of all assigned work ready at the start of class on the due dates.
- I have my outline done now (after the original due date) so can I still do my speech.

If you feel that your situation is different keep the following in mind:

- Always notify me **in advance** of work trainings, team schedules, field trips, etc. so that we can set up an alternative for you to submit and complete your assignments before the due dates.
- Always get documentation to support your claim (note from supervisor, doctor's note, etc.). If you are sick make sure you see a doctor or visit a clinic so you can get a note documenting the illness. Without documentation, you will not likely be able to earn full/any credit.
- If you are suffering from a temporary illness (i.e. stomach flu), it is reasonable to assume you had time to complete the assignment and you should do everything you can to get me a copy of your work to prove it was completed. Ideally you would deliver this or have a classmate/friend deliver a hard copy to class or my mailbox. If this is not possible, an email attachment that is received BEFORE the start of class is still better than waiting until you return to show me your work. Make sure you either save the document in a file format I can open easily. I suggest using the word processors "Save As" feature and select the "file format" called "Rich Text Format (.rtf)".

LATE ASSIGNMENT REQUEST FORM

NOTE: You may only receive one "late" assignment score for the semester

Name:	
Assignment Name:	
Assignment Due Date:	
Today's Date: (NOTE: must be no more than 1 week after assignment original due date)	
Date Work Submitted:	
Date Received by Instructor: (to be completed by Mr Thompson)	
Documentation for Absence Attached? (yes/no):	

THIS SECTION TO BE COMPLETED BY INSTRUCTOR			
<u>Assignment Point Value</u>	<u>Raw Score</u>	<u>Deduction</u>	<u>Points Earned</u>

Explanation: (This is where you explain why this was not turned in on time. You may attach additional sheets if necessary)