

Course Information

Number:	CO215
Name:	Interpersonal Communications
Description:	This course enables students to understand and practice the process of exchanging signs and symbols that create meaning in an interactive context. An appreciation that interpersonal communications is interactional, relational, and that it creates relationships and evolves in stages is studied and discussed. Role-playing and observation form a great portion of this course.
Credit(s):	3
Offered (DAY schedule):	
Instructor Permission Required:	N
Pre-Requisite(s):	

Course Objectives for co215 not found.

INTERPERSONAL COMMUNICATIONS—CO215, SPRING 2010
THOMAS COLLEGE, UNDERGRADUATE 3 LECTURE CREDITS

Roberta J. Tibbetts, Associate Professor
Rm. 212; 859-1326; tibbetts@thomas.edu

Office Hours: Monday, Wednesday, Friday--Period A (by appt.) , E and Q (by appt.)

DESCRIPTION: This course enables students to understand and practice the process of exchanging signs and symbols that create meaning in an interactive context. An appreciation that interpersonal communications is interactional, relational, and that it creates relationships and evolves in stages is studied and discussed. Role-playing and observation form a great portion of this course.

TEXTBOOK: *Reflect & Relate*, Second Edition by Steven McCormack, Bedford Publishers.
ISBN: 13-978-0-312-57693-6.

OBJECTIVES: By the end of the semester, students will:

- Identify specific strengths and weaknesses and commit to improving interpersonal skills in a concrete way.
- Acquire new skills to be used in interacting on intimate, family, and professional levels.
- Practice the steps which enable self-assessment, practice of skills, reflection on real-life situations, and review of learning.
- Evaluate interpersonal communication and update the evaluation based on sociological modifications.
- Participate in role-playing which will enhance the learning process.
- Add relevant articles to their e-portfolios.
- Provide research information using appropriate APA format.

ATTENDANCE POLICY: Students are expected to attend all regularly classes. Papers and assignments are only accepted as assigned. The “clip” rule applies—if the paper makes the clip, it receives a grade. Because many assignments are “in-class” assignments, attendance will be important for successful completion of the course. Absences of an exceptional nature should be discussed with the faculty member. Please make a buddy so homework assignments can be clarified. Missing a class does not excuse work from being completed as due. At 6 absences, the student may be dropped from the course.

HONESTY AND DEPORTMENT: Students are expected to present their own work for grading unless appropriate citation is given. Respect, patience, courtesy, and dignity are expected to be hallmarks of the behavior in all aspects of this course. The faculty member reserves the right to excuse any student from class for not meeting deportment or honesty requirements.

GRADING: Stewardship is a key-grading factor in this course. Students should be enthusiastic and involved in the learning process of interpersonal communications. Much of the material in this course comes from observation—either in class or out. Reporting on these observations means attending to the issues of interpersonal communication.

INTERPERSONAL COMMUNICATION

2.

Participation/In-class work: 20%
Exams: 30%

Homework: 30%
Project/presentation: 20%

COURSE PROCEDURE:

All work must have the student's name, the date, and the assignment designation to receive a grade. Every student is expected to have a text.

Critiquing of others' work is common in the world of work today; thus, a critiquing process will be useful in this class to allow students to respond to the process of evaluation. Students will enjoy the opportunity to receive feedback from class members. Professionally made comments are appreciated.

Many assignments require research. Students should be cautious to cite researched information and papers much contain appropriate citations.

Cell phones, pagers, or other noisemakers are to be silenced during class. No text messaging.

E-PORTFOLIO:

E-portfolios allow students an opportunity to store work they feel demonstrates their proficiency in the four Thomas College Core Competencies of Communication, Leadership and Service, Analytical Reasoning and Community & Interpersonal Relations.

Materials can come from class projects, extra-curricular and work experiences. Because it's an electronic format a variety of file types can be stored in the portfolios. From documents and spreadsheets to music and photographs - the portfolio accommodates them all.

The portfolios are set up on the SharePoint Portal Server on the Thomas College system. If they choose, students may also decide to create a web-page styled version of their electronic portfolio.

(Further information on e-portfolios can be found at: <http://www.thomas.edu/career/e-portfolio.asp>)

COURSE SCHEDULE:

Week #1 (Jan. 11,13, 15)	Ch. 1 (No class on 15 th)
Week #2 (Jan. 18, 20, 22)	Ch. 2 (No class on 18 th)
Week #3 (Jan. 25, 27, 29)	Ch. 3
Week #4 (Feb. 1, 3, 5)	Ch. 3-4

INTERPERSONAL COMMUNICATION

3.

Week #5 (Feb. 8, 10, 12)	Ch. 4
Week #6 (Feb. 22, 24, 26)	(Exam 1-4 on Feb. 22)
Week #7 (Mar. 1, 3, 5)	Ch. 5 (No class on 5 th)
Week #8 (Mar. 8, 10, 12)	Ch. 6
Week #9 (Mar. 15, 17, 19)	Ch. 7
Week #10 (Mar. 22, 24, 26)	Ch. 8
Week #11 (Apr. 5, 7, 9)	(Exam 5-8 on Mar. 24) Ch. 9
Week #12 (Apr. 12, 14, 16)	Ch. 10 (Projects due)
Week #13 (Apr. 19, 21, 23)	Ch. 11(Presentation)
Week #14 (Apr. 26, 28, 30)	Ch. 12(Presentation)
Week #15	Finals week (Exam 9-12)

PROFESSOR INFORMATION: If you have a desire to discuss some aspect of this course with me, please see me during my office hours or contact me via E-mail. Concerns which seem to be of an individual nature are best addressed on a one-on-one basis rather than a classroom setting. I encourage you to seek me out for these discussions.