



One College Drive, Blythe CA 92225  
(760) 921-5500

Course Control Number: CCC000604817		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	3/14/2019	4/16/2019
Correspondence Ed.	3/14/2019	4/16/2019
Distance Ed.	3/14/2019	4/16/2019

### COURSE OUTLINE OF RECORD

#### Course Information

Course Initiator: Dennese Lilley-Edgerton			
CB01 - Subject and Course #: SPE 130			
CB02 - Course Title: Interpersonal Communications			
New Course: <input checked="" type="checkbox"/>		Non-Substantial: <input type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input checked="" type="checkbox"/> UC		<input checked="" type="checkbox"/> CSU	
		<input checked="" type="checkbox"/> CSU-GE	
		<input checked="" type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories: Completion of English 099 Basic Composition			
CB03 - TOP Code:		1506.00 - Speech Communication	
CB04 - Credit Status:		D - Credit - Degree Applicable	
CB05 - Transfer Status:		B - Transferable to CSU only	
CB08 - Basic Skills Status:		N - Course is not a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		Y - Not Applicable	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		1 - Program Applicable	
Transfer Request:		A= UC and CSU	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

## **JUSTIFICATION OF NEED:**

This course is a List A requirement for the completion of the proposed Associate Degree for Transfer - Communication Studies

## **CATALOG DESCRIPTION:**

Speech 130 is an introductory course focusing on human communication between two people and in small groups. Through their reading of research-based theories and principles of interpersonal communication, verbal and nonverbal communication exercises, and discussions regarding personal identities and ethical conduct, students learn to identify and understand factors affecting interpersonal communication in personal and professional contexts. The course focuses on self-discovery and developing skills in the areas of language, listening, assertiveness, conflict management, nonverbal behaviors, group problem solving, and cross cultural communication. Students discover and identify the factors that influence communication behavior, and the establishment and maintenance of meaningful and necessary relationships.

## **COURSE OBJECTIVES:**

Upon completion of this course, students will be able to:

1. Demonstrate understanding of a variety of interpersonal communication concepts and principles.
2. Acquire an awareness and appreciation of the complexities of the communication process.
3. Improve listening ability by understanding the key elements of this most frequently used aspect of interpersonal communication.
4. Identify, interpret and demonstrate appropriate uses of verbal and non-verbal communication.
5. Describe and discuss how choice of words and gender influences can significantly impact interpersonal interactions.
6. Explore and analyze social and gender roles as they apply to relational communication.
7. Identify the difference between passive, assertive and aggressive behavior.
8. Explain ways that communication creates, develops and changes personal identities.
9. Examine one's own self-esteem through journal writing and other self-exploratory tasks.
10. Identify and practice constructive conflict management skills.
11. Analyze the role of technology in interpersonal communication.

## **STUDENT LEARNING OUTCOMES:**

1. Describe the elements of verbal and nonverbal communication as they relate to interpersonal communication.
2. Identify and implement guidelines for successful resolution of interpersonal conflicts.

## **A. COURSE OUTLINE AND SCOPE**

### **1. Outline of topics or content:**

- I. The communication process
  - A. Definition and basic terms
  - B. Communication model
  - C. Barriers to understanding communication
- II. Listening
  - A. Importance of listening
  - B. Barriers to listening
  - C. Effective listening behavior skills
- III. Self image and self esteem
  - A. Introspective assignments
  - B. Hierarchy of values
  - C. Effects of low self esteem
  - D. Skills to build self esteem
- IV. Perception
  - A. Variables that affect perception

- B. Differences in perception
- V. Verbal communication/semantics
  - A. Abstraction of words and symbols
  - B. Semantic reactions
  - C. Polarization
  - D. Gender patterns and differences
- VI. Non-verbal communication
  - A. Kinesics
  - B. Proxemics
  - C. Dress
  - D. Vocalics
  - E. Oculistics
  - F. Haptics
  - G. Chronemics
- VII. Relational communication
  - A. Social roles
  - B. Gender roles
  - C. Intimacy
  - D. Self disclosure
  - E. Relationship stages
  - F. Loneliness
- VIII. Conflict resolution/negotiation skills
  - A. Types of conflict
  - B. Productive conflict management
  - C. Destructive conflict management
  - D. Win/win - win/lose negotiation
  - E. Defensive communication
- IX. Technology and Communication
  - A. Effective use of communication technology
  - B. Effect of technology on communication
- X. Ethics and interpersonal communications
- XI. Interpersonal communications in context with personal and professional communications.

**2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:**

**3. Examples of reading assignments:**

- 1. Textbook readings
- 2. Research
- 3. Journal readings: "Journal of Social and Personal Relationships"; "Communication Monographs"

**4. Examples of writing assignments:**

- 1. Interpersonal Journal
- 2. Research Papers
- 3. Observation Reports

**5. Appropriate assignments to be completed outside of class:**

1. Readings
2. Research
3. Observations

**6. Appropriate assignments that demonstrate critical thinking:**

1. Application of theories to self in journal
2. Observaton projects
3. Research Essays
4. Use of problem solving in small group setting

**7. Other assignments (if applicable):**

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Check if Section B is not applicable

**B. FACE-TO-FACE COURSE SECTIONS:**

**Face-to-face education**

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

**1. Describe the methods of instruction:**

1. Demonstration
2. Practicum
3. Group work
4. Audio-visual aids

**2. Describe the methods of evaluating of student performance.**

1. Class participation
2. Exams/tests/quizzes
3. Journals
4. Research Essays

**3. Describe how the confidentiality of the student's work and grades will be maintained.**

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

**4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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Check if Section C is not applicable

**C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)**

**Correspondence education**

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

**Hybrid correspondence education**

is the combination of correspondence and face-to-face interaction between instructor and student.

**1. Describe the methods of instruction.**

1. Field observations
2. Video lectures
3. Computer assisted instruction

**2. Describe the methods of evaluating student performance.**

1. Journals
2. Research Essays
3. Exams/tests/quizzes

**3. Describe how regular, effective contact between the instructor and a student is maintained.**

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on Canvas between instructor and student.

**4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.**

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

**5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.**

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to time lines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

**6. Describe how the confidentiality of the student's work and grades will be maintained.**

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

**7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

**8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.**

Students may need access to audio-video equipment and/or a computer

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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Check if Section D is not applicable

**D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)**

**Online education**

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

**Interactive television (ITV)**

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

**Hybrid instruction**

is a combination of face-to-face instruction and online instruction.

**1. Describe the methods of instruction.**

1. Computer Assisted Instruction
2. Audio-Visual
3. Collaborative Learning using The Bridge, blogging, and discussion forums
4. Small group interactions may be recorded for evaluation by instructor.

**2. Describe the methods of evaluating of student performance.**

1. Written assignments
2. Oral presentations posted using the Bridge and/or YouTube
3. Examinations
4. Field observations with reports
5. Research projects
6. Blogging content and participation

**3. Describe how regular, effective contact between the instructor and a student is maintained.**

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or posting on Canvas between instructor and student.

**4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.**

Consistent with policy elements listed in the ACCJC’s “Policy on Distance Education and on Correspondence Education,” the College verifies the identity of a student who participates in class or coursework by using and the College’s discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student’s identification.

**5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.**

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to time lines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

**6. Describe how the confidentiality of the student’s work and grades will be maintained.**

Instructors shall make reasonable efforts to protect the confidentiality of students’ grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

**7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

**8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.**

In the case of Hybrid or ITV modalities, students will need access to recording equipment. They will be required to upload their recorded group sessions to a Canvas message.

Note: Students will be encouraged by instructors of this course to direct themselves to the College’s Disabled Students’ Programs and Services (DSP&S) department if they believe they have a learning disability.

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**E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:**

**List author, title, and current publication date of all representative materials.**

Wood, Julia T. Interpersonal Communication: Everyday Encounters. 8th ed. Cengage Learning. 2014 (or most recent)

Adler, Ronald B. Interplay: The Process of Interpersonal Communication. 14th ed. Oxford U Press. 2017

**SIGNATURES**

**COURSE INITIATOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**DIVISION CHAIR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LIBRARY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CHAIR OF CURRICULUM COMMITTEE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SUPERINTENDENT/PRESIDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_