**ESSEX COUNTY COLLEGE**

**Community and Continuing Education**

**HLS 102 – Introduction to Interpersonal Communications**

**Course Outline**

**Course Number & Name:**  HLS 102 Introduction to Interpersonal Communications

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in HLS 101 or permission of the instructor

**Co-requisites:** None **Concurrent Courses:** None

**Effective Date:**  Spring 2012

**Course Description**: This course introduces students to the principles and functions of effective communication in interpersonal relationships and the various contexts in which they occur. Topics covered include: study of verbal and nonverbal channels, person perception, self-concept, language, emotions, conflict resolution, listening skills, and communication barriers. The focus will be on the roles verbal and nonverbal communication play in the development and maintenance of interpersonal relationships.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. define, explain, and analyze the importance of communication (verbal and nonverbal);

2. analyze and explain why communication breaks down, principles of conflict resolution, and why interpersonal communication competencies are vital to Homeland Security personnel; and

1. identify and describe the purposes and differences of group task roles, teams, gender, and impact of cultural appropriateness.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Define, explain, and analyze the importance of communication (verbal and nonverbal):

1.1 *define and explain communication (verbal and nonverbal) and its guiding principles;*

1.2 *list and explain various types of communication including intrapersonal, interpersonal, public, and mass/mediated;* and

1.3 *discuss and analyze communication misperception, the five myths, and the role critical listening plays*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Analyze and explain why communication breaks down, principles of conflict resolution, and why interpersonal communication competencies are vital to Homeland Security personnel:

 2.1 *analyze situations where communication breaks down and explain why this happens*;

 2.2 *describe the principles of conflict and conflict resolution;*

 2.3 *define and explain the phrase ‘Johari window’;* and

 2.4 *discuss and analyze the impact of interpersonal communication competencies and the importance of perception to Homeland Security personnel*

3. Identify and describe the purposes and differences of group task roles, teams, gender, and impact of cultural appropriateness:

3.1 *define a group and describe the purposes and differences in group task roles and teams*; and

3.2 *explain social exchange theory*; and

3.3 *define and describe gender and culture, gender/culture stereotypes, and gender/culture expectations*

**Methods of Instruction**: Instruction will consist of lecture, class discussions, homework assignments, quizzes, exams, delivery of a 3 – 5 minute informative speech, and completion of a typed 5 – 7 page research paper.

**Outcomes Assessment:** Quiz and exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate the informative speech and research paper for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain regular attendance.

2. Read assigned chapters and complete homework.

3. Take part in class discussions.

4. Take all quizzes and exams as scheduled.

5. Deliver a 3 – 5 informative speech in class.

6. Submit a typed, double-spaced 5 – 7 page research paper on due date.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Homework assignments and class participation 20%**

Students will complete chapter questions in writing, for collection in class, to foster learning and comprehension of interpersonal. The assignments will provide evidence of student mastery of course objectives.

* **2 or more Quizzes and Informative Speech**   **20%**

Quizzes will show evidence of the extent to which students meet course objectives including demonstrating an operational knowledge of the principles of communication (verbal and nonverbal). The informative speech, which will be delivered in class, will provide evidence of mastery of an instructor-approved topic related to course objectives.

* **5 – 7 page Research Paper 20%**

Papers will be double-spaced and typed and are required to enhance the understanding of communication and how it affects security measures in the United States. The topic will be approved by the instructor and will relate to course objectives.

* Midterm Exam 20%

The midterm exam will show evidence of student mastery of course objectives and of student comprehension of course material covered in the first half of the semester, including material from chapters 1 – 8.

* **Final Exam** **20%**

The final exam will show evidence of student mastery of course objectives and of student comprehension of course material covered in the last half of the semester, including material from chapters 10 – 16.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text **Communication: Making Connections**, 7th edition, by William Seiler and Melissa Beall.

**WeekChapter/Topic**

1 Chapters 1 & 2 – Communication: Process, Principles & Perception

2 Chapters 3 & 4 – Verbal Communication: Self, Gender, Culture, Language, and Effective Communication

3 Chapter 5 – Connecting through Nonverbal Measures and Interpretations

4 Chapter 6 – Listening and Thinking in the Communication Process

5 Chapter 7 – Speaking to an Audience: Purpose, Topic, Thesis, Information

6 Chapters 8 & 9 – Selecting a Topic, Gathering Information & Organizing Your Speech

 **MIDTERM EXAM**

7 Chapter 10 – Informative Speaking & Delivering Your Speech

8 Chapter 12 – Persuasive Speaking: Goal, Establishing Credibility, Organization, Delivery

9 Chapter 13 – Interpersonal Communication: Social Exchange Theory & Johari Model

10 Chapter 14 – Developing and Maintaining Relationships: Competency, Dissolution, Conflict

11 Chapter 15 – Group and Team Communication: Definition, Characteristics, Teams

12 Chapter 16 – Group Participation: Team Building, Leadership, Conflict

 Delivery of **Informative Speeches** (Group 1)

13 Chapter 17 – Group Participation: Team Building, Leadership, Conflict (continued)

 Delivery of **Informative Speeches** (Group 2)

 **Research Paper due**

14 Review for Final Exam

15 **FINAL EXAM**