

Argosy University
COURSE SYLLABUS
PSY180
Interpersonal Effectiveness

Faculty Information

Faculty Name: Gladys Ato, PsyD

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Office Hours: Monday-Thursdays, by appointment only

Course description: This course examines the theories and skills essential to interpersonal effectiveness across a variety of relationships. Students will learn to apply these theories and skills to everyday interaction, explore how interpersonal effectiveness can help them achieve personal and professional goals, and design a plan for further development of interpersonal effectiveness skills during their academic program. Topics include effective communication, identity and impression formation, perception, cultural influences on interpersonal interaction, verbal and nonverbal communication, listening and feedback, relationship development, social influence, communication technologies, conflict, group interaction, and ethical conduct.

Course Pre-requisites: None

Required Textbook: Adler, R. B., Rosenfeld, L. B., & Proctor II, R. F. (2007). *Interplay: The process of interpersonal communication*. 10th Ed., Harcourt College Publishers
ISBN: 9780195309928

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes & Assessment Key:

Key: I=Introduced

R=Reinforced

A=Applied

1. Student has demonstrated ability to acquire, evaluate, apply and communicate information by using efficient research methods, both traditional and electronic, **I, A**
 - 1.1. Reading for comprehension, analysis and evaluation, **A**
 - 1.2. Using information to support their ideas and their purposes, **A**
 - 1.3. Communicating to specific audiences, both orally and through writing, information they have gathered, **A**
2. Student has demonstrated ability to employ analytical skills and to solve problems by
 - 2.2 Analyzing a problem and providing a solution or an accurate commentary, **R, A**
 - 2.3 Recognizing and articulating ethical situations and developing responsible solutions, **I, R**
4. Student has demonstrated knowledge of diversity in human culture and behavior by

- 4.1 Applying interpersonal skills in problematical situations, **I, A**
- 4.2 Recognizing other viewpoints and working well in groups, **I, R, A**
- 4.3 Appreciating and accepting diversity in the classroom, **I, R**

Course Objectives:

1. Define and explain the tenets of interpersonal effectiveness.
2. Incorporate ethical principles into decision making when interacting with others.
3. Explain the influences on and the process of identity development.
4. Describe the influence of perception on interpersonal communications.
5. Apply effective interaction to improve relationships.
6. Apply effective nonverbal interaction strategies.
7. Apply strategies for soliciting and providing effective feedback.
8. Examine individuals' cultural values and the influences of those values on communication interactions to inform decision making in interactions with others.
9. Examine the effectiveness of communication strategies for providing social support.
10. Apply effective strategies for gaining compliance.
11. Explain the process of consensus building and delineate effective strategies for gaining consensus.
12. Describe the effectiveness of conflict strategies for specific interactions.
13. Select the appropriate communication approach for individual communication interactions.
14. Explain the effectiveness and appropriateness of various communication choices.

Course Requirements/Assignments:

All written assignments will follow APA format and will be viewed as a demonstration of your writing and comprehension skills, as well as your ability to problem solve, utilize critical thinking and apply theory to hypothetical situations.

Classroom participation will be viewed as an indicator of your ability to organize, acquire and utilize new information and skills, as well as your ability to apply critical thinking and problem solving.

1. Student Readings/Discussion/Classroom Participation (150 total pts. possible):

Completion of all weekly readings and taking part in class discussion in a way that demonstrates familiarity and basic comprehension of material is required. Every student will be required to present information in class and actively participate in class discussions. The intent of class participation is to encourage your critical analysis of the readings, demonstrate the unique wisdom you have developed from life and academic experience, and effectively disseminate the information to other students in a professional manner.

2. Reflection Papers (50 pts. for each paper=150 total points possible):

Students will complete 3 reflection papers focused on addressing the following:

Paper #1-Identity & Self Awareness: Explore your awareness of your own identity at three different ages—16, 21 and presently. In this assignment, you should use your understanding of concepts covered in this Module to describe your self-concept and self-esteem at each age. You also will need to explain how your identity developed at each stage, as well as the important influences that affected your identity development—influences such as popular culture, media, family, ethnic culture and religion.

In your paper be sure that you use concrete examples to illustrate your claims, that you incorporate concepts from the reading assignments and lecture, and that you support your idea using specific details.

Your paper should be a Microsoft Word document, two to three FULL pages in length, and be written according to APA Style guidelines.

Paper #2: Understanding Emotions: Each person has specific situations that evoke strong emotional responses in them. For example, some people become very frustrated during rush hour traffic, others become angry at colleagues who don't meet deadlines, while some people are happy but quite embarrassed when they receive compliments. To help you explore your own emotional reactions, for this assignment you should identify a situation that evokes a strong emotional response in you.

In your paper:

- Describe the situation or situations that tend to evoke strong emotions in you.
- Delineate how you respond physically (e.g., trembling) and cognitively (e.g., having difficulty thinking).
- Next, explain how you typically express or manage your emotions.
- Also articulate whether your usual pattern of coping/expressing is effective for you and why it is or is not.
- Finally, explain what you could do in the future to help you regulate and express your emotions better.

In your discussion, be sure that you use concrete examples to illustrate your claims, that you incorporate the concepts studied in class and readings, and that you support your idea using specific details.

Your paper should be a Microsoft Word document, two to three FULL pages in length, and be written according to APA Style guidelines.

Paper #3- Listening Effectively: Since reading about listening and feedback is not enough if you want to improve your skills, for this assignment you are to engage in a conversation in which you attempt to use your very best listening skills. During the conversation, you should enact your most effective nonverbal and verbal feedback and work to avoid any barriers to effective listening.

Following your conversation, write a brief paper wherein you describe:

- The nonverbal listening and feedback skills you found easiest and most difficult to implement and why.
- How this conversation differed from typical conversations you might have, as well as how the other person responded to your efforts.

- How you felt during the conversation and what you did and did not enjoy about the interaction.
- Conclude by articulating what you can do to improve your listening skills in the future.

In your discussion, be sure that you use concrete examples to illustrate your claims, that you incorporate concepts from the class/text, and that you support your idea using specific details. Your paper should be a Microsoft Word document 3-4 FULL pages in length, and be written according to APA Style guidelines.

3. Final Project (100 total points possible-75 points for Paper, 25 points for Presentation):

Self Analysis Paper: This course was designed to help you assess your own interpersonal effectiveness and to help you develop basic skills that you can use to improve it further. Begin your analysis by creating a bulleted list of your strengths in interpersonal effectiveness.

Next, review all the areas covered in the course and identify situations where you might need to become more aware of how you interface with other people or where you might need to eliminate certain perceptions or behaviors and substitute those with more effective ones. These are areas for development.

Next, develop a well-composed paragraph to explain what areas you believe you should focus on improving.

In a second paragraph describe how your self-awareness and self-concept have been positively (and negatively, if this is the case), affected by your experiences in the class.

In your concluding paragraph, based on your analysis and everything you have learned in the class, create a personal development plan with goals for development in key areas. Specify how you will continue to build on your strengths and how you will address new areas for development.

Oral Presentation: Prepare a 10 minute oral presentation in which you share with classmates your personal development plan based on identified strengths and areas of improvement, and how this class has influenced your understanding of yourself and self-concept.

Proposed Class Schedule:

Week 1: January 9, 2008

Introduction to Course

Complete DiSC Assessment

Adler, Rosenfeld & Proctor-Chapter 1: Interpersonal Process

Adler, Rosenfeld & Proctor-Chapter 3: Communication and the Self

Week 2: January 16, 2008

Adler, Rosenfeld & Proctor-Chapter 2: Culture and Communication

Adler, Rosenfeld & Proctor-Chapter 4: Perceiving Others

Reflection Paper #1 Due

Week 3: January 23, 2008

Adler, Rosenfeld & Proctor-Chapter 5: Language

Adler, Rosenfeld & Proctor-Chapter 6: Nonverbal Communication

Week 4: January 30, 2008

Adler, Rosenfeld & Proctor-Chapter 8: Emotions

Adler, Rosenfeld & Proctor-Chapter 9: Dynamics of Interpersonal Relationships

Reflection Paper #2 Due

Week 5: February 6, 2008 (GUEST LECTURER)

Adler, Rosenfeld & Proctor-Chapter 6: Nonverbal Communication

Adler, Rosenfeld & Proctor-Chapter 7: Listening: Understanding and Supporting Others

Week 6: February 13, 2008

Adler, Rosenfeld & Proctor-Chapter 10: Intimacy and Distance in Relationships

Adler, Rosenfeld & Proctor-Chapter 11: Communication Climate

Reflection Paper #3 Due

Week 7: February 20, 2008 (GUEST LECTURER)

Adler, Rosenfeld & Proctor-Chapter 12: Managing Conflict

Adler, Rosenfeld & Proctor-Appendix Two: Interpersonal Communication at Work

Final Project due

Presentations of Final Project

Week 8: February 27, 2008

Summary of course and final evaluations

Presentations of Final Project

Grading Criteria

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

Grading requirements

<i>Attendance/participation</i>	<i>150</i>
<i>Reflection papers</i>	<i>150</i>
<i>Final project paper</i>	<i>75</i>
<i>Oral Presentation</i>	<i>25</i>
<i>Total Points</i>	<i>400</i>

Class Structure:

This course is designed to employ a variety of learning activities including lecture, discussion, research and student presentations. The underlying philosophy is that individuals learn differently. As a participant, you are expected to remain actively engaged and freely express your concerns and needs throughout the course.

Contact Policy:

If there are any concerns, questions, or conflicts that arise throughout the course of this semester, please contact the professor AS SOON AS POSSIBLE so that such issues may be addressed in as expedient a manner as possible. The best way to contact the professor is via email. All emails or phone calls will be returned within 48 hours.

Class Participation:

Due to the accelerated nature of this course, active participation is required. Students will be expected to attend ALL class lectures, participate in group discussions, and fulfill student presentation requirements as outlined in the syllabus. Late arrival to classes can affect the course grade. Only one class session can be missed, pending prior permission by the professor. In the case of accident, illness, or family emergency, timely reporting is needed and will be excused on a case-by-case basis.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.