What is this course all about? This is a course designed to help you produce and receive more open, honest communication than you may now be experiencing. This is a course about learning how to get more of your needs met, about learning social skills that form closer interpersonal relationships. This course will provide you with a number of communication strategies which should enable you to verbally and nonverbally communicate your positive and negative thoughts without undergoing undue amounts of anxiety or guilt and without violating the dignity of others. Hopefully this class will assist you in taking responsibility for what happens to you in life. And hopefully this course will assist you in allowing you to look at your actions and the effect they may have on others in ways that you may not have perceived before.

<table>
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<tr>
<th>Instructor:</th>
<th>Ron Gaiz</th>
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<tbody>
<tr>
<td>Office:</td>
<td>Harlan Center, Room 110 (HC-110) on the Kentfield Campus</td>
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<td><a href="http://www.marin.edu/~gaiz">www.marin.edu/~gaiz</a></td>
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<td>Office Hours:</td>
<td>Monday 2:00-3:00 p.m.</td>
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<td>Tuesday 10:00-11:00 a.m.</td>
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<td>Wednesday 2:00-3:00 p.m.</td>
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<td>Thursday 10:00-11:00 a.m.</td>
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<td>Friday NO office hours</td>
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<tr>
<td>Texts:</td>
<td><em>Looking Out/Looking In</em> and <em>Activities Manual</em> to accompany <em>Looking Out/Looking In</em></td>
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On successful completion of Speech 120, Interpersonal Communication, students will be able to:

a. demonstrate understanding of the elements of interpersonal perception by utilizing a “perception check” process
b. demonstrate understanding of the elements of the communication process by describing the differences between linear communication, interactive communication and transactional communication;
c. listen empathetically by demonstrating knowledge of the five-step “pillow method” empathy tool
d. recognize and avoid manipulative communication strategies by demonstrating knowledge of the differences in the use of “I” language, “You” language and “It” language
e. work in small groups to present information to others;
f. apply effective communication skills in conflict situations;
g. recognize and respond appropriately to nonverbal messages;
h. recognize gender and cultural differences in interpersonal communication

**CONTRACT**

\[
\begin{align*}
A &= 400 - + \text{ points} \\
B &= 360 - 399 \text{ points} \\
C &= 310 - 359 \text{ points} \\
D &= 275 - 309 \text{ points}
\end{align*}
\]

The following are the *activities* that will earn you the above-mentioned points:

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<th>25 Points</th>
<th>ATTENDANCE</th>
<th>EXTRA CREDIT</th>
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Everyone will start the class with 25 points. You are entitled to two absences or two late arrivals or two early departures (or any combination of the above totaling two - whichever combination of absences, early departure or late arrival occurs first) without penalty. Beyond this, each absent class meeting will cost you 10 points; this being based on the assumption that you must be present to learn and practice the skills introduced in this course and arriving late or leaving early will cost you 5 points.
80 points - **QUizzes**

There will be eight (8) brief 10 point (maximum) quizzes designed to check and encourage you to read all assigned chapters of *Looking Out/Looking In*. The purpose of these quizzes is to make sure that you read the assigned pages with some care. Quizzes will be announced in advance and will cover material from one chapter at a time. I will give no "pop" or surprise quizzes. There will be no make-up quizzes. Quizzes will be True-False and Multiple Choice. You will not need to bring a Scantron or Blue Book.

40 points - **GROUP PRESENTATIONS**

All members of a group who actually present material receive the same number of points: up to a maximum of 40 points. Groups consisting of three or four students will teach concepts from individual chapters of *Looking Out/Looking In*. Emphasis is on responsible creativity and effective communication of concepts introduced in chapters, not lecturing on parts of the chapter or the entire chapter itself. Presentations should be between 25-30 minutes long. I have the expectation that presentation time will be fairly and equitably distributed among members. You may be part of a group only ONCE unless so noted by me when asking for the group’s formation.

140 points - **CHAPTER ASSIGNMENTS**

You will be given the opportunity to do up to seven chapter assignments, each worth a maximum of 20 points. The purpose of this assignment is to help you see how the ideas covered in this course may apply to your everyday life. Hopefully they will lead you to think about the way you presently communicate, offer you some alternatives and invite you to try these alternatives. Chapter assignments will NOT be accepted after they are due and may NOT be handed in before the due date. If there is NO Summary attached to the assignment, you will receive 0 points. EACH Chapter Assignment requires a separate summary attached to it and all Chapter Assignments from the TEXT must be computer generated or typed. Assignments will be accepted only on the due date and only AT THE BEGINNING OF CLASS (the first ten minutes of class).

The format for each assignment involves:

1. **Completely** following the instructions in your text or Activities Manual. Attaching the actual exercise or a photocopy of it to a summary, which tells me what YOU felt, not what you think I want to read or hear.

2. Creating a typed or computer-printed summary that includes:
   a. An introductory paragraph explaining what you believe the exercise was all about (its goal or objective).
   b. What (if anything) you learned about yourself in following the instructions for the activity.
   c. How you feel about this learning (satisfied, indifferent, excited, etc.)
   d. Any comments you’d care to tell me related to the exercise (suggest changes, describe difficulties).

If you are uncertain about what is being asked for in a Chapter Assignment, please check with me before submitting it. Please see online student samples.
Six reaction papers worth up to ten points (maximum) each may be written about particular class meetings. A satisfactory reaction paper must meet the following requirements (in addition to being TYPED or COMPUTER PRINTED):

1. It is clearly marked with the date of the class to which it refers.
2. It mentions the topic covered in class and explains the exercise or discussion used to demonstrate that topic.
3. It refers (if possible) to additional information about that topic found in the text or in other related readings.
4. It relates the topic covered in class to the student’s own personal experience or experiences.
5. It evaluates the exercise or topic covered in class. It addresses such questions such as, "Did the exercise clearly demonstrate the topic?", "Does the exercise or discussion raise further questions for me?"
6. It is handed in at the beginning of the following class period.

Again, I am interested in what YOU honestly experienced, not what you may think I want to read or hear. Although numerous topics may be covered in one class session, only one reaction paper per class session is allowed. Please see online student sample.

A Book Report may be done on any book in the attached recommended reading list. You may attempt to do one book report, which will be worth 60 points maximum. Your report must be typewritten or computer-printed and should include a chapter by chapter (or section by section-depending on your choice of book) analysis/discussion of the book in which you: (1) Have a separate introductory page stating what you believe the book to be all about (2) a separate section in which you describe the author’s ideas in each chapter and (3) a separate section in which you describe how these ideas in each chapter relate to you and your life’s experiences. And (4) finally, you should write a separate conclusion in which you summarize your opinions of the book and how it relates to your life. Please number all pages. Book reports are due no later than the beginning of class, on the date given to you in class. This book report may be handed in at any time during the semester up to the due date. As a guideline to you I have noted that most of the Book Reports which received the maximum points allowed had approximately at least one-and-a-half pages devoted to each chapter’s analysis plus a half to three-quarters of a page minimum devoted to how each chapter’s material related to the reader and his/her life’s experiences. Please see online student samples.
You may elect to take a comprehensive final examination covering material covered in this course throughout the semester. The 25 questions (worth two points each) will be both True-False and Multiple Choice. You will have up to 30 minutes to take this examination. This examination will be given only on the date listed in the Schedule of Classes. Please bring a green scantron and a number #2 pencil with you. The exam will be primarily based on questions taken from your previous quizzes, although material presented in the book and covered in class may be on the exam as well.

PLEASE BE SURE TO INCLUDE YOUR NAME ON ALL ASSIGNMENTS. ALSO BE SURE TO STAPLE ALL WORK AND PLEASE SAVE ALL GRADED ASSIGNMENTS. SUBMITTED WORK MUST BE TYPED OR COMPUTER PRINTED OR IT WILL NOT BE ACCEPTED (CHAPTER ASSIGNMENT EXERCISES IN THE ACTIVITIES MANUAL MAY BE HANDWRITTEN, BUT ALL SUMMARIES MUST BE TYPED OR COMPUTER PRINTED).

Assignments due at the “beginning of class” are due the first ten minutes of class. LATE WORK WILL ABSOLUTELY NOT BE ACCEPTED!