

Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage: Spring 2017

Discipline: Communication Studies

Course Number and Title: SPCM 332: Interpersonal Communication Skills

Division: Upper 300-400

Faculty Name: Eric Aoki

Semester Credit Hours: 3

Pre-requisites: None

COURSE DESCRIPTION

The course design is to help students become more aware of the processes and dynamics of interpersonal communication skills using examples from a variety of cultural/global contexts. A mentor of mine at the University of Washington, Dr. John Stewart, taught me that “conversations are the most significant events of our lives,” and he helped to instill in me the value of becoming a more “responsible” interpersonal communicator. This goal means that we must not only strive to be **responsible** in our communication with others, but we must also learn how to open up channels to allow for “**response-able**” communication.

LEARNING OBJECTIVES

1. To understand the dynamics of interpersonal communication;
2. To understand communication processes and stages in building, sustaining, and terminating relationships (e.g., family, friendship, work colleague, and dating/marriage) including examples from a variety of cross-cultural contexts;
3. To understand and practice an array of communication skills for more productive conversations and relationships in U.S. and with reflection for diverse global contexts;
4. To understand interpersonal communication theories, models, and concepts with consideration to global diversity;
5. To study the impact of power, nonverbal communication, and listening skills in interpersonal and globally-situated relationships;
6. To study the diversity of interpersonal conflict styles and conflict resolution tactics

REQUIRED TEXTBOOKS

AUTHOR: Ronald B. Adler, Lawrence B. Rosenfeld, and Russell F. Proctor II

TITLE: Interplay: The Process of Interpersonal Communication

PUBLISHER: Oxford University Press

ISBN #: 978-0199390489

DATE/EDITION: 2014/ 13th Edition

TOPICAL OUTLINE OF COURSE

(ARP=Authors/Textbook Used)

Depart Ensenada—January 5

A1—January 7: Class Orientation: Course Objectives/Syllabus & Introductions; Opening Slideshow of Interpersonal Communication as Family, Friendship, Workplace, and Romantic/Marriage Relationships

A2— January 9: Reading Due: ARP Textbook Chapter 1 Interpersonal Process (Why we Communicate, Process, Competence, and Social Media and Interpersonal Comm.; Lecture/Discussion/PowerPoint Chapter Highlights)

A3— January 11: Reading Due: ARP Textbook Chapter 2 Culture and Interpersonal Communication (Cultural Values & Norms, Individualism/Collectivism, Co-Cultures, Codes & Culture, Developing Intercultural Communication Competence; Lecture/Discussion/PowerPoint Highlights); Also, take a look at: <http://www.geert-hofstede.com/> (Note: Dr. Aoki will have a prepared PowerPoint of Geert-Hofstede website analysis in case of slow connection aboard the ship: Country Comparisons of various Cultural Values among available port cities for comparison with this tool: *Japan, China, Vietnam, India, South Africa, Ghana, Morocco, and the U.S.*)

Honolulu—January 12

A4—January 14: In-Class Practice Debrief of Interpersonal Observations in Honolulu (Tie Discussion into 5 Questions used with Field Activity); **Reading Due:** See PDF Journal Article: Yan and Bissell_”The Globalization of Beauty: How is Ideal Beauty Influenced by Globally Published Fashion and Beauty Magazines?”_*Journal of Intercultural Communication Research*

A5—January 17: Reading Due: ARP Textbook Chapter 3 Interpersonal Comm. & the Self (Self-Concept, Presenting Self, Disclosing the Self; Lecture/Discussion/PowerPoint Highlights)

No class January 19

A6—January 20: Reading Due: ARP Textbook Chapter 4 Perceiving Others (Perception Process, Influences on Perception, Common Tendencies in Perception, Synchronizing Perception; Lecture/Discussion/PowerPoint Highlights)

A7—January 22: Reading Due: ARP Textbook Chapter 5 Language (Nature of Language, Impact, Gender and Language, Social Media & Language; Lecture/Discussion/PowerPoint Highlights)

Yokohama – January 24-25

Transit – January 26

Kobe – January 27-28

A8—January 29: Small/Large Group Observations & In-class Written Post-Port Reflection of Yokohama and Kobe (potential 2 points/20 total for Post-Port Writing Activities); Return to G.

Hofstede's Cultural Comparison Tool of Cultural Values & Share NPR News focus on Japan/China and other of our port cities as examples where there is sometimes a lack of a direct equivalent translation for some words/expressions/emotions when expressing selves and interacting with others, culturally)

Shanghai – January 31 – February 1

Transit – February 2 – 3

Hong Kong – February 4-5

A9–February 6: Small/Large Group Observations & In-class Written Post-Port Reflection of Shanghai and Hong Kong (3 potential points); Begin Reading Due: ARP Textbook Chapter 6 Nonverbal Communication (Characteristics, Functions, Types; Lecture/Discussion/PowerPoint Chapter Highlights)

Ho Chi Minh City – February 8-12

A10–February 13: Small/Large Group Observations & In-class Written Post-Port Reflection of Ho Chi Minh City (3 potential points); Continue: Reading Due ARP Textbook Chapter 6 Nonverbal Communication; Discuss structure/design of the Midterm Exam & field questions ([Handout Midterm Study Guide for ARP Chapters 1-6](#))

A11– February 15: MIDTERM EXAMINATION (20% of total course grade)

A12– February 17: Reading Due: ARP Textbook Chapter 7 Listening: Receiving & Responding (Nature of Listening, Challenges, Components of Listening, Types of Listening Responses; Lecture/Discussion/PowerPoint of Chapter Highlights)

Rangoon – February 18-22

A13– February 24: Small/Large Group Observations & In-class Written Post-Port Reflection of Rangoon (3 potential points)

A14–February 26: Dr. Aoki's Cultural Readings: Performative Stories & Photos of Interpersonal Communication Engagement while in India

Cochin – February 27 – March 4

A15– March 6: Small/Large Group Observations & In-class Written Post-Port Reflection of Cochin (3 potential points); Reading Due: [See PDF Journal Article](#), Zhang, Ting-Toomey, Oetzel, and Zhang_The Emotional Side of Forgiveness: A Cross-cultural Investigation of the Role of Anger and Compassion and Face Threat in Interpersonal Forgiveness and Reconciliation_ *Journal of International and Intercultural Communication*; Reminder: Field Class Assignment Due Next Session

A16–March 8: Field Class Assignment DUE (Experience Application Paper w/ Links to two textbook course constructs; 20% of total course grade); Reading Due: ARP Textbook Chapter 8

Emotions (What are Emotions?, Influences on Emotional Expression, Guidelines for Expressing Emotions, Managing Emotions; Lecture/Discussion/PowerPoint of Chapter Highlights)

No Class – March 10

A17—March 11: Reading Due: [PDF Journal Article_Ngcongo_”The Dialectics of Mobile Communication in South African Romantic Relationships”_Journal of African Media Studies](#)

A18—March 13: Begin Reading Due: ARP Textbook Chapter 9 Dynamics of Interpersonal Relationships (Why we form Relationships?, Relational Dynamics, Communicating / Supporting/Repairing Relationships; Lecture/Discussion/PowerPoint Chapter Highlights)

A19—March 15: Continue Reading Due: ARP Textbook Chapter 9 Dynamics of Interpersonal Relationships; Revisit G. Hofstede Country Comparison to South Africa

Cape Town—March 16-21

A20—March 23: [Small/Large Group Observations & In-class Written Post-Port Reflection of Cape Town \(3 potential points\)](#); **Begin Reading Due: ARP Textbook Chapter 10: Communication in Close Relationships (Intimacy, Friendships, Family, and Romantic Partners; Lecture/Discussion/PowerPoint Chapter Highlights)**

No Class – March 25

A21—March 26: Continue Reading ARP Textbook Chapter 10: Communication in Close Relationships; Revisit G. Hofstede Country Comparison with Ghana

Tema – March 28-30

Takoradi – March 31-April 1

A22—April 2: [Small/Large Group Observations & In-class Written Post-Port Reflections on Tema and Takoradi \(3 potential points\)](#); **Reading Due: ARP Textbook Chapter 11 Communication Climate (How Communication Climate Develops, Creating Supportive Climates, Invitational Communication; Lecture/Discussion/PowerPoint Chapter Highlights)**

A23— [Research Paper DUE \(Interpersonal Skills & Construct/Issue/Theory; 20% of total course grade\)](#); **April 4: Reading Due: ARP Textbook Chapter 12 Managing Conflict (Definition, Conflict Styles, Cultural Variables in Conflict; Lecture/Discussion/PowerPoint of Chapter Highlights)**

A24—April 7: Continue: Reading Due ARP Textbook Chapter 12 Managing Conflict; ([Handout Final Exam Study Guide for MN Chapters 7-12](#))

Casablanca – April 9-April 13

Study Day – April 14

A25 Final – April 15: : FINAL EXAMINATION (20% of total course grade)

Arrive Hamburg—April 19

FIELD WORK

Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 2017 Courses and Field Class](#) page when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class experiences in port provide opportunity for students to engage a performance, historical site, sacred site, everyday event, and/or cultural space where everyday engagement occurs with individuals of/within the city port or nearby cultural contexts. These interpersonal and cultural experiences, engagements, interactions and observations of cultural life provide the student with new knowledge and experiences to reflect on his/her own self-awareness, interpersonally/culturally, and potentially gain other ways of seeing, knowing, and performing within the cultural context and cultural life of the port city visited.

FIELD CLASS AND ASSIGNMENT

Prior to porting for our Field Class Assignment, I will remind students to keep the following five questions in mind as they engage their visit and for use in their Field Class Paper Assignment:

1. What did you notice about verbal and nonverbal interpersonal communication in the port city experience?
2. What every day interpersonal/cultural experiences appear similar - - - - different to/from your own ways of knowing and/or being back home?
3. Did you experience any moments of interpersonal/cultural discomfort? Explain.
4. Did you experience any moments of feeling interpersonally/culturally competent in knowing or performing in ways that appeared effective in the context/situation? Explain.
5. What is one piece of new interpersonal communication knowledge you walked away with from engaging with people, the cultural practices, and/or within the city/cultural space?

As noted in the syllabus, the Field Class Paper Assignment (Experience Application Paper w/ Links to Two ARP textbook course constructs) constitutes 20% of the overall course grade).

INDEPENDENT FIELD ASSIGNMENTS

In addition to the Field Class Assignment noted above, students will complete brief post-port written reflection pieces in class. Students will write up a brief in-class, post-port reflection after the class has had the opportunity to share in our small and large group discussions of our experiences and the five questions noted above to “reflect on” our port experiences. Each student will choose two questions from the five to write up their reflection contribution after our small group/class discussion. The in-class, written reflections post-port visit assignment

will be evaluated at 2-3 points/percent each (there are seven in-class post-port reflection pieces total). These in-class, writing-reflection activities are evaluated at a total of 20 points/20% of the overall course grade.

METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
94-96%: A	84-86%: B	70-76%: C	
90-93%: A-	80-83%: B-	60-69%: D	

Major Assignments & Grade Weights (100 points total or 100%):

In-class Written Reflections Post-Port (2-3 points each): 20 points/20%

Midterm Examination (ARP Chapters 1-6): 20 points/20%

Final Examination (ARP Chapters 7-12): 20 points/20%

Field Class Assignment (Experience Application Paper w/ Links to TWO ARP textbook constructs): 20 points/20%

Research Paper (Interpersonal Skills & Construct/Issue/Theory): 20 points/20%

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor's discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than December 15, 2016 to academic@isevoyages.org.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS AND FILMS FOR THE LIBRARY (4 max.)

1. AUTHOR: Julia T. Wood
TITLE: Interpersonal Communication: Everyday Encounters
PUBLISHER: Cengage Learning
ISBN #: 978-1285445830
DATE/EDITION: 2016 /8th Edition
2. AUTHOR: Joseph A. Devito
TITLE: 50 Communication Strategies
PUBLISHER: iUniverse, Inc.
ISBN #: 978-1475956504
DATE/EDITION: 2012 /1st Edition
3. Film: *The Break-Up* by Director Peyton Reed, Universal Pictures
4. Film: *The Namesake* by Director Mira Nair, Twentieth Century Fox

ELECTRONIC COURSE MATERIALS

AUTHOR: Yan Yan and Kim Bissell

ARTICLE/CHAPTER TITLE: "The Globalization of Beauty: How is Ideal Beauty Influenced by Globally Published Fashion and Beauty Magazines?"_

JOURNAL/BOOK TITLE: *Journal of Intercultural Communication Research*

VOLUME: 43 (5)

DATE: 2014

PAGES: 194-214

AUTHOR: Qin Zhang, Stella Ting-Toomey, John G. Oetzel, & Jibiao Zhang

ARTICLE/CHAPTER TITLE: "The Emotional Side of Forgiveness: A Cross-cultural Investigation of the Role of Anger and Compassion and Face Threat in Interpersonal Forgiveness and Reconciliation"

JOURNAL/BOOK TITLE: *Journal of International and Intercultural Communication*

VOLUME: 8 (4)

DATE: November 2015

PAGES: 311-329

AUTHOR: Mthobeli Ngcongo

ARTICLE/CHAPTER TITLE: "The Dialectics of Mobile Communication in South African Romantic Relationships"

JOURNAL/BOOK TITLE: *Journal of African Media Studies*

VOLUME: 8 (1)

DATE: 2016

PAGES: 75-90

ADDITIONAL RESOURCES: N/A

Foundations of interpersonal communication 1. Interpersonal Process 3 Why We Communicate. 4. Physical Needs 5 Identity Needs 6 Social Needs 7 Practical Needs 8.Â We have worked hard to make sure this edition of Interplay achieves those goals. This new edition builds on the approach that has served students and professors over almost four decades. The accessible writing style is based on the belief that even complicated ideas can be presented in a straightforward way. Now in its eleventh edition, Interplay: The Process of Interpersonal Communication provides a comprehensive and engaging introduction to communication in interpersonal relationships. Blending topics of high student interest with rich pedagogy and an inviting visual format, this leading text shows how scholarship and research can help students understand their own relationships and communicate better in everyday life. **NEW TO THE ELEVENTH EDITION** * Revised and expanded material discusses hot-button issues including the influence of social networking websites on relationship formation, cultural d Interpersonal communication is an exchange of information between two or more people. It is also an area of research that seeks to understand how humans use verbal and nonverbal cues to accomplish a number of personal and relational goals. Interpersonal communication research addresses at least six categories of inquiry: 1) how humans adjust and adapt their verbal communication and nonverbal communication during face-to-face communication; 2) how messages are produced; 3) how uncertainty influences