


COURSE TITLE	HSP 2203-09 Communication Skills
DESCRIPTION	This is a highly participatory upper-division course in the curriculum. The approach taken in this class is humanistic and personal. This practical course deals with issues in everyday living (work, community, home) and provides a catalyst for personal growth. Although there is the expectation that you will speak in front of the class, this is not a speech course. The theory and practice of influencing thought through oral and nonverbal forms of communication will be reviewed. Becoming aware of your "self" will be emphasized and encouraged through homework assignments, class exercises and spontaneous presentations. Topics for student mastery will include basic and advanced techniques of interpersonal communication, awareness and assessment of personal strengths and weaknesses in human relations and platform speaking skills.
PREREQUISITES	While no specific course has been identified as a prerequisite course, it is mandatory that course participants be students admitted to the Intensive Degree Program. It is also helpful to have had lower division speech and interpersonal communications courses or related organizational training.
SEMESTER	Fall 2017, Term II
COURSE STARTS	Oct 25, 2017
CLASS HOURS	6:00–10:15 pm Wednesday
COURSE MATERIAL	<u>BUY YOUR OWN COPY FOR YOU TO WRITE IN.</u> <i>Becoming Aware: A Text/Workbook for Human Relations and Personal Adjustment</i> by Velma Walker, (2013). (Twelfth Edition). Dubuque, Iowa: Kendall/Hunt Publishing Company. ISBN 978-1-4652-1129-3. (Please read Chapters 1 & 2 before the first class.) NOTE: See page 3 for assignments due on the first night of class.
 PUBLISHED TEXTBOOK INFORMATION	In accordance with the Federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part of its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.
INSTRUCTOR	Dr. Tish Davis-Wick
PHONE	650.347.0219
EMAIL	tishdw@dwcinc.com or pdaviswick@ndnu.edu
OFFICE HOURS	30 minutes prior to the start of each class, or by prearranged appointment.

Consultation

Students are welcome to meet with me 30 minutes before class hours or to schedule an appointment. If you are having difficulties with either the assignment or other aspects of the course, it is important that we talk soon. I am here to help you achieve both the course goals and your individual academic goals and outcomes.

Human Services Program Learning Outcomes (PLO)

1. Students will develop the ability to understand and demonstrate adherence to **ethical principles**
2. Students will demonstrate analytical, problem solving, and **project management** skills
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to **serve people of diverse** ethnic, cultural, gender and other backgrounds
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to **inspire others** with that love
5. Students will be able to **communicate effectively**, in writing and orally, and will be able to do so with clarity, correctness, and conviction

Learning Objectives

By the end of the class, students will be able to:

1. Identify their most effective speaking style and both practice and demonstrate their most effective platform presentation techniques to the class (PLO #5)
2. Analyze, evaluate and describe their own personal communication style using a variety of methods (PLO #5)
3. Verbally demonstrate their ability to integrate symbolic processes, thinking and reasoning, and ethical principles as well as their ability to "read" others and use verbal and nonverbal modes of communications (PLO #1, PLO #3, PLO #4)
4. Practice techniques in class that help increase their confidence and competence in public speaking and reduce feelings of anxiety or fear when presenting to large or small groups (PLO #5)
5. Use a variety of visual aids, including PowerPoint, to enhance their effectiveness when giving presentations (PLO #5)
6. Demonstrate their increased awareness of "self" in presentations, papers and class participation (PLO #4)
7. Demonstrate risk-taking behaviors in order to further develop their communication skills and ways of relating in challenging situations (PLO #2, PLO #3, PLO #5)
8. Use project management skills to organize thinking and research for papers and presentations (PLO #2)

Academic Honesty

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

Privacy and Confidentiality

One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share any information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

Syllabus Updates

Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified about any changes made to the syllabus during class or on-line. In all circumstances University policies will be strictly adhered to.

Class Attendance


Your attendance is very important to your studies at the University. Nonattendance or lack of participation in the class will be considered during the grading process. Intensive classes require a stringent absence policy since even one absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student's responsibility to initiate the drop or withdrawal. There are no exceptions.

Late Homework

Assignments are to be completed and submitted at the start of each class meeting. Assignments not turned in on time are considered late. Late assignments will be accepted for one week after the due date; after which time the assignment will not be accepted. Up to two assignments may be turned in late during the duration of the class. Late assignments scores will incur a reduction of at least one letter grade.

Extra Credit

None specified, although the opportunity to introduce it will be at the discretion of the instructor.

**Assignment for the first night of class**

Please read chapters one and two in the Walter *Becoming Aware* text.

Instructor Information

Tish Davis-Wick has worked with, taught and supported individuals, teams and organizations for the last 30 years as they explored their own strengths and weaknesses and implemented personal development plans, inter- and intragroup business plans and developed their organizations' strategic plans. Her path of building personal awareness has extended throughout her life and that inquiry remains active in her life today. She has taught in numerous universities in California and has maintained an active individual and organizational development consulting business for the last 25 years. She has her Master's in Counseling Education from the University of Southern California (USC) and a Doctorate

in Education and Business Administration also from USC. Her doctoral dissertation explored the personal counseling style of education consultants with their clients and reported the impact and usefulness of those services in relation to the counselor style as reported by those same clients one year later.

Class Format

During the class period a combination of teaching and learning techniques will be utilized. Textbook lessons and theory will be covered in a variety of methods. Group work case studies will occur throughout the class sessions. It is understood that, while the required reading is necessary, you will not receive a lecture on every chapter.

Grading Criteria

Will be explained in detail during the first class session.

Format for Writing Papers

The School of Business and Management requires that all papers must follow the American Psychology Association (APA) publication guidelines as a standard for all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper. They must be typed with a size 12-point font, double-spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number and date.

Paragraphs are to be indented with a tab or by indenting 5 spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points **will** be deducted for not following these instructions. If you need help with your writing or need more information about writing in the APA format style, please make an appointment at the NDNU Writing Center. You can also visit the APA style webpage at <http://www.apastyle.org/previoustips.html>.

Workload

In addition to class attendance, every intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 18 hours a week, generally in accordance with the following:

Distribution of Average Weekly Hours of Instruction/Study = Total of 18 per week

Class contact hours	4
Text readings and note taking	4
Research and writing assignments	6
Term projects research	4
TOTAL NUMBER OF HOURS PER COURSE	126

Grading of Papers

All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the text and discussed in class, as well as integrating those concepts with her or his own ideas and experiences
- The writing documents should have the appropriate sources, which integrates source material smoothly into the paper, and maintains the writer's critical voice, rather than being overpowered by source material
- The paper has a central point that is sustained and developed throughout the paper
- The paper has a logical, clear organization and transitions between sections that help the reader follow the writer's logic
- **Grammar and spelling do count. Please proof read your papers carefully. Points will be deducted for poor grammar and misspellings**

Grading Criteria for Presentations

PowerPoint presentations are designed to help you develop your analytical and presentation skills. Each student will be graded individually. The grading criteria for the presentation will include:

- Organization of material presented and use of time
- Logical thought process, in-depth analysis and persuasiveness
- Vocal variety—volume, inflection, enunciation and rhythm
- Eye contact—class involvement and interaction
- Use of gestures—body language, movement, posture, appropriate use of hands
- Use of audio-visual aids

Participation

This class will be highly interactive, and will depend on your participation as an active listener and speaker, which involves:

- Careful listening and building on others' questions and comments
- Comments or questions informed by careful reading of the text and associated materials
- Connections made among readings, prior discussions and activities
- Efforts to foster participation and learning of other class members
- Questions and comments that promote understanding of and respect for different perspectives

Due Dates

All work is due on time. Students are responsible for any changes in assignments or due dates which are announced in class.

Program for Academic Success and Services—PASS

The Program for Academic Success and Services (PASS) is dedicated to improving the educational development of students with documented learning or disabilities and to enhancing understanding and support within the campus community. NDNU's PASS, as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, makes every reasonable effort to provide appropriate

accommodations and assistance to students with disabilities. For more information contact the PASS office at pass@ndnu.edu or call 650-508-3778. In class, students who have differences that might influence their performance are encouraged to talk with the instructor about your needs during the first class meeting. We will work out how best to accommodate your needs.

Make-ups and Incompletes

No make-up assignments are given. Incompletes are very rare, and are only granted in special circumstances when you are unable to *complete* a course. If you feel that you have a very special circumstance, you may write a letter describing that to the Dean and me. If the Dean and I agree that it was for a *valid* reason, you will get an incomplete "I" grade.

Course Assignments/Grading Criteria/Key Dates

The course grade will be based on the following approximate distribution (totaling 100%):

Assignment	Value (%)
Participation	10
Communication Skills Paper #1	15
Field Trip Paper #2	15
Field Trip Presentation	10
Third Paper (Choice of Topics) #3	15
Presentation Based on Chosen Topic	15
Final Project Paper #4	20
Total	100%

Grade/Point Conversion Scale

A+ 100-97	A 96-96	A- 93-90
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60
	F 59 or lower	

Communication Skills Assumptions Paper (#1)

Write a paper using the five outlined questions (handout will be provided to class). Grading on this and subsequent papers will be based on format, content, writing ability and reflection based on self-discovery. APA format and professional presentation are expected.

Field Trip/Paper (#2) Presentation

Conflict Resolution: **In lieu of class on Feb 10**, each student will be responsible for visiting a conflict resolution center. A list of possible local options will be provided; others may also be selected with the agreement of the instructor. The purpose of the field trip is to learn more about how experts help people/groups better resolve difficult communications issues/conflicts.

The field trip will be documented in a written report, approximately five pages long, that explains what was learned in the field trip, both from an organizational perspective (how the center helps resolve conflict) and from a personal perspective (what you learned that will help you be more effective in difficult situations). Also include a discussion of what actually was used in practice as compared to the conflict resolution information offered in the text. This trip/presentation can be done individually or in small groups (no more than 3 per group).

Each individual or group will present their findings in class on October 6. Be prepared to be present, but be flexible with your expectations, as you may receive last minute instructions regarding the presentations (just like real world presentations!)

Third Paper (#3)

Students will sign up for one of the topics listed below. Other topics related to the course objectives may be proposed as well; please discuss with the instructor to get approval. Papers should be approximately five pages long and should include both personal reflections and available research/literature.

- Technology and Communications: As addressed by course materials, communication is far more complicated than the mere exchange of information, requiring relationship building, understanding and more. Consider the effect of popular and ever-evolving technology (Twitter, Facebook, etc.) on communication. Are they a help or a hindrance?
- The Role of Spirituality in Happiness: Spirituality is seen in many different ways—as something that should be private and perhaps reserved for an hour or so on the weekend or as an integral part of everyday life. Much research suggests that it is essential for happiness and, ultimately, the ability to understand oneself, others and to contribute meaningfully. There are many ways to approach this topic: combine personal interest with course objectives in doing so.
- Emotional Intelligence: One author on this subject posits that emotional intelligence is essential in managing some of the most important aspects of our lives. Consider its implications, especially in relation to communications within organizations.
- International Communication Issues: With globalization, the implications of communications addresses international matters, from diversity issues in the workplace, to international conflict resolution matters, to the relationships that must be an integral part of development projects. Focus on one element of this issue to explore in more depth.


Formal Presentation of the Third Paper

Prepare a formal presentation based on your paper, 15 minutes in length, with appropriate media support (video, handouts, PowerPoint, etc.) As always, have a backup plan in case of technical failures (a "be prepared" reality of the working world).

"Who am I?" Final Paper (#4)

Analysis of your personal communication style will be explored in a paper titled *Who Am I?* A class handout will describe this paper in more detail.

TENTATIVE SCHEDULE
Details may change and will be announced in class

Week	Topic	Reading Due	Assignment Due
Oct 25	<ul style="list-style-type: none"> • Introduction and course overview • Discussion: Knowing oneself as the foundation to relationship with others • Written homework: <i>Communication Skills</i> paper • Exercises 	Chapters 1 & 2 NOTE 	None
Nov 1	<ul style="list-style-type: none"> • Meaning and values: the roles of reflection and imagination in finding satisfaction, meaning and happiness • Class discussion: Developing questions for field trip • Conversations. Form groups if desired and select site to visit • Written homework: <ul style="list-style-type: none"> a. <i>I am a Person Who...</i> (fill out) • Review field trip presentation and paper 	Chapters 9 & 10	<ul style="list-style-type: none"> • <u>PAPER #1: Communication Skills</u>
Nov 8	<ul style="list-style-type: none"> • Communication in action • Resolving conflict • Prep field trip—Q&A • Discuss third paper and formal presentation • Discuss presentation techniques • Discuss "<i>I am a Person Who...</i>" 	Chapter 7	<ul style="list-style-type: none"> • "I am a Person Who..." survey
Nov 15	FIELD TRIP—NO CLASS MEETING	Chapter 5	None
Nov 22	<ul style="list-style-type: none"> • Field trip presentations • Control and emotions • Do Thomas-Kilman Conflict Mode instrument 	Chapters 3 & 4	<ul style="list-style-type: none"> • <u>PAPER #2: Field trip</u> • Field trip presentations • Homework as assigned
Nov 29	<ul style="list-style-type: none"> • Presentation (third paper) • Conflict modes and effects at work or home • Pinch Model 	Chapter 6	<ul style="list-style-type: none"> • <u>PAPER #3</u> • Presentation #3 • Journal
Dec 6	<ul style="list-style-type: none"> • Planning for success, setting and meeting goals • Goals (personal and professional) clarification • "<i>Who am I?</i>" informal discussion 	None	<ul style="list-style-type: none"> • <u>PAPER #4: "Who am I?" final paper</u> • Journal