

LOS/SBS 302

Interpersonal Behavior

Spring 2007

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Office hrs: T 11:30-1:00
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The goal of this course is to familiarize you with key concepts in interpersonal dynamics and to provide you with tools to make your interactions with others more effective. Through assessments, exercises, and discussions, you will examine how perceptions of self and others influence the way we behave in a variety of situations. As good communication is critical in building sound interpersonal relationships, you will be given many opportunities to fine-tune your writing and speaking skills.

Texts

Required

Hacker, D. (2006). *The Bedford handbook*. Boston: Bedford Books.

Johnson, D. (2006). *Reaching out: Interpersonal effectiveness and self-actualization*. Boston: Pearson.

Course Outline

Week One
Jan. 16

Course Orientation

Week Two
Jan. 23

The Importance of Interpersonal Skills

Exercise groups assigned

Reading: Johnson - Chpt. 1

Workbook Assignments Due:

- Chpt. 1, p. 4 How skillful am I?
- Chpt. 1, p. 10 Your relationships and your skills
- Chpt. 1, p. 12 Why interpersonal skills are important
- Chpt. 1, p. 19 Difficulties I have in forming relationships
- Chpt. 1, p. 20 Potential for loneliness quotient
- Chpt. 1, p. 25 My action theories
- Chpt. 1, pp. 32-34 Exercise 1.1: Your relationships
- Chpt. 1, pp. 34-35 Exercise 1.2: Keeping friends
- Chpt. 1, pp. 35-36 Exercise 1.3: Influential relationships

Week Three
Jan. 30

Self-disclosure

Group Exercise: Friendship relations

Reading: Johnson - Chpt. 2

Workbook Assignments Due:

- Chpt. 2, pp. 40-45 Exercise 2.1: Friendship relations (do individually)
- Chpt. 2, p. 50 Benefits of self-disclosure (do individually)
- Chpt. 2, p. 52 How self-aware am I?
- Chpt. 2, p. 57 Ways of increasing self-awareness (do individually)
- Chpt. 2, p. 63 How I reason about myself (do individually)
- Chpt. 2, pp. 82-83 Exercise 2.15: How self-accepting are you?
- Chpt. 2, pp. 83-84 Exercise 2.16: Interpersonal patterns (do individually)
- Chpt. 2, pp. 84-85 Exercise 2.17: Open and closed relationships
- Chpt. 2, p. 86 Exercise 2.18: Self-description
- Chpt. 2, p. 88 Self diagnosis

- Week Four
Feb. 6
- Developing and Maintaining Trust
Group Exercise: Practicing Trustbuilding Skills
Reading: Johnson - Chpt. 3
Workbook Assignments Due:
- Chpt. 3, pp. 105-108 Exercise 3.1: How trusting and trustworthy am I? (do individually)
 - Chpt. 3, p. 119 Exercise 3.6: Developing trust (do individually)
 - Chpt. 3, pp. 120-121 Self diagnosis
- Week Five
Feb. 13
- Increasing Your Communication Skills
Group Exercise: Practicing Personal Statements
Reading: Johnson - Chpt. 4
Workbook Assignments Due:
- Chpt. 4, p. 136 Exercise 4.1: Practicing personal statements (do individually)
 - Chpt. 4, p. 137 Exercise 4.2: Describing others' behavior (do individually)
 - Chpt. 4, p. 138 Exercise 4.3: Relationship statements (do individually)
 - Chpt. 4, p. 163 Self diagnosis
- Week Six
Feb. 27
- Expressing Your Feelings Verbally
Group Exercise: Ambiguity of Expression of Feelings
Reading: Johnson - Chpt. 5
Workbook Assignments Due:
- Chpt. 5, pp. 181-185 Exercise 5.1: Describing your feelings (do individually)
 - Chpt. 5, pp. 186-187 Exercise 5.2: Ambiguity of expression of feelings (do individually)
 - Chpt. 5, pp. 188-189 Exercise 5.3: Is this the way you feel? (do individually)
 - Chpt. 5, p. 190 Self diagnosis
- Week Seven
Mar. 6
- Expressing Your Feelings Non-verbally
Group Exercise: Recognizing Cues for Affection or Hostility
Reading: Johnson - Chpt. 6
Workbook Assignments Due:
- Chpt. 6, p. 200 Exercise 6.1: Communication without words (do individually)
 - Chpt. 6, pp. 201-203 Exercise 6.3: How do you express your feelings? (do individually)
 - Chpt. 6, pp. 206-207 Exercise 6.6: Recognizing cues for affection or hostility (do individually)
 - Chpt. 6, pp. 212-213 Self diagnosis
- Week Eight
Mar. 13
- Helpful Listening and Responding
Group Exercise: Listening and Response Alternatives
Reading: Johnson - Chpt. 7
Workbook Assignments Due:
- Chpt. 7, pp. 216-223 Exercise 7.1: Listening and response alternatives (do individually)
 - Chpt. 7, pp. 231-232 Exercise 7.2: Practicing the five responses (do individually)
 - Chpt. 7, pp. 237-242 Exercise 7.3: Phrasing an accurate understanding response (do individually)
 - Chpt. 7, pp. 242-243 Exercise 7.4: Practicing phrasing understanding response (do individually)
 - Chpt. 7, p. 248 Self diagnosis
- Week Nine
Mar. 20
- Resolving Interpersonal Conflicts
Student Led Group Exercises: Confronting the Opposition & Which Books do we Take?
Reading: Johnson - Chpt. 8
Workbook Assignments Due:
- Chpt. 8, p. 273 Exercise 8.1: My past conflict behavior (do individually)
 - Chpt. 8, pp. 273-276 Exercise 8.2: My conflict strategies (do individually)
 - Chpt. 8, pp. 276-280 Exercise 8.3: Confronting the opposition (do individually)
 - Chpt. 8, p. 282 Exercise 8.6: Which strategy would you use? (do individually)
 - Chpt. 8, pp. 283-284 Exercise 8.10: Differentiating between positions/interests (do individually)
 - Chpt. 8, pp. 288-289 Exercise 8.12: Your point of view (do individually)
 - Chpt. 8, p. 294 Exercise 8.17: What are the rules? (do individually)
 - Chpt. 8, p. 296 Self diagnosis

- Week Ten
Apr. 3
- Anger, Stress, and Managing Feelings
Group Exercise: Interpretations
Reading: Johnson - Chpt. 9
Workbook Assignments Due:
- Chpt. 9, pp. 301-304 Exercise 9.1: Can friends help you stay well?
 - Chpt. 9, p. 305 Exercise 9.2: Is anger a problem for you?
 - Chpt. 9, pp. 319-320 Exercise 9.3: Understanding my anger (do individually)
 - Chpt. 9, p. 321 Exercise 9.4: Defusing the bomb (do individually)
 - Chpt. 9, pp. 321-323 Exercise 9.5: Talking to yourself to manage provocations (do individually)
 - Chpt. 9, p. 324 Exercise 9.6: Anger arousers (do individually)
 - Chpt. 9, pp. 329-331 Exercise 9.7: Assumptions, assumptions, what are my assumptions?
 - Chpt. 9, pp. 331-332 Exercise 9.8: Interpretations (do individually)
 - Chpt. 9, p. 333 Exercise 9.9: Changing your feelings (do individually)
 - Chpt. 9, pp. 334-335 Exercise 9.10: How do I manage my feelings?
 - Chpt. 9, p. 336 Exercise 9.11: Taking steps to forgive
 - Chpt. 9, p. 342 Self diagnosis
- Week Eleven
Apr. 10
- Building Relationships with Diverse Individuals
Reading: Johnson - Chpt. 10
Workbook Assignments Due:
- Chpt. 10, pp. 346-347 Exercise 10.1: Relating to diverse individuals (do individually)
 - Chpt. 10, p. 347 Exercise 10.2: My attitudes toward diversity
 - Chpt. 10, p. 353 Exercise 10.3: Who am I?
 - Chpt. 10, p. 353 Exercise 10.4: My identity
 - Chpt. 10, p. 354 Exercise 10.5: Aspects of self
 - Chpt. 10, p. 357-358 Exercise 10.8: Was de Tocqueville right or wrong? (do individually)
 - Chpt. 10, pp. 358-359 Exercise 10.9: American values (do individually)
 - Chpt. 10, p. 362 Exercise 10.10: Why do stereotypes endure? (do individually)
 - Chpt. 10, p. 376 Characteristics of friendships
 - Chpt. 10, p. 378 Self diagnosis
- Week Twelve
Apr. 17
- Ethics of Relationships
Student Led Group Exercises: Was de Tocqueville right or wrong? & Stereotyping
Reading: Johnson - Chpt. 11
Workbook Assignments Due:
- Chpt. 11, pp. 389-390 Exercise 11.1: My ethics
 - Chpt. 11, pp. 390-391 Exercise 11.2: Do we always have to tell the truth?
 - Chpt. 11, p. 392 Exercise 11.3: Am I being rude?
 - Chpt. 11, p. 394 Self diagnosis
- Week Thirteen
Apr. 24
- Interpersonal Effectiveness, Self-actualization, & Interpersonal skills
Reading: Johnson - Chpt. 12
Workbook Assignments Due:
- Chpt. 12, p. 405 Exercise 12.2: Relationship survey
 - Chpt. 12, pp. 406-410 Summary of interpersonal skills
 - Chpt. 12, p. 398 Exercise 12.1: Planning for improvement
(final essay, 3-4 pages/roughly 800 words)
- Week Fourteen
May 1
- Looking Forward
Reading: none
Assignment Due: none

Grading

In order to pass the course **all** work must be completed.

20 pts. Participation

Attendance is extremely important. Missing class, coming late, or leaving early is *not* recommended. Classroom discussions will focus on developing your ability to use the material we will be covering in meaningful ways. Also, please note that participation is 10% of your grade. If you *must* miss class, contact me in advance to make arrangements to get handouts, announcements, etc. If you miss three or more classes, you will lose *all* points for attendance and will be expected to do additional work. Two class periods will be reserved for **student led exercises**. When you are selected to lead exercises, you will be expected to engage the rest of the class in lively experience based upon the exercise your group is assigned.

150 pts. Assessments & Reflection

You will be expected to hand in a number **self-assessments** and **reflection exercises** that correspond with the topics covered in your Johnson text. These assignments along with your final essay will make up the contents of the interpersonal behavior workbook you will be developing throughout the course. It is very important that you have these assignments done on time as we will be building on the material in them during class periods.

30 pts. Final Essay

You will write an **applied reflection paper** (3-4 pages, roughly 800 words) as your final assignment. This assignment is detailed in Exercise 12.1 on page 398 of your Johnson text. Your paper will be due in class in the thirteenth week. Essays will be evaluated not only for content, but also for structure, grammar, spelling, etc. After reports are returned, students who wish to may further revise their work. All revisions will be due by Friday of finals week.

Grading Scale

A	186 to 200 pts.	C	146 to 153 pts.
A-	180 to 185 pts.	C-	140 to 145 pts.
B+	174 to 179 pts.	D+	134 to 139 pts.
B	166 to 173 pts.	D	120 to 133 pts.
B-	160 to 165 pts.	F	0 to 119 pts.
C+	154 to 159 pts.		

If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible.

At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulties in courses for a variety of reasons. For problems with writing skills, visit the Writing Center (room 163A, 753-6513), and with other academic skills, see Margaret Park (room 129, 753-6573). For help with computer skills, see the computer tutors in the computer lab (room 118, 753-6562). To receive personal counseling, see Pauline Pierre (USM administrative office, 753-6552). For academic support for students with disabilities, see Mary Sylvain-Leonas (room 127, 753-6561).