

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Interpersonal Communication Skills
Course Code	:	PSY3027
Department	:	Psychology
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
Course Level	:	3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Everyday communication requires an understanding of both social and psychological issues, and can lead to problems such as stereotyping, misunderstanding, and conflicted or ineffective relationships. In this course, students will learn both relevant theories and practical skills to help improve their ability to constructively and effectively communicate with others, whether receiving or transmitting messages; so that they will communicate in a more caring, socially and ethically responsible manner. The course includes elements to improve verbal and nonverbal communication skills, with the context ranging from dyadic/private relationships to professional relationships to public speaking.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Deliver a public speech using nonverbal and verbal behavior that communicates confidence and competence, and enhances audience engagement and understanding;
- CILO₂ Use psychological principles to interpret the causes of negative vs. positive interpersonal communication; and to communicate in a more caring, socially and ethically responsible manner;
- CILO₃ Demonstrate an understanding of how verbal and nonverbal behavior affect communication and cross cultural communication
- CILO₄ Display different forms of listening and emotional responses and demonstrate an understanding of their effects;
- CILO₅ Apply relational models and theories to interpret their own relationships, both personal and professional.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Public speaking: Skills and goals - Body language: eye contact, posture, movement, facial expression - Evaluating audience engagement - Structuring a speech	CILO _{1,3}	Lecture, discussion, demonstrations, skill-building activities (short speeches, role-playing)

Definitions and psychological bases of interpersonal communication: - Interpersonal communication defined - Communication and the self: Identity management, self-disclosure - Perceiving others: External and internal influences, common perception mistakes	CILO _{1,2}	Lecture, discussion, demonstrations, skill-building activities, presentations
Creating and responding to messages: - Language: Uses and abuses; gender and language - Nonverbal communication: Characteristics, functions and forms, and cultural diversity - Listening: Challenges, components, styles and forms of listening - Emotions: Influences on emotional expression; guidelines for expression; managing difficult emotions and cultural diversity on it - Discussion with reference to the current research findings	CILO ₁₋₄	Lecture, discussion, demonstrations, skill-building activities, presentations
Interpersonal dynamics: - Communication and relational dynamics: models and strategies for maintaining and repairing relationships - Communication climate: creating positive climates, transforming negative ones - Managing conflict: types of conflict, functional and dysfunctional conflicts, conflict styles, practical skills, dealing with bullying and cyberbullying- - Communication in Families and at Work: Types of communication in families and organizations, effective communication strategies	CILO _{1,2,5}	Lecture, online discussion/ participation, demonstrations, skill-building activities, presentations

4. Assessment

Assessment Tasks	Weighting (%)	CILO
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a. Reflection on personal communication experience For the first part of the assessment task, students will form groups (2 to 4 students will form into a group), where each group will deliver a role play to describe a personal communication experience (each student is allowed for a maximum of 4 minutes, so the total time of the role play depends on the group size). Each student should clearly demonstrate his/her experience, and then explain the experience with different concepts and theories covered in the course in a pre-recorded role play, which will be submitted before students present. Next, each student will individually and critically evaluate the experience and the theories/concepts applied, and make a meaningful conclusion by integrating different research findings from scholarly journal articles in another 4-minute presentation (i.e., on top of the role play). Finally, each student will write a 450-word (+/-50 words) individual reflection essay expanding on the topic of the above experience.	45%(role play: 15%; presentation: 15%, reflection:15%)	CILO_{1,2,3,5}
b. Class participation Quality of participation in class discussions and activities will be rated. Activities include doing short ad hoc role-plays/speeches, online learning participation, answering questions in classes, giving feedback to classmate's presentations, etc. These activities aim at helping students to display interpersonal communication skills and gain in-depth understanding of the course materials. Students who display consistent, thoughtful, creative and relevant comments and/or questions, and demonstrate enthusiastic participation in all activities, will receive high marks.	20%	CILO₂₋₅
c. Final Quiz Consisting of both multiple-choice and short answer questions and/or fill in the blanks, the quiz will test students' retention of and ability to integrate/apply knowledge learned cumulatively over the course.	35%	CILO₂₋₅

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

West, R. & Turner, L. H. (2011). *Understanding interpersonal communication: Making choices in changing times* (Enhanced, 2nd ed.). Thomson/Wadsworth.*

7. Recommended Readings

Adler, R.B., Rosenfeld, L.B., & Proctor, R.F., II (2018). *Interplay: The process of interpersonal communication*. (14th ed.). Oxford University Press.

Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of Advances in Medical Education & Professionalism*, 5(2), 51–59.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5346168/>

Grieve, R. (2020). *Stand up and be heard: Taking the fear out of public speaking at university*. Sage.

Holiday, A. (2021). *Intercultural communication: An advanced resource book for students* (4th ed.). Routledge.

Marlow, S. L., Lacerenza, C. N., Paoletti, J., Burke, C. S., & Salas, E. (2018). Does team communication represent a one-size-fits-all approach?: A meta-analysis of team communication and performance. *Organizational Behavior and Human Decision Processes*, 144, 145–170. <https://doi.org/10.1016/j.obhdp.2017.08.001>

Mills, A. L., Aquino, G. A., Hoegler, S., & Cummings, E. M. (2021). Interparental conflict, emotional insecurity, and parent–adolescent communication. *Journal of Family Issues*, 42(10), 2377–2396. <https://doi.org/10.1177/0192513X20980035>

Qazi, A., Hasan, N., Abayomi-Alli, O., Hardaker, G., Scherer, R., Sarker, Y., Paul, S. K., & Maitama, J. Z. (2022). Gender differences in information and communication technology use & skills: A systematic review and meta-analysis. *Education and Information Technologies*, 27, 4225–4258. <https://doi.org/10.1007/s10639-021-10775-x>

Wood, J. T. (2020). *Interpersonal communication: Everyday encounters* (9th ed.). Cengage.

8. Related Web Resources

National Public Radio's "This I Believe" series (as good examples of personal speeches): <http://www.npr.org/series/4538138/this-i-believe>

APA Style section of Student Handbook:

https://www.eduhk.hk/re/student_handbook/text_en14.html

9. Related Journals

Communication Teacher

Human Communication Research

Journal of Communication

Journal of Computer-Mediated Communication

Personal Relationships

Public Understanding of Science

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil