

## PSYC114 : The Psychology of Communication

### General Information

Author:	<ul style="list-style-type: none"><li>Michelle Stonis</li><li>Dulay, Michael</li></ul>
Course Code (CB01) :	PSYC114
Course Title (CB02) :	The Psychology of Communication
Department:	PSYCH
Proposal Start:	Spring 2026
TOP Code (CB03) :	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000653712
Curriculum Committee Approval Date:	04/23/2025
Board of Trustees Approval Date:	06/17/2025
Last Cyclical Review Date:	04/23/2025
Course Description and Course Note:	PSYC 114 emphasizes the study of psychological processes involved in constructing communication, including perception, motivation, learning, and emotion. Students explore issues involved in giving, receiving, and interpreting verbal and non-verbal behavior in various interpersonal situations. Focus includes the intersection of gender, culture, and social identities and how these factors shape how we communicate with ourselves and other individuals via mass communication and technology. Experiential exercises, including role-playing and small group interactions, provide opportunities to increase awareness of personal communication styles and to develop more effective communication skills, including active listening, conflict resolution, and assertive language.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Mode of Delivery:	<ul style="list-style-type: none"><li>In-Person</li><li>Remote</li><li>Hybrid</li><li>Online</li></ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Psychology</li></ul>
Alternate Discipline:	No value

Alternate Discipline:

No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

No value

## General Education and C-ID

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### Cal-GETC

Area 4: Social and Behavioral Sciences

### Area

Social and Behavioral Sciences

### Status

Pending

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

### GCC General Education Requirements

Area 4:

### Area

Social and Behavioral Sciences

### Status

Pending

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

## Units and Hours

### Summary

**Minimum Credit Units (CB07)**

3

**Maximum Credit Units (CB06)**

3

**Total Course In-Class (Contact Hours)**

54

**Total Course Out-of-Class Hours**

108

**Total Student Learning Hours**

162

### Credit / Non-Credit Options

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)
**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours****Course Duration (Weeks)** 18**Hours per unit divisor** 54**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Studio 0

**Total** 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Studio 0

**Total** 108**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation****Advisory**

ENGLC1000 - Academic Reading and Writing

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.

- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Advisory

#### ENGLC1000E - Academic Reading and Writing

##### Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

### Advisory

#### ENGLC1000H - Academic Reading and Writing - Honors

##### Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

### Entry Standards

Entry Standards	Description
No value	No value

### Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Discussion

Methods of Instruction                      Guest Speakers

Methods of Instruction                      Multimedia

Methods of Instruction                      Presentations

### Out of Class Assignments

- Journal entries (e.g., write a self-reflective entry about a recent conversation and analyze it using applicable communication theories)
- Film response essay (e.g., watch a film and write a two-page critical response analyzing the communication between characters using course concepts)

### Methods of Evaluation

### Rationale

Exam/Quiz/Test

Two-to-three in-class tests

Presentation (group or individual)

Collaborative oral presentation (e.g., the importance and challenges of interpersonal communication in a multi-generational workplace)

Writing Assignment

A five-page compare and contrast essay (e.g., critically evaluate the similarities and differences of familial interpersonal communication in two different ethnic groups)

### Textbook Rationale

No Value

### Textbooks

Author	Title	Publisher	Date	ISBN
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Jessica Röhner and Astrid Schütz	Psychology of Communication	Springer	2023	978-3030601690
Charles Duhigg	Supercommunicators: How to Unlock the Secret Language of Connection	Random House	2024	978-0593243916

**Other Instructional Materials (i.e. OER, handouts)**

<b>Description</b>	Studying clinical communication through multiple lenses: The underused potential of interdisciplinary collaborations
<b>Author</b>	Hanne C. Lie et al.
<b>Citation</b>	Patient Education and Counseling, Volume 105, Issue 6, June 2022, Pages 1673-1675.
<b>Online Resource(s)</b>	<a href="https://www.sciencedirect.com/science/article/pii/S0738399122001823">https://www.sciencedirect.com/science/article/pii/S0738399122001823</a> ( <a href="https://www.sciencedirect.com/science/article/pii/S0738399122001823">https://www.sciencedirect.com/science/article/pii/S0738399122001823</a> )

**Learning Outcomes**

<b>Course Objectives</b>
Describe interpersonal communication.
Analyze the relationship between perception and communication.
Describe how the "self-concept" is multidimensional when communicating.
Explain the ethnic, cultural, and gender elements of communication.
Explain the correlation between emotions and communication.
Analyze the importance of verbal and nonverbal skills in communication.
Recognize patterns of conversation and communication style.
Identify listening and responding skills for improving communication.

Compare and contrast conflict management styles and interpersonal conflict.

Differentiate between relationships of choice and relationships of circumstance.

Describe how to manage relational expectations.

## SLOs

Evaluate theoretical communication systems that address the principles of conveying feelings, attitudes, facts, beliefs, and ideas between individuals. Expected Outcome Performance: 70.0

Identify various concepts of "self" and "other" in understanding behavior, communication, and interpersonal relationships. Expected Outcome Performance: 70.0

Analyze the influences of gender, ethnicity, and culture on communication and the development of interpersonal relationships. Expected Outcome Performance: 70.0

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Science and Clinical Communication (5 hours)

- Translating and Understanding Psychological Research
- Experimental Methods in Psychological Communication
- Communicating Psychological Evidence: From Lab to Public Policy
- Survey and Interview Techniques in Clinical Psychology
- The Role of Meta-Analysis in Synthesizing Psychological Communication Research
- Experimental Designs for Studying Empathy in Clinical Communication
- Communicating Scientific Uncertainty: The Case of Replication in Psychology
- Ethnographic Approaches to Clinical Settings

#### Introduction to Interpersonal Relations (4 hours)

- Characteristics of Personal Relationships

- Principles of Interpersonal Communication
- Interpersonal Communication Myths
- Patterns and Variations of Communication

#### **Interpersonal Communication and Perception (4 hours)**

- Understanding Interpersonal Perception
- How We Define and Form Impressions of Others
- Barriers to Accurate Interpersonal Perception
- How to Improve Interpersonal Perception Skills

#### **The Self-Concept and Communication (4 hours)**

- The Formation and Development of the Self-Concept
- Characteristics and Components of the Self-Concept
- Defensiveness and Non-defensive Reactions
- Overcoming Communication Challenges: Inflated Self-Esteem

#### **Interpersonal Communication and Diversity (6 hours)**

- Understanding Others: Adapting to Differences
- Stereotyping and Prejudice
- Barriers to Effective Intercultural Communication
- Improving Intercultural Communication Competence

#### **Emotion and Communication (4 hours)**

- The Importance of Understanding Emotions and Communication
- Emotions and Physiology
- Types of Emotions
- Managing Our Emotions

#### **Verbal and Nonverbal Communication (4 hours)**

- Interpersonal Communication Motives and Verbal Communication
- Skills for Improving Verbal and Nonverbal Communication
- The Challenge of Interpreting Nonverbal Messages
- Overcoming Communication Challenges

#### **Conversation and Communication Style (5 hours)**

- Studying Conversation and Engaging in Conversational Analysis
- Conversation, Communication, Apprehension, and Motivation
- Skills of Competent Conversationalists
- Overcoming Conversational Dilemmas

#### **Listening and Confirming Responses (5 hours)**

- Listening Defined
- Stages in the Listening Process
- Types of Confirming Responses
- Enhancing Listening Comprehension and Responding Skills

#### **Conflict Management Skills (5 hours)**

- Conflict Defined: Myths, Types, and Styles
- Conflict and Power
- Managing Anger
- Setting Boundaries with Assertive Communication

#### **Understanding Interpersonal Relationships (4 hours)**

- Characteristics of Personal Relationships
- Theoretical Perspectives and Models of Relational Development
- Stages of Interpersonal Relationship Development
- Skills in the Life Cycle of a Relationship

#### **Managing Relationship Challenges (4 hours)**

- Violations of Relational Expectations and Failures
- Deception, Jealousy, and Obsessive Intrusion
- De-escalation and Termination of Relationships
- Skills and Strategies for Managing Relationships

**Total Hours: 54**

## Additional Information

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

### Is it possible this course will have a material fee?

No

### I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

### What term(s) will this course be offered?

Fall/Spring

### Will any additional resources be needed for this course? (Click all that apply)

- No

### If additional resources are needed, add a brief description and cost in the box provided.

No Value

## Resources

### Did you contact your departmental library liaison?

No

### If yes, who is your departmental library liaison?

No Value

### Did you contact the DEIA liaison?

No

### Were there any DEIA changes made to this outline?

No

### If yes, in what areas were these changes made:

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value