



## COURSE DESCRIPTION CARD - SYLLABUS

Course name

Interpersonal communication [S2AiR1E-ISLiSA>KI]

### Course

Field of study

Automatic Control and Robotics

Year/Semester

1/1

Area of study (specialization)

Smart Aerospace and Autonomous Systems

Profile of study

general academic

Level of study

second-cycle

Course offered in

English

Form of study

full-time

Requirements

compulsory

### Number of hours

Lecture

0

Laboratory classes

0

Other

0

Tutorials

30

Projects/seminars

0

### Number of credit points

2,00

### Coordinators

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### Lecturers

### Prerequisites

Knowledge: A student beginning this course should have language competence at the B2 level, according to the Common European Framework of Reference for Languages (CEFR). Skills: The student should have the ability to solve basic problems related to interpersonal communication. Social Competences: The student should also understand the need to continuously develop their competences. Additionally, in terms of social competences, the student must demonstrate qualities such as the ability to work independently and in a team, as well as the ability to use various sources of information.

### Course objective

1. To provide students with fundamental knowledge in the field of interpersonal communication. 2. To familiarize students with contemporary issues in interpersonal communication. 3. To develop students' problem-solving skills and their ability to communicate effectively in groups. 4. To raise language competence to at least the B2+ level (CEFR).

### Course-related learning outcomes

## Knowledge

1. has detailed knowledge in Interpersonal Communication - [K\_W3]
2. knows basic definitions and theories of Interpersonal Communication - [K\_W3]
3. understands the complexity of communication in teams, groups Turing meetings and negotiations - [-]

## Skills

1. is able to communicate in mother tongue and English, using different techniques in professional environment - [K\_U2]
2. is able to recognize elements of Interpersonal Communication - [K\_U3]
3. is able to prepare and give an oral presentation in mother tongue and English with all elements of positive presentation - [K\_U4]
4. has language skills at B2+ level in accordance with the requirements set out for level B2+ (Common European Framework of Reference for Languages) - [K\_U6]
5. is able to work in a team, taking on different roles - [K\_U15]

## Social competences

1. is able to collaborate and cooperate in a team performing different roles, - [K\_K5]
2. is able to extend her/his life-long learning knowledge based on practical knowledge and professional literature - [K\_K2]
3. is able to communicate effectively in different environments both in written and oral forms - [K\_K4]

## Methods for verifying learning outcomes and assessment criteria

Learning outcomes presented above are verified as follows:

The learning outcomes listed above are verified in the following ways:

Formative Assessment in the context of exercises:

- based on the evaluation of the ongoing progress in completing assigned tasks,
- continuous assessment during each class (oral responses).

Summative Assessment in the context of exercises:

- recognition of the improvement in the ability to apply learned principles and methods,
- integration of theory with practice,
- evaluation of a report prepared partly during the classes and partly after their completion—this assessment also includes the ability to work in a team,
- evaluation of the project implementation report / delivery of presentation.

## Programme content

The exercise program covers the following topics:

Basic concepts and communication models.

Communication channels.

Effective listening in a business context.

Teamwork and networking.

Language registers.

Ambiguity and misunderstanding in language.

Barriers in cross-cultural communication.

Conflict: the nature of conflict and conflict resolution styles.

Nonverbal communication: kinesics, proxemics, touch, time, paralinguistics.

Job interview: presenting strengths and weaknesses.

Assertiveness.

Giving and receiving feedback.

Emotions in communication: “I” messages.

## Course topics

Course Topics:

1. Introduction to the course.
2. Basic concepts and communication models.
3. Communication channels.
4. Effective listening in a business context.
5. Teamwork and networking.
6. Language registers.
7. Ambiguity and misunderstanding in language.
8. Barriers in cross-cultural communication.
9. Conflict: the nature of conflict and conflict resolution styles.
10. Nonverbal communication: kinesics, proxemics, touch, time, paralinguistics.
11. Job interview: presenting strengths and weaknesses.
12. Assertiveness.
13. Giving and receiving feedback.
14. Emotions in communication: "I" messages.
15. Course summary.

## Teaching methods

Teaching Methods:

1. Practical exercises, discussion, teamwork, multimedia presentations, workshops, integration games, case studies, demonstrations
2. Oral presentation (optionally recorded on video), individual analysis of the student's performance

## Bibliography

Basic

1. DeVito, J.A. 2015. Human Communication. Boston: Pearson
2. Morreale, S.P., B.H. Spitzberg and J.K. Barge, 2007. Human Communication: Motivation, Knowledge & Skills. Belmont: Wadsworth.
3. Liliana Szczuka-Dorna, Elżbieta Vendome., 2017. Introduction to Interpersonal Communication, Poznań: Publishing House of PUT.

Additional

1. Gallo, C. 2014. Talk like TED. The 9 public-speaking secrets. New York: St. Martin's Griffin.
2. Adler, R.B., L.B. Rosenfeld i R.F. Proctor, 2011. Interplay: The Process of Interpersonal Communication. OUP.
3. Stringer, D.M. and P.A. Cassiday, 2009. 52 Activities for Improving Cross-Cultural Communication. Intercultural Press.
4. Dignen B. and I. McMaster, 2013. Interpersonal Communication for International Business. The Secrets of Excellent Interpersonal Skills. Harper Collins Publishers.
5. O'Hair, D., Rubenstein, H. and R. Stewart, 2013. A Pocket Guide to Public Speaking, New York: St. Martin's.
6. Gibson, R. 2008. Intercultural Business Communication. Berlin: Cornelsen.

Online literature

1. Pettry, D. Building Social Skills through Activities, [http://www.dannypettry.com/ebook\\_social\\_skills.pdf](http://www.dannypettry.com/ebook_social_skills.pdf)
2. Jobspeaker, [https://www.youtube.com/channel/UCZkjg1uSpR277PFYL9\\_JTBw](https://www.youtube.com/channel/UCZkjg1uSpR277PFYL9_JTBw)
3. Celeste Headlee, 10 ways to have a better conversation [https://www.ted.com/talks/celeste\\_headlee\\_10\\_ways\\_to\\_have\\_a\\_better\\_conversation/discussion?utm\\_campaign=Intelligent+Tuesday+-+5/23/17+\(Q68pcT\)&utm\\_medium=email&\\_ke=Y2F0aGVyaW5lMhIYWRIbkBnbWFpbC5jb20%3D&utm\\_source=Intell](https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation/discussion?utm_campaign=Intelligent+Tuesday+-+5/23/17+(Q68pcT)&utm_medium=email&_ke=Y2F0aGVyaW5lMhIYWRIbkBnbWFpbC5jb20%3D&utm_source=Intell)
4. Positive Psychology: <https://positivepsychology.com/communication-exercises-for-work/>
5. [www.ted.com](http://www.ted.com)

## Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2,00
Classes requiring direct contact with the teacher	30	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	20	1,00