



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – INTERPERSONAL COMMUNICATION

Course Prefix and Number – SPCH 1318

Department - SPEECH

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description – This course focuses on theory and practice in work, family, and social settings. It emphasizes skill training in relationship development. Topics include language use, listening, nonverbal behavior, and conflict management.

Prerequisites/Co requisites – THEA reading requirement met or concurrent enrollment in READ 0307.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by	Signature	Date
Department Head <i>PAM SPEIGHTS</i>	Signature <i>P. Speights</i>	Date <i>3/7/10</i>
Division Chair <i>TALIA SPEIGHTS</i>	Signature <i>Talia Speights</i>	Date <i>3/3/10</i>
Vice President of Instruction or Dean of Vocational Instruction <i>JY PATE</i>	Signature <i>J. Pate</i>	Date <i>3-10-10</i>



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- The Self
- Communication Apprehension
- Perception
- Listening
- Principles of verbal messages
- Principles of nonverbal communication
- Conversation
- Relationship Development and Deterioration
- Relationship Maintenance and Repair
- Conflict Resolution

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<p>Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none"> •Describe the components of the communication process •Initiate and sustain interpersonal communication events, both as a speaker and a listener •Explain the role of communication in the development and maintenance of personal relationships •Trace the role of communication in creating meaning, influencing thought, and making decisions •Employ language usage and respectful demeanor indicating sensitivity to diversity while communicating •Recognize and appreciate the role culture plays when we communicate with one another •Recognize effective conflict strategies •Show sensitivity to the ethical issues associated with communication in a democratic society by message development, both written and verbal •Exhibit specific interpersonal behaviors that aid in decision making, problem solving, and managing conflict •Initiate opportunities to talk and listen to others singly and in small groups •Integrate language that clarifies, persuades, and/or inspires while respecting differences in listeners' backgrounds •Apply knowledge and understanding of the listening process •Demonstrate the ability to identify and manage barriers to listening <p>The Core Curriculum Intellectual Competencies of reading, writing, listening, speaking, critical thinking, and computer literacy are accomplished in the following manner: (see column 2).</p>	<p>Content is assessed via written exams. Additionally, short "understanding papers" are assigned in which the student must name the concept, identify it, and give an example of application from their own experiences.</p> <p>Core Curriculum Intellectual Competencies:</p> <ul style="list-style-type: none"> • (writing) the course has short papers or group agendas required • (speaking) The course requires students to prepare and demonstrate effective oral communication skills in class presentations, assignments, and collaborative group efforts • (listening) The course requires students to participate effectively in group discussions and • (listening) The course requires students to apply active listening skills in interpersonal settings • (listening) The course requires students to apply active listening skills in the performance of classroom or course activities • (thinking) Students will participate by preparing, oral reports, group projects, and taking objective tests • (thinking) The course uses "hands on" approaches to teach concepts. These activities give students an opportunity to apply concepts from the class to real life • (thinking) The course uses a variety of instructional methods in addition to lecture. These include collaborative group work, Socratic dialog, research projects, creative projects • (computer literacy) The course requires students to use the following in completion of the classroom and course activities: <ol style="list-style-type: none"> 1. accessing and retrieving information 2. creating, analyzing, and processing information 3. using document preparation programs to prepare, edit, and manipulate text

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Joseph Devito, "Messages of Interpersonal Communication", 6th Edition

IV. Suggested Course Maximum - 25

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Classroom with podium.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course The course is primarily a lecture course which may include group presentation assignments, individual oral reports, as well as written papers and exams.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.