



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 - Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

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

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

Prepared by Patrick Ralls

Date 4-4-13

Reviewed by Department Head Patrick Ralls

Date 4-4-13

Accuracy Verified by Division Chair *gghunt*

Date 5-29-13

Approved by Dean or Vice President of Instruction *gghunt*

Date 5-29-13



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

Learning Outcomes	Methods of Assessment
<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> 1. Exhibit understanding of interpersonal theories and principles. 2. Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts. 3. Identify perceptual processes as they relate to self and others. 4. Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments. 5. Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication. 6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups. 7. Identify types of and barriers to effective listening. 	<ul style="list-style-type: none"> • Exams • Written papers • Oral presentations • Group work

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.

Smart 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 and individual oral reports (at least 20%), as well as written papers (at least 10%) and exams/written assignments (at least 70%).

The grading scale for the class is as follows:

90–100	(A)
80-89	(B)
70-79	(C)
60-69	(D)
Below 60	(F)

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 Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

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



**Wharton County
Junior College**

Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: _____

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: _____
 WCJC Core Curriculum Review Form-Communication (April 2013)

Date: _____



**Wharton County
Junior College**

Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: _____

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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**Wharton County
Junior College**

Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: _____

Core Objective: **Teamwork**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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**Wharton County
Junior College**

Core Curriculum Review Form

Foundational Component Area: **Communication**

Course Prefix & Suffix: _____

Core Objective: **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making

Student Learning Outcome supporting core objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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