Washtenaw Community College Comprehensive Report

COM 102 Interpersonal Communication
Effective Term: Spring/Summer 2018

Course Cover

Division: Humanities, Social and Behavioral Sciences
Department: Humanities
Discipline: Communications
Course Number: 102
Org Number: 11520
Full Course Title: Interpersonal Communication
Transcript Title: Interpersonal Communication
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog , Time Schedule , Web Page
Reason for Submission: New Course
Change Information:
    Course description
    Outcomes/Assessment
    Objectives/Evaluation
Rationale: Conditionally approved, seeking full approval. This is NOT a new course. The Master Syllabus is overdue for an update. Previous assessment pilots indicated a need to refine outcomes and to improve data collection methods to gain consistency across all sections of the course. This update will impact the quality of the outcomes assessment that will be conducted. Furthermore, this revision of the Master Syllabus will reflect and incorporate new "Learning Outcomes in Communication" that were published by the National Communication Association (NCA) in November of 2015. Not only will this revision improve meaningful assessment, it will also align this course directly with National Communication Association Standards. The alignment with NCA should assist us with maintaining acceptance of this course at our transfer institutions.
Proposed Start Semester: Spring/Summer 2018
Course Description: This interactive course introduces basic aspects of interpersonal communication that influence the quality of personal and workplace relationships. Aspects of ineffective communication behaviors that create misunderstanding are presented. The impact of effective and ineffective interpersonal communication in various contexts is analyzed, and communication tools designed to reduce misunderstandings and to improve interaction with others are applied.

Course Credit Hours

Variable hours: No
Credits: 3
Lecture Hours: Instructor: 45 **Student:** 45
Lab: Instructor: 0 **Student:** 0
Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45
Repeatable for Credit: NO
Grading Methods: Letter Grades

Audit
Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

Prerequisite

Academic Reading and Writing Levels of 6

General Education

MACRAO

MACRAO Humanities

General Education Area 2 - Speech

Assoc in Applied Sci- Area 2

Assoc in Science - Area 2

Assoc in Arts - Area 2

Michigan Transfer Agreement - MTA

MTA 2nd Eng Comp or Speech

MTA Humanities

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Identify ten common interpersonal communication problems inherent in interpersonal relationships.

Assessment 1

Assessment Tool: Multiple Choice and True/False Exam Questions.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Multiple-choice and True/False questions will be scored using an answer key loaded into the Course Learning Management System.

Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.

Who will score and analyze the data: Discipline trained Faculty will analyze the data.

Assessment 2

Assessment Tool: Essay and short answer questions

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Essay and short-answer questions will be scored using a

departmentally-developed rubric.

Standard of success to be used for this assessment: 70% or more of the students assessed will score a 70% or higher.

Who will score and analyze the data: Department trained faculty will analyze the exam.

2. Distinguish the differences between various interpersonal communication concepts and theories.

Assessment 1

Assessment Tool: Multiple Choice and True/False Exam Questions.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Multiple-choice questions will be scored using an answer key loaded into the Course Learning Management System.

Standard of success to be used for this assessment: 70% or more of the students will score 70% or higher.

Who will score and analyze the data: Discipline trained Faculty will analyze the data

Assessment 2

Assessment Tool: Essay and short answer questions

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Essay and short answer questions will be scored using a departmentally-developed rubric.

Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.

Who will score and analyze the data: Department faculty will analyze the data.

3. Construct examples of competent interpersonal communication messages.

Assessment 1

Assessment Tool: Multiple choice and true/false exam questions.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Randomly of 100 students

How the assessment will be scored: Multiple-choice and True/False questions will be scored using an answer key loaded into the Course Learning Management System.

Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.

Who will score and analyze the data: Discipline trained Faculty will analyze the data

Assessment 2

Assessment Tool: Essay and short-answer exam questions.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Essay and short-answer questions will be scored using a

departmentally developed rubric.

Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.

Who will score and analyze the data: Discipline trained Faculty will analyze the data.

4. Critically analyze samples of ineffective interpersonal communication messages and recommend specific alternatives to improve communication.

Assessment 1

Assessment Tool: Multiple Choice and True/False Exam questions.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Multiple-choice and True/False questions will be scored using an answer key loaded into the Course Learning Management System.

Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.

Who will score and analyze the data: Discipline trained Faculty will analyze the data.

Assessment 2

Assessment Tool: Essay and Short Answer Exam questions.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Essay and Short-answer questions will be scored using a departmentally developed rubric.

Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.

Who will score and analyze the data: Discipline trained Faculty will analyze the data.

5. Deliver multiple presentations focused on interpersonal communication topics.

Assessment 1

Assessment Tool: Student Presentations

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections in one semester

Number students to be assessed: Random sample of 100 students

How the assessment will be scored: Departmentally developed presentation rubric.

Standard of success to be used for this assessment: 70% or more of the students will score 70% on the rubric.

Who will score and analyze the data: Department trained Faculty will analyzed the rubric data.

Course Objectives

1. Identify and explain causes of interpersonal communication problems in the specific areas of communication competence, self-concept, perception, expression of emotions, use of language, nonverbal behaviors, listening, relational dynamics, defensiveness and conflict.
2. Compose competent communication messages using Perception Checking, I Language, Emotion Statement, Paraphrasing, Non-defensive responses and the Win/Win Conflict Management process.
3. Identify and explain Cooley's Looking Glass Self.

4. Identify and explain the Social Comparison Theory.
5. Identify and explain the Social Exchange Theory.
6. Identify and explain the Attachment Theory.
7. Identify and explain the concepts of Emotional Contagion and Emotional Intelligence.
8. Practice critical thinking skills.
9. Demonstrate effective verbal and nonverbal listening responses.
10. Apply strategies to evaluate and manage assumptions.
11. Explore and articulate the professional and personal value in studying and improving interpersonal communication competency.
12. Demonstrate defensiveness reduction techniques.
13. Demonstrate a variety of competent communication responses in the areas of perception, emotion expression, language use, nonverbal responses, listening behavior, non-defensive responses and conflict reduction techniques.
14. Deliver multiple formal and informal presentations within one-on-one, small group and large group contexts.

New Resources for Course

"Improving Interpersonal Communication" Edited and Adapted by Washtenaw Community College Communication Faculty, 2015

Course Textbooks/Resources

Textbooks

Open Education Resource (OER). *Improving Interpersonal Communication*, N/A ed. N/A: N/A, 2015, ISBN: N/A.

Adler, Ronald B. & Proctor, Russell F. *Looking Out Looking In*, Fourteenth ed. Boston: Wadsworth/Cengage, 2014, ISBN: 978-1-285-070.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Reviewer	Action	Date
Faculty Preparer:		
Bonnie Tew	*Faculty Preparer*	*Sep 21, 2016*
Department Chair/Area Director:		
Allison Fournier	*Recommend Approval*	*Oct 05, 2016*
Dean:		
Kristin Good	*Recommend Approval*	*Oct 05, 2016*
Curriculum Committee Chair:		
Lisa Veasey	*Recommend Approval*	*Nov 06, 2017*
Assessment Committee Chair:		
Michelle Garey	*Recommend Approval*	*Nov 07, 2017*
Vice President for Instruction:		

Kimberly Hurns   *Approve*   *Nov 07, 2017*