COM 102 Interpersonal Communication
Effective Term: Winter 2021

Course Cover

Division: Humanities, Social and Behavioral Sciences
Department: Communication, Media & Theatre Arts (new)
Discipline: Communications (new)
Course Number: 102
Org Number: 11500
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:
Change Information:
   Consultation with all departments affected by this course is required.
   Course description
   Outcomes/Assessment
Rationale: This proposal includes only updates to the Master Syllabus for COM 102. The updates are being submitted for two reasons: 1. GENERAL EDUCATION ASSESSMENT RESULTS: This course includes an Oral Speaking objective/outcome. The newly completed General Education Assessment of the Communication strand (WI 2019) revealed the need to update and standardize the presentation outcome and standardize the rubric used to evaluate oral communication in all COM classes. Currently, as listed in the current master syllabus, a different rubric/form was being used to assess presentations. It is important to create consistency in what is evaluated and in the definition of these standards across all Communication Courses. 2. INDUSTRY TRENDS: An update to the COM 102 Master Syllabi is being proposed due to recent research (nationally and locally within industry partner group discussions) highlighting the importance of a student's ability to demonstrate and apply course "knowledge and skills to real world situations." In order to adequately prepare students who complete this course, this is a critical update to the Master Syllabi so that we can ensure that all WCC COM 102 sections are accomplishing this goal.
Proposed Start Semester: Fall 2020
Course Description: In this interactive course, students are introduced to ten 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. Students gain proficiency in applying interpersonal communication tools such as Perception Checking, Emotion Mapping, I Language and Paraphrasing to reduce misunderstandings and improve interaction within relationships.

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
General Education Area 6 - Arts and Humanities
Assoc in Applied Sci - Area 6
Assoc in Science - Area 6
Assoc in Arts - Area 6
Michigan Transfer Agreement - MTA
MTA 2nd Eng Comp or Speech
MTA Humanities
General Education Area 8 - 2nd Writing or Communication/Speech
Assoc in Applied Sci - Area8
Assoc in Art - Area8
Assoc in Science - Area8

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 2020
        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 2020

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 2020
   Assessment Cycle: Every Three Years
   Course section(s)/other population: All sections
   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 2020
   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 to address personal and work related relationship challenges.
   Assessment 1
   Assessment Tool: Multiple choice and true/false exam questions.
   Assessment Date: Fall 2020
   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 2020
   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 examples depicting 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 2020
   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 2020
   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: General Education Communication Performance Indicators Rubric (5/2019)
   Assessment Date: Fall 2020
   Assessment Cycle: Every Three Years
   Course section(s)/other population: All sections offered within 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. Identify and explain the consequences 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.
3. Identify and explain options for responding to interpersonal communication problems in the specific areas of communication competence, self-concept, perception, expression of emotions, use of language, non-verbal behaviors, listening, relational dynamics, defensiveness and conduct.
4. Compose competent communication messages using Perception Checking, I Language, Emotion Statement, Paraphrasing, Non-defensive responses and the Win/Win Conflict Management process.
5. Identify and explain Cooley's Looking Glass Self.
6. Identify and explain the Social Comparison Theory.

7. Identify and explain the Social Exchange Theory.
8. Identify and explain the Attachment Theory.
9. Identify and explain the concepts of Emotional Contagion and Emotional Intelligence.
10. Practice critical thinking skills in the analysis of sample ineffective interpersonal communication messages.
11. Demonstrate effective verbal and nonverbal listening responses.
12. Explore and articulate the professional and personal value in studying and improving interpersonal communication competency.
13. Apply strategies to evaluate and manage assumptions.
14. Demonstrate defensiveness reduction techniques.
15. 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.
16. Deliver multiple formal and informal presentations within one-on-one, small group and large group contexts.
17. Compose competent communication messages for personal contexts using Perception Checking, I Language, Emotion Statements, Paraphrasing, Non-Defensive Responses and the Win/Win/Collaborative Conflict Management process.
18. Compose competent communication messages for various work related contexts using Perception Checking, I Language, Emotion Statements, paraphrasing, Non-Defensive Responses and the Win/Win/Collaborative Conflict Management process.
19. Select the correct tool, or combination of tools, to apply in case studies representing multiple contexts.
20. Identify and recommend response strategies for interpersonal communication skill improvement.
21. Demonstrate a variety of competent communication responses in the areas of perception, emotion expression/management, language use, nonverbal responses, listening behavior, non-defensive responses and conflict reduction techniques.
22. Explore and articulate the professional and personal value of studying and improving interpersonal communication competency in an oral report.
23. Deliver formal research presentation on a specific interpersonal communication topic.

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.
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

Reviewer	Action	Date
Faculty Preparer:		
Bonnie Tew	*Faculty Preparer*	*Aug 07, 2019*
Department Chair/Area Director:		
Allison Fournier	*Recommend Approval*	*Oct 09, 2019*
Dean:		
Scott Britten	*Recommend Approval*	*Oct 11, 2019*

Curriculum Committee Chair:
Lisa Veasey   *Recommend Approval*   *Nov 13, 2020*
Assessment Committee Chair:
Shawn Deron   *Recommend Approval*   *Nov 18, 2020*
Vice President for Instruction:
Kimberly Hurns   *Approve*   *Nov 20, 2020*