

Request of General Education Overlay  
*Writing Emphasis (WE)*

<b>Course #</b> <u>SPCH</u> <b>104</b>	<b>Section(s) By</b> <b>Section</b>	<b>Title</b> <u>Interpersonal Communication</u>	<b>3 sh</b>
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Sections of courses designated WE are recommended by the department each semester as part of the scheduling process. Completed criteria sheets for each WE course should accompany the proposed schedule of courses submitted to the Deans for approval. Available resources may limit the number of WE courses that can be offered during a semester. For each criterion list from the course syllabus the objectives and activities that fulfill it. Provide examples of actions, procedures, or exercises that illustrate how each criterion will be met. All bullets of the criteria must be met. Please type.

**Criteria for Writing Emphasis (WE)**

The purpose is to maintain the writing skills developed in the first-year composition course.

<b>Criteria</b>	<b>Course Objectives and Activities</b>
<ul style="list-style-type: none"> <li>• Enrollment in WE courses is limited to twenty-five students (with twenty-two as a target).</li> </ul>	<p>Enrollment for this course should be limited to 25.</p>
<ul style="list-style-type: none"> <li>• Practice writing within the discipline through, but not limited to, the following contexts: informal in-class writing, discipline-focused essays, and essay exams. Essay exams alone do not constitute a writing emphasis class.</li> </ul>	<p>Syllabus Objective III.A.1: To understand the communication process by defining the terms, recalling the facts and identifying the variables involved in the process.</p> <p>Activity: Students complete summaries of at least 10 relevant articles and answer accompanying questions throughout the entire semester. In addition, one major paper requires the summary of three primary communication research articles.</p>
<ul style="list-style-type: none"> <li>• Receive writing training through instructor modeling, sample essays, discussion, lectures, and/or instructor-student conferences. Writing conventions particular to the discipline should be emphasized.</li> </ul>	<p>Syllabus Objective III.A.3: To become more sensitive and aware of self and others through greater self-insight</p> <p>Activity: Near the beginning of the semester, students will receive two days of writing instruction. In particular, the course will cover organization, clarity and citation of sources. Students will be able to practice writing skills through completing the summaries and a self-improvement plan for which they must summarize three primary research articles. After summaries are graded, students will be given instruction based on class trends. For example, if organization is problematic, it will be addressed in another class.</p>

<ul style="list-style-type: none"> <li>Revise a portion of his/her writing by applying suggestions from the instructor, comments from peer review editors, and/or advice from Writing Center tutors.</li> </ul>	<p>Syllabus Objective III.A.2: Demonstrate the cognitive and affective learning that occurs when working effectively with others in various communication settings.</p> <p>Activity: Students will be allowed to revise the first two summaries they write. In addition, summaries will be critiqued by the class through the use of an overhead and by having students read their work out loud to their partners. All students will be strongly encouraged to visit the Writing Center.</p>
<ul style="list-style-type: none"> <li>Demonstrate writing proficiency, which the instructor will evaluate as a percentage of the final course grade.</li> </ul>	<p>Syllabus Objective III.A.1: To understand the communication process by defining the terms, recalling the facts and identifying the variables involved in the process.</p> <p>Activity: Students complete summaries of at least 10 relevant articles and answer accompanying questions throughout the entire semester. In addition, one major paper requires the summary of three primary communication research articles.</p> <p>Writing proficiency will directly count for 10% of the students' grades. In addition, all summaries will be evaluated for writing skills.</p>

**SPCH104**  
**INTERPERSONAL COMMUNICATION**  
Revised: Spring 2000

**I. Introductory Information:**

- A. Departmental Catalog Number: SPCH 104
- B. Course Title: Interpersonal Communication
- C. Credit in Terms of Semester Hours: 3 s.h.
- D. Clock Hours Per Week: 3 hours
- E. Restrictions Upon Student Enrollment: None

**II. Description of the Course:**

The course will cover the cognitive, the affective and the skill levels involved in the interpersonal communication process.

**III. Exposition:**

A. Objectives

At the end of the course the student should be able to:

1. Understand the communication process by defining the terms recalling the facts and identifying the variables involved in the process.
2. Put together the cognitive learning and the affective learning which will be demonstrated by working effectively with others in various communication settings.
3. Become more sensitive and aware of self and others through greater self-insight and through empathy by listening, participating and sharing ideas, impressions, and emotions.

B. Activities

1. Discussion of the communication process through lectures, readings and student reports.
2. Discussion of listening skills by examining listening problems and how to improve them.
3. Discussion of relating to others by working in small groups.
4. Discussion of self-concept by analyzing the public, private and real self.
5. Discussion of role-playing by participating in a variety of situations inside and outside the classroom with some concentration in interview situations.

## C. Major Units and Time Allotted:

1. Communication Process..... 4 weeks
2. Listening Skills ..... 3 weeks
3. Small Group Behavior ..... 3 weeks
4. Self-Concept Development..... 2 weeks
5. Role Playing - Interviews..... 3 weeks

## D. Materials and Bibliography:

- Adler, Ronald B. and George Rodman. Understanding Human Communication. 3rd ed. New York: Holt, Rinehart and Winston, Inc., 1988.
- Adler, Ronald B., Rosenfeld, L. B., and Towne N. Interplay: The Process of Interpersonal Communication (7<sup>th</sup> Ed). Fort Worth TX: Harcourt Brace, 1998.
- Applebaum, Ronald L. et al. The Process of Group Communication. Chicago: Science Research Associates, 1974.
- Baker, Larry L. Listening Behavior. Englewood Cliffs: Prentice-Hall, Inc., 1971.
- Beebe, S. A., Beebe, S. J. and Redmond, M. V. Interpersonal Communication: Relating to Others (2<sup>nd</sup> ed.) Boston: Allyn and Bacon, 1999.
- Bond, T. Games for Social and Life Skills. NY: Nichols Publishing, 1986..
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- Condon, John C. Jr. Semantics and Communication. London: The Macmillan Co., 1969.
- Daly, J. A. and Weiman, J. M (1994) Strategic Interpersonal Communication. Hillsdale, NJ: Erlbaum, 1994.
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- DeVito, J. A. Messages: Building Interpersonal Communication Skills (3<sup>rd</sup> ed.) New York: Harper Colleins, 1996.
- Erway, Ella A. Listening: A Programmed Approach. New York: McGraw-Hill Book Co., 1969.
- Fabun, Don. Communications: The Transfer of Meaning. Beverly Hills: Glencoe Press, 1968.
- Fanning, P., and Paleg, K. Couple Skills: Making your Relationship Work. Oakland, CA: New Harbinger Publications, 1994.
- Festinger, Leon. Conflict, Decision and Dissonance. Stanford: Stanford University Press, 1964.
- Filley, Alan C. Interpersonal Conflict Resolution. Glenview: Scott Foresman & Co., 1975.

- Hall, Jay. Conflict Management Survey. Houston: Telemetrics, Inc., 1969.
- Haney, W. V. Communication and Interpersonal Relations (6<sup>th</sup> ed.) Boston: Irwin, 1992.
- Hawes, Leonard C. "Elements of a Model for Communication Processes." The Quarterly Journal of Speech, 59 (February, 1973), 11-21.
- Knapp, M. L. Interpersonal Communication and Human Relations. Boston: Allyn & Bacon, 1984.
- Lunsden, G., and Lunsden, D. Communicating with Credibility and Confidence. Belmont, CA: Wadsworth, 1996.
- McGhee, P. E. Health, Healing and the Amuse System: Humor as Survival Training (2<sup>nd</sup> Ed). Dubuque, IA: Kendall/Hunt, 1996.
- Patton, Bobby R. and Kim Giffin. Interpersonal Communication in Action. 3rd ed. New York: Harper & Row Publishers, 1981.
- Robbins, S. P., and Hunsaker, P. L. (1996) Training in Interpersonal Skills: Tips for Managing People at Work (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall, 1996.
- Stewart, John and Gary D'Angelo. Together: Communicating Interpersonally, 3rd. ed. New York: Random House, 1988.
- Tannen, D. You Just Don't Understand. New York, Ballantine, 1990.
- Williams, Frederick. The New Communications, 2nd ed. Belmont, CA: Wadsworth Publications, 1989.

#### IV. Standards

1. The student will be evaluated on written quizzes.
2. The student participation in class will be rated.
3. The student improvement in communicating effectively with others will be evaluated.

**V. Rationale and Impact:**

**VI. Cost and Staff Analysis:**