

General Education Course Coding Form

INSTRUCTIONS

- Your responses must be typed and all sections completed. Do not submit this application unless your course meets all of the approval criteria (1000 and 2000 courses only, single code only, no prerequisites, etc.). Contact the Curriculum Committee Coordinator if you have any questions.
- Attach a syllabus that includes a list of the following:
 - Measurable student learning outcomes
 - Note: The GenEd learning outcomes should be stated separately from the course learning outcomes on the course syllabus
 - Outcome Assessment (including descriptions of reading and writing activities, projects, presentations, testing, etc.)
 - Course requirements (such as attendance, assignments, etc.)
- Have your proposal reviewed by the appropriate department and school/college committee.
- Submit your proposal to the Office of Academic Affairs. You will be contacted by the Curriculum Committee Coordinator with a date and time to present the proposal.

FORM INFORMATION

Select one: New Course Revised Course

1. Department: Communications and Journalism
2. Program: Speech Communication Studies
3. Course Information: SPCM / 1280 / Interpersonal Communications
(1000 & 2000 only) Prefix Number Title

If the course is a **topics** or **issues** course, the last digit in the number should designate its code according to the following guidelines:

A Topics or Issues course coded 2300 designates no code.

<u>Code</u>	<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>	<u>Title</u>
2301	Critical Thinking	2304	Humanities	2307	Arts Appreciation
2302	Communications	2305	Values	2308	Scientific Understanding
2303	Historical Consciousness	2306	Cultural Understanding	2309	Mathematics

Note: All sections under a course number that received a general education code have the same code.

4. General Education Code requested. Communications (List only one code)
5. Does this course have a prerequisite? Yes No
(General Education Courses should not have prerequisites.)

6. Indicate how each of the General Education Learning Outcome criteria for your code (page 3 and 4) are reflected in the learning outcomes of the course.

That the course meets the learning objectives for Communications courses is clear both in its course description and learning outcomes:

Description:

Interpersonal Communications, students learn to apply the contexts and skills associated with interpersonal communication competence, the intrapersonal constructs necessary for effective interpersonal communication, as well as skills and behaviors associated with relating with others. A focus is placed on relational development and dynamics. Topics include: self-disclosure, listening, nonverbal communication, and conflict.

Learning Outcomes:

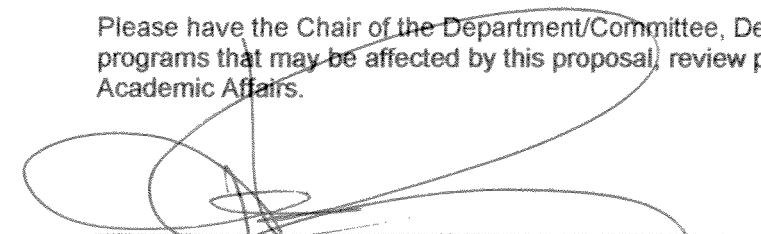
1. Students will increase their self-awareness, understanding how and why they view themselves and their worlds in the manner that they do.
2. Students will learn how to improve their listening abilities.
3. Students will understand self-disclosure as a critical element to effective interpersonal communication and healthy relationships.
4. Students will become aware of culture, gender, and other sociological factors and influences on communication effectiveness.
5. Students will recognize the characteristics of relational development, deterioration, and maintenance.
6. Students will demonstrate an ability to apply specific interpersonal communication concepts to interpersonal settings.

7. Student Achievement of Gen. Ed. Learning Outcomes are Assessed Within:
(Check all that apply)


- Exams Papers Portfolios Class Exercises
 Other Group and Individual Presentations

8. Endorsements & Approvals:

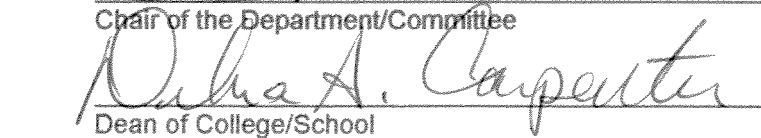
Please have the Chair of the Department/Committee, Dean of each School/College and other programs that may be affected by this proposal, review prior to submission to the Office of Academic Affairs.



Petitioner



Chair of the Department/Committee

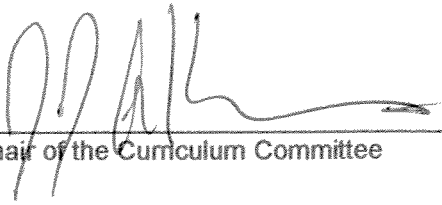


Dean of College/School

September 15, 2008
Date

September 15, 2008
Date

Sept. 17, 2008
Date



Chair of the Curriculum Committee

4 Nov 2009

Date

GENERAL EDUCATION LEARNING OUTCOMES

CRITICAL THINKING: A systematic method of examining and evaluating arguments.

Learning Outcome Criteria for a Course or Experience:

- Student learns a systematic approach to thinking
- Student learns how to examine arguments by identifying, analyzing, and evaluating claims and the evidence offered in support of these claims
- Student learns about inquiry process, not content
- Student learns through active participation

COMMUNICATIONS: Writing and speaking, which are clear, concise and accurate when conveyed to a broad audience.

Learning Outcome Criteria for a Course or Experience:

- Student learns a systematic approach to written or oral communications in English
- Student learns how to utilize, practice, and improve these components of literacy

HISTORICAL CONSCIOUSNESS: Recognition of causes, relationships and sequences within seemingly random social and historical events.

Learning Outcome Criteria for a Course or Experience:

- Student learns to imbed facts within their human contexts
- Student learns to examine multiple causality in events
- Student learns about establishing a sense of sequence
- Student learns to utilize historical evidence

HUMANITIES: Analysis of the themes of human experiences through the legacy of great works and ideas.

Learning Outcome Criteria for a Course or Experience:

- Student learns to utilize original works or texts instead of secondary interpretations
- Student learns about multiple perspectives on themes of the human condition

VALUES: Critical reflection on the attitudes and beliefs relevant to individual and social choices and actions.

Learning Outcome Criteria for a Course or Experience:

- Student learns a wide range of normative standards for ethical choices

- Student is able to articulate and critique the attitudes and beliefs that underlie ethical choices

CULTURAL UNDERSTANDING: Examination and comparison of international and/or diverse cultures

Learning Outcome Criteria for a Course or Experience:

- Student learns about global or international perspectives, or learns about comparative study of different cultures within one's own society
- Student learns to reflect on his/her own culture in light of another culture
- Student learns about difference and similarity among cultures.

ARTS APPRECIATION: Recognition of artistic expressions gained through analysis, reflection or practical experience.

Learning Outcome Criteria for a Course or Experience:

- Student learns the languages and the formal qualities of the varied forms of the arts
- Student learns through active observation, participation and response
- Student learns about the creative process

SCIENTIFIC UNDERSTANDING: Analysis of concepts of a scientific discipline and its methods, limitations, and impact in the modern world.

Learning Outcome Criteria for a Course or Experience:

- Student learns how theories are formed, tested and validated
- Student learns to discriminate between conclusions developed from the application of scientific and of nonscientific reasoning
- Student learns how to differentiate between observation and inferences, and between accidental discovery and the scientific method.

MATHEMATICS: Recognition of the value and beauty of mathematics as well as the ability to appraise and use quantitative data.

Learning Outcome Criteria for a Course or Experience:

- Student learns to explore, conjecture and reason logically
- Student learns a variety of mathematical methods effectively to solve non routine problem
- Student learns to judge the role of mathematical reasoning in real-life situations
- Student learns to communicate mathematically.

	Oral Presentations and Group Activities	20%
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<p>University Grading Standards:</p>	<p>The Undergraduate catalog provides these guidelines and grading options:</p> <p>A, A- superior work in the opinion of the instructor 100-93=A, 92-90=A-</p> <p>B+, B, B- good work in the opinion of the instructor 89-87=B+, 86-83=B, 82-80=B-</p> <p>C+, C, C- satisfactory work in the opinion of the instructor 79-77=C+, 76-73=C, 72-70=C-</p> <p>D+, D passing, but less than satisfactory work in the opinion of the instructor 69-67=D+, 66-60=D</p> <p>I incomplete work in the opinion of the instructor <i>(This grade will be assigned only in extremely extenuating circumstances that are documented. A deadline for course completion will be contracted with the student prior to the assigning of the I grade.)</i></p> <p>ZF An incomplete which was not complete within one year of the end of the course</p> <p>F unsatisfactory work in the opinion of the instructor; no credit is granted 59-0=F</p> <p>W withdrawn from the course</p> <p>IP course in progress</p> <p>NR not reported for the course</p> <p>Z a temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the Office of the Registrar, that grade will replace the Z.</p>
<p>Activities:</p>	<p>Film thought essays 100 Students will view films and discuss how interpersonal concepts play a role in the interactions within the film.</p> <p>Celebrations of knowledge 200 Two “tests,” or celebrations of knowledge will be given—one near mid-term and the other near the end of the course.</p> <p>Concept/activity reflections 75 Some concepts will be integrated into out-of-class activities for which students will provide either written and/or oral reflections.</p> <p>My semester of interpersonal connections scrapbook 75 Students will maintain a scrapbook that illustrates their application of course concepts to their own lives. This semester-long compilation will be presented with the <i>What’s My Bag</i> assignment at semester’s end.</p> <p>What’s my bag? 50 Students will assemble an objectification of themselves for presentation at the end of the semester.</p> <p>Exercises/participation 25 Several in-class activities will take place throughout the semester to illustrate concepts. Each will carry with it some point value towards participation. Likewise, class discussion of concepts will be central to the learning experience. Participating in each class session will assure students of full participation credit at the semester’s end.</p> <p>Total Points 525</p>

<p>Policy statements:</p>	<p>This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained From time-to-time, student assignments or projects will be retained by the department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
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Course policies:

Attendance and Late Work

The nature of this course is that in-class discussions and projects are critical. As such, class attendance is strongly encouraged. Only students who miss class for excused reasons will be given the opportunity to make up in-class projects for points. Likewise, all **written** assignments will be evaluated, even if submitted late. Work that is late for reasons that are not excused will receive a 20% penalty. Excused absences **must be documented** and include representing the university in an official manner, illness, and deaths of family members. Other circumstances will be discussed on a case by case basis. No in-class activities or oral activities will be made up if missed for reasons that are not excused.

Disclosure and Class Discussion

While students are expected to participate in class projects, the nature of this course is that individuals will see applications of course material in their personal lives. While disclosures are encouraged, students are never required to share information that they do not wish to disclose. Similarly, any disclosures made on assignments presented for the instructor's evaluation will be kept strictly confidential.

Related to class discussion, students should make sure that their cellular phones and pagers are either on the vibrate or off position. Cell phones and pagers that sound off during class break up discussion and show disrespect for the context. The **only** exception to this is if a student is part of an emergency or potentially impending emergency situation that would necessitate hearing the phone or pager immediately. These situations should be brought to the instructor's attention before class begins.

Academic Dishonesty

All instances of academic dishonesty will result in a "0" for the given assignment, as well as referral to the appropriate university administrator(s). This includes, but is not limited to cheating on a celebration of knowledge, crediting others' research as your own ideas, submitting (verbatim) work for grade consideration that is submitted for grade consideration in another course, and submitting work completed by another person(s) as your own. Any questions of what constitutes academic dishonesty should be brought to the instructor.

Americans With Disabilities Act

Students with impaired sensory, manual, or speaking skills are encouraged and have the responsibility to contact the instructor, in a timely fashion, regarding reasonable accommodation needs. Further, if you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center at (314) 968-7495.

Weekly Schedule:

SPCM 1280

Spring 2008

Scott Jensen

M	1/14	Orientation and Introductions
W	1/16	Introduction to interpersonal Communication R Chapter 1
M	1/21	Intrapersonal Communication R Chapter 3 A Scrapbook Project
W	1/23	Self-Concept and Interpersonal Communication A Prince of Tides Thought Essay A Values and Beliefs Exercises
M	1/28	View Prince of Tides
W	1/30	View Prince of Tides
M	2/4	Values and Beliefs Exercises
W	2/6	Listening and Perception R Chapters 4 & 5 D Prince of Tides Thought Essay
M	2/11	Listening (continued)
W	2/13	Trust and Self-Disclosure R Chapter 3 (review)
M	2/18	Self-Disclosure (continued) Overview to Language R Chapter 6 A Friendship Relations Survey
W	2/20	Language—Verbal and Nonverbal R Chapters 7 & 8
M	2/25	Language—Verbal & Nonverbal (continued) R Chapter 7
W	2/27	Nonverbal Cafeteria Activity R Chapter 8 A Nonverbal Cafeteria Reflection D Friendship Relations Survey
M	3/3	Language (continued) R Chapter 9 D Nonverbal Cafeteria Reflection
W	3/5	Celebration of Knowledge #1
M	3/10	No Class—Spring Break
W	3/12	No Class—Spring Break

M	3/17	Overview to Relationships R Chapter 10
W	3/19	Relational Evolution R Chapter 11
M	3/24	Relational Dynamics R Chapter 12 A <i>When Harry Met Sally</i> Thought Essay
W	3/26	View <i>When Harry Met Sally</i>
M	3/31	View <i>When Harry Met Sally</i>
W	4/2	Conflict and Power R Chapters 13-14
M	4/7	Conflict (continued) A Strongly Agree/Strongly Disagree Activity D <i>When Harry Met Sally</i> Thought Essay
W	4/9	(No Class—Central States Communication Association Convention)
M	4/14	Relational Deterioration R Chapter 11 (review) D Strongly Agree/Strongly Disagree Reflection
W	4/16	Culture and Interpersonal Dynamics R Chapter 3 A “What’s My Bag” Final Project
M	4/21	Culture and Interpersonal Dynamics A <i>On Golden Pond</i> Celebration Reflections D Scrapbook Project—The Artifact
W	4/23	View <i>On Golden Pond</i>
M	4/28	View <i>On Golden Pond</i>
W	4/30	Celebration of Knowledge #2
M	5/5-5/9	—Finals week Final TBA D “What’s My Bag” Presentations D Scrapbook Presentations

