



Course Syllabus

COURSE NUMBER: EDUC 2110.01 EDUC 2110.02	COURSE TITLE: Interpersonal Communication	TERM: Fall 2006
SITE: Main Campus, Webster Hall	INSTRUCTOR CONTACT INFORMATION: Alan H. Shiller 1358 Deerfield Estates Drive O'Fallon, Missouri 63366 636-240-7097 abshiller@aol.com	CREDIT HOURS 3

1. COURSE DESCRIPTION: Catalog Description:

This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning.

Every teacher recognizes the need for effective communication skills. By gaining confidence in your own communication you will be able to adjust your teaching style to positively affect those around you. This course will investigate the communication strategies necessary to become a competent and confident communicator. Particular attention will be given on how an educator can apply interpersonal communication skills in the classroom.

2. LEARNING OUTCOMES:

Course Outcomes: At the conclusion of the course the student will be able to:	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1. identify the basic components of the	1.1, 1.2

communication model.		
2. understand the transactional nature of communication.		1.1, 1.2
3. recognize the role of perception in our daily communication.		1.1, 1.2, 3.1, 4.1, 4.2
4. identify elements of one's self concept.		1.1 1.1, 1.4 (Dispositions)
5. define the importance of self disclosure		1.1, 1.2
6. send confirming messages		1.1, 1.2, 2.4, 3.4
7. understand the stages of growth and decay in a relationship.		1.1, 1.2, 4.2 1.1, 1.2, 1.4, 2.2, 3.5 (Dispositions)
8. recognize the importance of nonverbal communication		1.1, 1.2, 3.1 4.1, 4.3
9. employ active listening techniques.		1.1. 1.2 , 3.4 1.2, 2.2, 2.4 (Dispositions)
10. gain affinity in interpersonal relationships		1.1, 1.2, 3.1, 3.3,

Syllabus

Oct 23	<p>Overview to Course</p> <p>Breakdowns and Barriers to Communication</p> <p>Definitions and Parameters of Communication</p> <p>Perception</p> <p>Affinity Seeking Devices</p> <p>Assignment: Affinity Seeking Paper Due by the end of the semester.</p>
Oct 30	<p>Intrapersonal Communication</p> <p>Factors Affecting Self Concept</p> <p>Assignment: "The State of Your Self Concept" Reflection Due next class</p>
Nov 6	<p>Self Disclosure</p> <p>Interpersonal Needs</p> <p>Interpersonal Attraction</p>

- Nov 13 Relationships: Growth and Decay
Assignment: Relationship Reflection Due Next Class
- Nov 20 *Ordinary People*
Assignment: *Ordinary People* Reflection Due Next Class
- Nov 27 Nonverbal Communication
Assignment: Reflection on Nonverbal Behaviors Due Next Class
- Dec 4 Defensive vs. Supportive Communication Styles
Feedback Guidelines
Listening
Rules of Conversation
Assignment: Reflection on Listening Habits Due Next Class
- Dec 11 Final Class
Affinity Paper Due and Oral Presentation

3. RESOURCES:

Required Text(s): Assignments will be distributed in class.

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Affinity Research Paper		20%
Self Concept Reflection		10%
Relationship Reflection		10%
Nonverbal Reflection		10%
Listening Reflection		10%
<i>Ordinary People</i> Reflection		10%
Research Articles		20%
Class Participation		10%

5. GRADING SCALE:

Individual rubrics for each assignment will be distributed in class.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

Student will fail the course

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

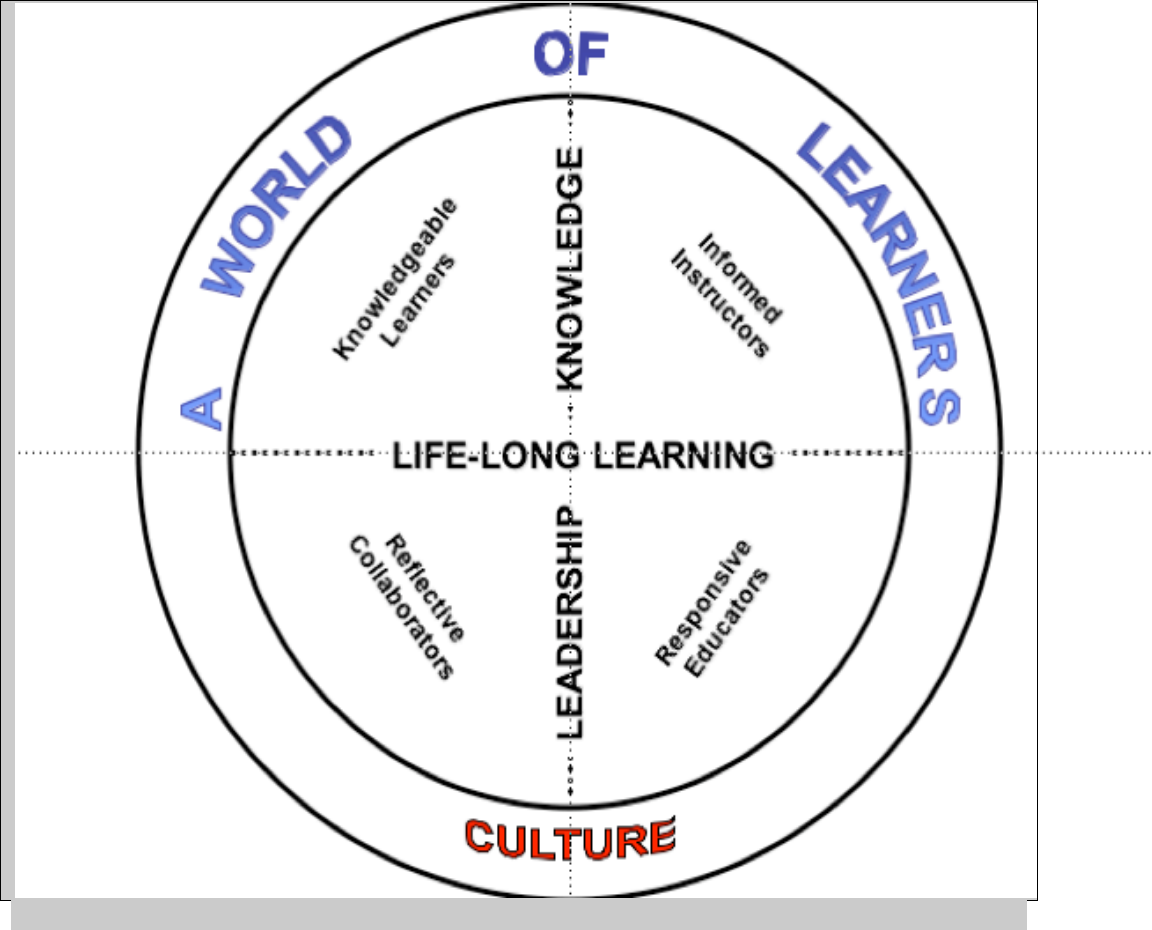
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.”
(Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection
2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view
3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence