



COMM 2110

Division: Humanities

Department: Communication

Course: COMM 2110

Title: Interpersonal Communication

Catalog Description:

Interpersonal Communication is a practical and general course designed for students who desire to improve their communication effectiveness. Emphasis is placed on relationship communication skills as well as conflict resolution for both social and professional settings. Emphasis is also placed on delivery of at least two professional oral presentations performed during the semester.

General Education Requirements: Oral Communications

Semesters Offered: Fall, Spring, Summer

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Justification:

Interpersonal Communication is designed to fulfill one of the three basic course requirements for all communication majors and the OC requirement for general education. Many non-communication majors are also required to complete this course. The importance of communication effectiveness for occupational and personal success is widely accepted. Many new studies link professional success with communication skills.

Student Learning Outcomes:

Students will know the basic theory, ethics, principles and practice of interpersonal communication in a variety of settings. Students will demonstrate their knowledge through formal and informal learning opportunities possibly including service learning, research projects, and professional presentations. Students will demonstrate public speaking presentation skills including the following: delivery, organization, outlining, assessments, and communication apprehension management. Students will also learn how to research, write, and reference thorough research projects or other writing assignments.

Content:

The following topics will be covered in class:

- Characteristics of competent communication
- Intercultural components of communication
- Perception and self concept development

- Presentation skills including: delivery, research, organization, assessment, visual aids, audience analysis, and communication apprehension
- Functions of nonverbal communication
- Importance of effective listening
- Dialectical forces in relationships
- Gender issues
- Engaging in effective conflict resolution
- Research project writing, referencing, and study analysis

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

Students will write papers and/or essay formatted tests that will demonstrate their comprehension and utilization of concepts, theories, and practices of interpersonal communication. Each paper will be returned with suggestions for improving the student's written communication skills.

3) Speak effectively in a variety of contexts.

Students will make a minimum of two professional presentations during the semester which demonstrate their understanding of communication concepts and/or research ideas. Each student will receive evaluations of their performances including suggestions for improving delivery, organizational presentation skills, and contextual communication skills. Informal speaking opportunities may also be available through informal learning projects.

Key Performance Indicators:

Percentages are approximate

Concept papers and/or reading checks: 20% of the final grade

Tests or quizzes: 20% of the final grade

Final: 15% of the final grade

2-4 oral presentations: 40% of the final grade (might also include in-class graded oral assignments)

Participation and similar assessments: 5% of the final grade

Representative Text and/or Supplies:

Adler, R; and Proctor, R. Looking Out; Looking In. Thompson Learning, Inc. Belmont, CA. Current Edition.

Optimum Class Size: 20

Maximum Class Size: 24

Signatures:

I hereby submit this course syllabus:

Elaine Compton, MS, Assistant Professor

I hereby find this course consistent with the goals and resources of the Communication Department:

Elaine Compton, MS, Assistant Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)