

This form must be submitted to the Faculty Council on **IDENTITY, INSTITUTIONS, AND SOCIETIES** by the deadline and as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: **16 September 2005**

Please answer the following questions:

**Check Only One:**

☒ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

☐ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

Dr. Claire Jacobs

[cjacobs@cnu.edu](mailto:cjacobs@cnu.edu)

2. In any given semester, how many sections of this course is your department willing to offer?

3-4 sections

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

Interpersonal Communication is a practical study of the way in which people interact. Students can expect to better understand human nature and diverse forms of the communication process. As a result, class members will be able to utilize effective concepts and techniques in improving their family, social, and business relationships. This course will foster critical thinking and evaluative skills. All students will participate in the discovery and exploration of interpersonal dynamics.

4. Check the learner objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

☒ Identify concepts, patterns, and issues that affect the organization of societies, shape individual thought, or shape social mores (**required**)

☐ Compare and contrast the effects of these concepts, patterns and issues on individuals, cultural institutions, or societies

☐ Identify an institutional or societal structure (or structures) and its (or their) influence on individuals

☒ Explain the fluid role of the individual within society (reflecting the multiple and sometimes contradictory roles of individuals within society)

☒ Recognize the influence of societal or cultural context on self and others as individuals

☐ Objectively and critically evaluate concepts of self and individuality

5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) In this class we cover the ways in which our social world constructs us as human beings (beginning from Cooley's notion that we are all beings formed in our communication with others in our social world). We

focus on key concepts, patterns and issues revolving around our coming into ourselves through the social order (how we come to know ourselves through our social relationships). Identity Management – communication strategies we use to influence how other view us -- is one such example. Also, “perception” of interpersonal communication shapes the individual’s cognitive approach, language usage, emotional states, nonverbal behavior, and the like. Ways the media influence us, and pressure to conformity are addressed. Listening skills, conflict management, group dynamics, etc. are also viewed in relation to the social, academic, and business arenas.

- b.) This course underscores the complicated nature of identity by examining the ways in which multiple roles we play in our interpersonal lives (mother, boss, student, etc.) may influence the nature of our interpersonal behavior and our own sense of self. In-depth discussions of self-image, self-esteem, and the forces that contribute to our worldview are examined. Issues associated with self-disclosure, and attitudes toward the presenting-self are incorporated. These are the foundations for all attempts at relationship creation, maintenance and repair.
- c.) We examine how the culture in which we live has enormous influence on how we view ourselves and our expectations of relationship success. As an example, an individual was considered “single” if he or she was not married. Today, the label is affixed to anyone who is not exclusively dating another. Hence, the influence of peer and societal norms dominates our interpersonal associations. Groomed by academic, family, racial, economic cultures, and the like – we examine how we can fit into perceived behavioral demands – and, at the same time, maintain one’s own sense of identity.

6. Course Assessment: Identify how this course will accomplish the above objectives (choose at least one):

- ☒ Participating in class discussion and debate
- ☒ Engaging in teamwork and other collaborative exercises
- ☒ Writing analytical or evaluative papers, perhaps incorporating original research
- ☒ Making oral presentations
- ☐ Creating an artistic product or a performance
- ☐ Participating in fieldwork
- ☒ Other means – please identify
  - Offering opinions on video depictions of interpersonal concepts

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◇ Oral Communication Literacy:

An oral presentation assignment on self-disclosure and issues of self-concept maintenance is mandatory. Students also present hand-made images of themselves to accompany their discussions.

◇ Information Literacy:

Many diverse interpersonal theories, initiatives, terminology, learning activities and synthesis of ideas are woven throughout this course. Students will incorporate these into their research by using the library and its electronic databases.

◇ Writing Literacy:

A researched self-analysis paper is mandatory. This accompanies the presentation. Also, students have the option of writing an exploratory examination and interpretation of peer behavior in disrepair with suggestions for improvement.

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan

**Goal A: Provide an intellectually challenging and dynamic liberal learning curriculum.**

Establish structured intellectual, academic and cultural challenges for each of the four years of undergraduate study.

Ensure students are literate in diverse areas of knowledge. (2010)

This course ensures students understand human interaction as an area of knowledge. Many students assume because they speak, they communicate. This course works to show them that GOOD communication requires consideration, effort and an eye to the people with whom they interact. By providing the opportunity to study interpersonal communication as a scholarly activity, we teach our students that their behavior is important and should be taken seriously (on the personal and intellectual level).

**Goal C: Foster independent student learning.**

Support, reinforce and encourage intellectual curiosity and creativity.

Provide learning opportunities that cultivate a desire for reading and further inquiry.

Encourage the wise use of knowledge in the service of human freedom.

Stimulate a lifelong desire for learning. (2010)

“Interpersonal Communication” (Comm 211), encourages intellectual creativity, in part, through its assignments. We ask students take a careful look at themselves as communicators. They must examine their own behaviors and actions as a part of intellectual growth. Usually, students do not understand their own behavior as up for analysis, this class provides them with a mandate to examine their own actions as a means to learn. One of the goals of this assignment is to produce an intellectual curiosity about one’s own life and actions.

This class acts as a jumping off point for the study of individual interpersonal action. The course is not meant to be an ‘end’ but a beginning that creates a lifelong education about interpersonal action. This course inspires students to look past the pages of the books, and examine how their own behavior resonates in these theories: are they good communicators, poor communicators? Are they too aggressive, or too passive? This course means to help students create a lifetime of questions with regard to their own actions.

**Goal D: Connect liberal learning to ethical conduct and civic responsibility .**

Cultivate a curriculum that encourages the development of personal values.

Encourage responsible leadership.

Provide opportunities for interpersonal growth and group interaction. (2010)

“Interpersonal Communication,” (Comm 211) embodies this goal for CNU 2010. This class provides opportunities for interpersonal growth. This class functions to help students understand their interpersonal world, and operate in the world more successfully and ethically. This class seeks to help students understand the implications of interpersonal behavior. It works to provide a venue for answering questions like: how do we act ethically, how do we act fairly, how do we give others the opportunity to speak and express themselves?

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

☒ Area of Inquiry Course Proposal Form

☒ Syllabus for the Course

☐ Undergraduate Curriculum Committee Course Proposal Form

**Instructor:** Mary D. Best  
**Office:** 23 Commonwealth Hall  
**Phone:** 594-8769  
**E-Mail:** [mdbest@cnu.edu](mailto:mdbest@cnu.edu)  
**Availability:** T/Th 11am – 1pm (office)  
Friday 11am-12 (office); 12-1pm (campus)

**TEXTBOOK:**

Adler, Proctor and Towne, *Looking Out / Looking In*, 11<sup>th</sup> Edition

**COURSE OBJECTIVE:**

Interpersonal Communication is a practical study of the way in which people interact. Students can expect to better understand human nature and diverse forms of the communication process. As a result, class members will be able to utilize effective concepts and techniques in improving their family, social, and business relationships. All students will be expected to participate in related discussions and activities.

Interpersonal Communication is an elective course for those majoring in the Communication Studies program. In addition, it is a strong foundational course for any career program. But as a gateway to upper level classes, this class sets rigorous standards for study and accomplishment. The synthesis of concepts will be incorporated in both examinations and written assignments.

**DESCRIPTION:**

This course will incorporate multiple teaching and learning approaches. While students can expect to hear traditional classroom lectures, there will also be in-class and out-of-class interpersonal activities. Classroom discussion, small group projects, video presentations, and guest speakers are examples of methods which will be utilized. All students will participate in the discovery and exploration of identity and its effect upon social institutions within our culture.

**ASSIGNMENTS/GRADING:**

<b>Exam #1</b>	Textbook Chapters 1 – 3 Monday, <b>Sept. 19</b> /Tuesday, <b>Sept. 20</b>
<b>Self-Analysis/ Presentation</b>	4 – 5 typewritten pages <i>due:</i> Monday, <b>Oct. 3</b> /Tuesday, <b>Oct. 4</b>
<b>Exam #2</b>	Textbook Chapters 4 – 6 Monday, <b>Oct. 31</b> / Tuesday, <b>Nov. 1</b>
<b>Interpersonal Critique (optional)</b>	5 - 6 typewritten pages <i>due:</i> Monday, <b>Nov. 19</b> /Tuesday, <b>Nov. 20</b>
<b>Final Exam</b>	Textbook Chapters 7 – 10 <b>Date:</b> _____

**EACH GRADE CARRIES EQUAL WEIGHT**

The Self-Analysis/Presentation is required.

The Interpersonal Critique is optional. It carries the same grade weight as the other course requirements and is designed to improve your class grade point average. Hence, while some students might opt for

**completing only the four mandatory assignments (worth 25% each), others may chose to complete this fifth assignment, making each worth 20%.**

The score for any ASSIGNMENT handed in **one class late** will be reduced by 20 points. After this, papers will not be accepted. But if the Interpersonal Critique is late, it will probably serve no purpose as extra credit to increase your class average.

**The format for examinations will incorporate Multiple Choice, True or False, and Matching questions.**

MAKE-UPS for exams #1 and #2 must be completed no later than the next scheduled class meeting. ALL make-up exams will incur a 20 point penalty unless **professional written documentation** is provided. (e.g. physician's statement on office letterhead; court appearance; CNU sports. prescriptions will not be accepted; computer excuses are NO excuses)

#### **POLICIES:**

- ALL STUDENTS ARE HELD RESPONSIBLE FOR ANY MATERIAL COVERED OR ASSIGNED DURING THEIR ABSENCE!
- **The importance of good attendance and participation in a course entitled "Interpersonal Communication" should be self-evident.** Chronic lateness or absenteeism will be considered rude, unprofessional, and unacceptable.
- Students with health or learning disabilities, or those needing special assistance, must be registered with the Academic Advising Office. Also, this office may be notified if you seem to be having problems with course material. If so contacted, you will be sent a copy of the referral form. Remember that I am readily available for discussion and assistance.
- **Plagiarism** is the stealing or passing off as your own the writings or ideas of someone else. To help avoid this, cite all sources. The web site at CNU's Writing Center provides samples and links to other writing resources on the web: <http://www.cnu.edu/wcenter/index.htm>. Plagiarism will result in possible course failure and administrative sanction.

#### **FINAL COURSE GRADES:**

<b>A</b>	93-100	<b>C</b>	73-76.9
<b>A-</b>	90-92.9	<b>C-</b>	70-72.9
<b>B+</b>	87-89.9	<b>D+</b>	67-69.9
<b>B</b>	83-86.9	<b>D</b>	63-66.9
<b>B-</b>	80-82.9	<b>D-</b>	60-62.9
<b>C+</b>	77-79.9	<b>F</b>	below 60

#### **CLASS SCHEDULE:**

<b>Week 1</b>	Get acquainted; Chapter 1 A First Look at Interpersonal Relationships
<b>Week 2</b>	Communication and Identity: The self, the social world and the production of messages Chapter 2
<b>Week 3</b>	Perception: What you see is what you get, no matter what's really there Chapter 3
<b>Week 4</b>	<b>Exam #1;</b> review Assign Self-Analysis/Presentation project
<b>Week 5</b>	Emotions: Thinking, feeling and relational communication

Chapter 4

<b>Week 6</b>	Language: Barrier and bridge in the societal/interpersonal world Chapter 5
<b>Week 7</b>	<b>Class presentations on Self-Analysis</b>
<b>Week 8</b>	Nonverbal Communication: Social messages beyond words Chapter 6
<b>Week 9</b>	<b>Exam #2</b> ; review Discuss optional Interpersonal Critique
<b>Week 10</b>	Listening: More than meets the ear – social and interpersonal dynamics Chapter 7
<b>Week 11</b>	Competent Communication and Relational Dynamics Chapter 8
<b>Week 12</b>	Improving Communication Climates and Their Impact upon Identity Chapter 9
<b>Week 13</b>	Managing Social and Interpersonal Dynamics in Conflict Chapter 10
<b>Week 14</b>	Conclusion of course; Review for <b>Final Exam</b>