

## CORE CURRICULUM COMPONENT APPLICATION

---

<b>CORE COMPONENT AREA</b>	Component Area Option
<b>COURSE TYPE</b>	Existing Core
<b>DEPARTMENT</b>	Speech
<b>COURSE RUBRIC &amp; NUMBER</b>	SPCH 1318
<b>COURSE NAME</b>	Interpersonal Communication
<b>CATALOG DESCRIPTION</b>	Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors (From ACGM)
<b>NUMBER OF SECTIONS OFFERED/FALL</b>	1
<b>NUMBER OF SECTIONS OFFERED/SPRING</b>	1
<b>EXTIMATED ANNUAL ENROLLMENT</b>	40
<b>COURSE LEVEL</b>	Freshman
<b>CONTACT PERSON (dept. representative)</b>	Jennifer Ramsey
<b>EMAIL ADDRESS</b>	jramsey@odessa.edu
<b>PHONE</b>	6618
<b>DEPARTMENT APPROVAL STATUS</b>	<b>Approved</b> - Date <b>10/10/2013</b>
<b>CORE COMMITTEE COMMENTS</b> (REQUEST FOR ADDITIONAL INFORMATION)	
<b>CORE COMMITTEE APPROVAL STATUS</b>	Select One - Date Click here to enter a date.

Best practices and accreditation guidelines generally place the faculty in a position of responsibility for curricular decisions.

## CORE CURRICULUM COMPONENT APPLICATION

*Indicate below how each learning objective will be supported, what strategies or activities will be used to introduce each objective and how student learning will be assessed.*

**\*NOTE: Component Area Option –**

- A. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas
- B. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:
  - i. Meet(s) the definition specified for one or more of the foundational component areas; and
  - ii. Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.

#	THECB CORE OBJECTIVE "ICO"	PROGRAM GOALS/OUTCOMES	COURSE LEARNING OUTCOMES	KEY IDENTIFIERS	LEARNING EXPERIENCE	ASSESSMENT
1	<p><b>Critical Thinking Skills</b> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</p> <p><i>Must be addressed in all core curriculum courses</i></p>	As a communication course in the core component area, this course will assess critical thinking, communication, team work, and personal responsibility.	4. Demonstrate critical thinking ability by effectively researching, evaluating, and applying communication theories in oral and/or written assignments.	Instructor will present the communication model and discuss how to adapt messages to the audience, occasion and the task. Samples from media artifacts will be offered which illustrate the Communication Model and Process in action. Sample theoretical models will be presented visually for class	Students create their own versions of the communication model using mixed media materials. A digital file of this picture will be submitted to Blackboard. Students will then each individually write a reflection describing one interpersonal communication theory, how their model can be used	This core objective will be assessed by an interdepartmental assessment committee using the Critical Thinking Rubric.

## CORE CURRICULUM COMPONENT APPLICATION

				discussion.	to specifically describe their chosen theory and one example of an interpersonal interaction to which their chosen model and theory can be applied. This reflection will be included as part of a final summative paper for the course.	
2	<p><b>Communication Skills</b> - to include effective development, interpretation and expression of ideas through written, oral and visual communication.</p> <p><i>Must be addressed in all core curriculum courses</i></p>	As a communication course in the core component area, this course will assess critical thinking, communication, team work, and personal responsibility.	2. Demonstrate ability to analyze and critique verbal and nonverbal interactions in mediated and face-to-face contexts.	The course instructor will present a series of interpersonal communication theories and provide examples of these theories in interpersonal contexts using media artifacts and class activities.	Students will write a summative paper for the course which will be 5-7 pages in length. Within this paper students will include research and analysis of at least one interpersonal communication theory, a model that illustrates this theory and an application of that model in the context of a conflictual	This core objective will be assessed by an interdepartmental assessment committee using the Communication Rubric.

					interpersonal interaction .	
3	<p><b>Empirical and Quantitative Skills</b> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p><i>Must be addressed in all Mathematic, Life and Physical Sciences, AND Social &amp; Behavioral Sciences component area core curriculum courses. Optional for all other component areas.</i></p>					
4	<p><b>Teamwork</b> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</p> <p><i>Must be addressed in all Communication, Life &amp; Physical Sciences, and Creative Arts component area core curriculum courses. Optional for all other component areas.</i></p>	As a communication course in the core component area, this course will assess critical thinking, communication, team work, and personal responsibility.	6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups.	Instructor will guide students in their understanding of perception differences, conflict styles and conflict management through class lectures and sample dyadic observations and activities exploring conflict management. Students will be placed on collaborative	Students will submit a reflective analysis of own contributions to the team, the contributions of other team members, and of the changes made in their paper as a result of the collaborative process used to create them. Students will include this reflective	This core objective will be assessed by an interdepartmental assessment committee using the Teamwork Rubric.

				learning teams and given the task of creating a common model of communication. These teams will also function as collaboratively as students engage in each phase of the writing process. Students will assist one another in creating and editing their summative papers.	analysis in their summative papers.	
5	<p><b>Social Responsibility:</b> to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p> <p><i>Must be addressed in all Language, Philosophy &amp; Culture, Creative Arts, American History and Government/Political Science, and Social &amp; Behavioral Sciences component area core curriculum courses. Optional for all other component areas.</i></p>	As a communication course in the core component area, this course will assess critical thinking, communication, team work, social and personal responsibility.	3. Identify perceptual processes as they relate to self and others and Demonstrate understanding of the relevance of cross-cultural, co-cultural, gender and age influences on human communication.	The instructor will discuss perception as it applies to ethocentric communication and cross cultural issues. Instructor will provide opportunities for students to observe and discuss cross cultural paradigms, co-cultural interactions, gender and age differences as they relate to	Students will write a reflection in which they identify their own perceptions, the origins of those perceptions in their culture of origin and world view, how their personal perceptions are influenced by their culture, gender and age. They will discuss the role these perceptions	This core objective will be assessed by an interdepartmental assessment committee using the Social Responsibility Rubric.

				interpersonal communication. Students will be given opportunities to identify their own paradigms and world views and examine how they influence their perceptions of other people and their own interactions.	play in strengthening their abilities as a competent communicator as well as the challenges present. Students will identify at least one key growth area that they would like to improve upon as they prepare to engage in dialogic communication activities in diverse cultures. These reflections will be included in the personal application section of their summative course paper.	
6	<p><b>Personal Responsibility</b> - to include the ability to connect choices, actions and consequences to ethical decision-making.</p> <p><i>Must be addressed in all Communication, Language, Philosophy &amp; Culture, American History and</i></p>	As a communication course in the core component area, this course will assess critical thinking, communication, team work, and	6. Demonstrate ability to identify, evaluate, and apply conflict styles and conflict management techniques in dyads and/or groups. 7. Identify types of and barriers to	The instructor will introduce students to various conflict styles and conflict management techniques. Examples of conflict styles and conflict management will be	Students will assess their own conflict and communication styles. They will discuss the validity of these results in the context of their own interpersonal interactions.	This core objective will be assessed by an interdepartmental assessment committee using the Personal Responsibility Rubric.

## CORE CURRICULUM COMPONENT APPLICATION

	<p><i>Government/Political Science component area core curriculum courses. Optional for all other component areas.</i></p>	<p>personal responsibility.</p>	<p>effective listening.</p>	<p>provided to the class through media clips and class activities. instructor will also introduce students to the concept of internal and external barriers to effective listening and conflict resolution. The instructor will provide an opportunity for the students to practice active empathetic listening skills in class and discuss barriers that emerge when engaging in the listening process.</p>	<p>Students will provide a reflection of their own conflict styles, the mechanisms that they employ to manage interpersonal conflict, the consequences of these choices on their own key relationships. Student's will also reflect upon their ability to actively listen to others especially in the context of interpersonal conflict. Students will demonstrate ownership of their communication choices by discussing the consequences of their interpersonal communication choices and what responsibilities they can assume in</p>	
--	--	---------------------------------	-----------------------------	--	--	--

					<p>ordert to exert effective influence on their ability to achieve productive dialogue with others. This reflection will be included in the application section of their summative course papers.</p>	
7						
8						
9						
10						

## Critical Thinking Skills

To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

***Must be addressed in all core courses***

## Communication Skills

To include effective development, interpretation and expression of ideas through written, oral and visual communication.

***Must be addressed in all core courses***

## Empirical and Quantitative Skills

To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

***Must be addressed in all core courses that satisfy the following requirements:***

- Mathematics
- Life and Physical Sciences
- Social and Behavioral Sciences
- Some Component Area Options

## Teamwork

To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

***Must be addressed in all core courses that satisfy the following requirements:***

- Communication
- Life and Physical Sciences
- Creative Arts
- Some Component Area Options

## Social Responsibility

To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.

***Must be addressed in all core courses that satisfy the following requirements:***

- Language, Philosophy and Culture
- Creative Arts
- American History
- Government/Political Science
- Social and Behavioral Sciences
- Some Component Area Options

## Personal Responsibility

To include the ability to connect choices, actions and consequences to ethical decision-making.

***Must be addressed in all core courses that satisfy the following requirements:***

- Communication
- Language, Philosophy and Culture
- American History
- Government/Political Science
- Some Component Area Options