

University of Houston-Downtown

Course Prefix, Number, and Title: COMM 2309: Interpersonal Communication

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Component Area Option-Oral Communication Focus

Prerequisites: ENG 1301; sophomore standing or departmental approval

Co-requisites: None

Course Description: A theoretical, practical, and experiential introduction to interpersonal communication. Areas in communication apprehension, family communication, listening and communication in multiple contexts are discussed.

TCCNS Number: SPCH 1318

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication	Prepare an outline and text for presentations in which there is a clear thesis; an engaging introduction; multiple, focused supporting points; a logical and effective organization of ideas; and a conclusion that open up the argument to wider application.	<p><u>Content Topics:</u></p> <p>Electronically mediated communication. Differences between EMC and FtF. Theories and models of EMC.</p> <p>Ethical considerations.</p> <p><u>Instructional Strategies:</u> Watch a full episode of <i>Catfish</i>. (http://www.mtv.com/shows/catfish/series.jhtml)</p> <p>Group online discussion.</p>	<p>Topic: Connecting Online. Prepare a full sentence outline. Include the advantages and disadvantages, relevant research, and ethical considerations.</p> <p>Create 10-15 PowerPoint slides (automatically advance). Post to <i>Discussions</i>. Rate (using a rubric) PowerPoint presentations from two groups.</p> <p>Rubric with sections on Introduction, Body, and Closing.</p>
Critical Thinking Communication	Use and cite sources appropriately.	<p><u>Content Topics:</u></p> <p>Finding sources by using a database.</p>	Essay question, Quiz 1, from reading assignment (week

		<p>APA citation. Type of reference. Plagiarism. Content to prepare students to access research (i.e., support materials) for presentations.</p> <p><u>Instructional Strategies:</u></p> <p>UHD Library video-databases. Categorizing references, instructional guide.</p> <p>UHD Library-scholarly articles</p> <p>What is a scholarly article?</p>	<p>2)—scholarly article.</p>
<p>Critical Thinking Communication</p>	<p>Use research and analysis to develop an oral presentation.</p>	<p><u>Content Topics:</u></p> <p>Building friendships, interpersonal relationship strategies. Staying connected to improve emotional health.</p> <p><u>Instructional Strategies:</u></p> <p><i>Access This Emotional Life: Connecting with Others.</i> http://www.pbs.org/thisemotionallife/topics</p> <p>Using databases, select appropriate information from sources, such as newspapers, books, bulletins, and scholarly articles to write a manuscript speech. Examples of manuscript speeches, annotated to show the elements of effective presentations using a manuscript.</p>	<p>Manuscript speech submitted to instructor and posted on blog.</p> <p>Graded using a rubric.</p>
<p>Critical Thinking Communication</p>	<p>Use nonverbal communication (gestures, dress, eye content, visuals, etc.) to reinforce communications and engage the audience.</p>	<p><u>Content Topics:</u></p> <p>Nonverbal communication.</p> <p>Empathic listening.</p> <p><u>Instructional Strategies:</u></p> <p>Students will view <i>What makes us happy?</i> (Ted Talk) and critique the use of nonverbal communication to reinforce the verbal message.</p>	<p>Rubric for DB Main Posts.</p> <p>Quiz 1, short answer.</p>

<p>Critical Thinking Communication</p>	<p>Assess the impact of oral and visual communication during presentations and provide feedback.</p>	<p><u>Content Topics:</u> Family relationships, Circumplex Model, Family Patterns Model.</p> <p><u>Instructional Strategies:</u> Textbook reading on family communication, models of family interaction. Examples of UHD students' presentations using <i>Prezi</i> to explain a communication theory.</p>	<p>Self-rating of contribution to the team's presentation.</p> <p>Students will view stand-alone presentations created with <i>Prezi</i> and evaluate using a rubric for visual communication.</p> <p>Instructor's evaluation will equal a team's evaluation. Thus, a class with four teams will have 4 ratings (excluding an evaluation of their own effort).</p>
<p>Critical Thinking Communication</p>	<p>Use active listening to respond to questions, summarize, clarify and facilitate understanding.</p>	<p><u>Content Topics:</u> Listening vs. hearing, listening barriers, men vs. woman and listening. Improving comprehension. Responding skills. The Attachment Principle.</p> <p><u>Instructional Strategies:</u> Textbook material from Chapter 5, <i>Listening and Responding Skills</i>. Lecture from The Break-Up Dr. (ADA compliant).</p>	<p>Quiz 2, short answer.</p> <p>Blog topic.</p>
<p>Critical Thinking Teamwork</p>	<p>Identify strategies for presenting in alternative delivery situations, such as, culturally diverse audiences, teams, and distance presentations.</p>	<p><u>Content Topics:</u> Diversity as difference. Stereotypes. Ethnocentrism. Culture, race, religion, age, gender, and social class.</p> <p><u>Instructional Strategies:</u> Students will view and critique presentations (online links).</p>	<p>Essay question, Quiz 1.</p> <p>Posted presentation on Discussions</p>

		In teams, students will use <i>Collaborate</i> to present, discuss, and develop a presentation to share. Students will learn to save a presentation and post it. Students will also use <i>PowerPoint</i> and <i>Prezi</i> as visual aids to support a message.	
Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making.	<p><u>Content Topics:</u></p> <p>The dark side of interpersonal communication and relationships.</p> <p>Interpersonal perception, conflict management in face-to-face and online communication. Online persona construction and relationship building.</p> <p><u>Instructional Strategies:</u></p> <p>Students will select articles from newspapers and magazines (online) to identify cases of deception, obsessive relational intrusion, and relational violence and use <i>Discussions</i> to share information and offer feedback.</p>	Essay question on final examination. Responses to posts on Discussion Board.

Additional Course Outcomes:

- Identify strategies that can improve interpersonal communication competence.
- Describe the effect of self-concept on your relationships with others.
- Explain affinity-seeking strategies for developing relationships.
- Discover ways to improve other-orientation and listening skills.
- Apply conflict management skills to resolve interpersonal differences.
- Interpret the interpersonal perception process.
- Report research findings for interpersonal effectiveness (e.g., apologies, nonverbal behavior).

Course Outline:

- Foundations
- Self-Perception
- Diversity
- Listening
- The Power of words
- Communication
- Communicate nonverbally
- Conflict

- Relationships
- Challenges
- Friendship
- Romance
- Family

Grading/Course Content which Demonstrates Student Achievement of Core Objectives

Course Grade A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

Summary of Course Exams, Quizzes, Activities, and Final	
Discussions	15% of the course grade
Journal	5% of the course grade
Quizzes	20% of the course grade
Papers	20% of the course grade
Final	15% of the course grade