GENERAL EDUCATION ASSESSMENT AND REVIEW FORM
SOCIAL SCIENCE 5/15

Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Applied Arts and Sciences  
Course Title: Introduction to Interpersonal Communication  
Course Number: COMX 1155

Type of Request:  
New  
One-time Only  
Renew* X  
Change  
Remove  

Rationale:

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Kimberly Reiser  
  Phone / Email: 243-7839/Kim.Reiser@umontana.edu

Program Chair: Josef Crepeau
Dean: Shannon O'Brien

Signature  
Date 2/15/16

Signature  
Date 02/16/16

Signature  
Date 02/17/16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble

*COURSE HAS NOT CHANGED SINCE LAST REVIEW
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

2. analyze individuals, groups, or social problems and structures; and/or

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

2. use theory in explaining these individual, group, or social phenomena; and/or
3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. Students in this course analyze their present communication styles and decide what is effective and what can be improved in order to build healthier relationships on an individual level. They use interpersonal communication theory as the basis for this self-reflective process. For example, students review and interpret research in interpersonal communication theory both through abstracts, which are assigned as journal entries, and a final research paper which includes interpersonal communication research. In addition, our text highlights current research, theory, and practical skills as they relate to relational or personal communication. In all of their written work, students are required to cite specifics from the text and/or an outside credible source. I have attached a course rubric for students’ final relationship paper which includes this requirement. Students are also tested on their understanding of all course material. A subset of questions from these exams are used to determine students’ achievement of learning goals.

2.

3.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B–D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? [Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.]

D. ASSESSMENT FEEDBACK
[This section is optional. Assessment feedback can be reported if it is available.]
Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
COURSE NUMBER AND TITLE: COMX 115S, Introduction to Interpersonal Communication
SEMESTER CREDITS: 3
PREREQUISITES: None
PROFESSOR NAME: Kimberly Reiser
E-MAIL ADDRESS: kim.reiser@umontana.edu

It is my preference we schedule face-to-face appointments or discuss minor course issues via email; this is the easiest way to reach me. It is essential you use your university email for this communication. If necessary, you may leave messages for me at 243-7839.
OFFICE LOCATION: HB 02, or the fishbowl, on the East Missoula College Campus in the Health and Business Building
OFFICE HOURS: Monday 11:15-12:15, Wednesday 1-2, or By Appointment

COURSE RATIONALE

Beebe, Beebe and Redmond (2014) write that “communication is at the core of our existence.... Most people spend between 80 and 90 percent of their waking hours communicating with others” (p.2). Beebe et al. explain that “it is through these interactions with others that we develop interpersonal relationships” (p.2). Our communication encounters create our identities. In addition, communication defines our relationships with friends, family, loved ones, and colleagues. Furthermore, Beebe et al. (2014) write that communication affects the quality of our physical and emotional health. Therefore, our understanding of interpersonal communication and the role we play in it will not only contribute to our sense of well-being and success in personal relationships, but to our success in work relationships as well. In fact, supervisors recognize the importance of considering the communication skills of prospective employees. In a 2013 Job Outlook report, the National Association of Colleges and Employers lists the ability to communicate with people in and outside the organization as the top skill an employer considers when hiring an employee. Second on their list is the ability to work well in a team structure. Interpersonal Communication is particularly useful as a foundational general education course as it helps students develop a skill that promotes success in a number of occupational fields.

COURSE PURPOSE

The purpose of this course is for students to become aware of their present communication styles and decide what is effective and what can be improved in order to build healthier relationships on an interpersonal level. Students will learn skills to help them manage conflict both in personal relationships and professional relationships. Communication will be viewed from both a verbal and nonverbal perspective. Communicating more clearly and listening more effectively will be addressed as well as the following topics: creating identities through communication, communication and emotion, interpersonal conflict management, creating healthy communication climates, gender communication, and cultural diversity and communication.

STUDENT PERFORMANCE OUTCOMES:
Upon completion of this course, the student will be able to:

1. Recognize communication patterns from family of origin.
2. Understand relational meaning of what we say both verbally and nonverbally, and the effect this has on relationships personally, professionally and in an educational capacity.
3. Practice skills in listening reflectively, attentively, and more empathetically.
4. Recognize passive, aggressive, passive-aggressive and assertive behaviors and learn how to deal more effectively with them through conflict management skills.
5. Understand how the quality of communication directly affects the quality of relationships and ultimately the quality of life.

6. Identify practical skills geared towards improving communication in the workplace, in personal relationships, and in the family.

7. Understand the role emotions play in communication.

GRADING:
Exams (3) – 45% of grade

Journal – 35% of grade

Interpersonal Relationship Paper – 20% of grade

GRADING SCALE: 100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), 59 and Below (F)

ATTENDANCE POLICY:
It is my belief that what you gain from a course is dependent on what you put into it. Attendance will determine a student’s level of success. If you miss a class, you will miss a learning opportunity. Students with fewer than two absences during the semester will see their final grade increased by 5%. Students with more than three absences may lose their privilege for a makeup should an emergency arise.

*Students who sleep, leave early/come late, or work on other assignments during class will not be counted as present.

Test makeup policy: I believe the classroom setting should be treated like any other professional setting. Employers and coworkers tend to be forgiving of a person’s absence for an important meeting or engagement if that person has proven to be dependable in the past. My policy follows this principle. If the following conditions are met, you may be given an opportunity to make up a test:
1. You must be in good standing in the class. This means fewer than four absences, no late assignments and passing grades on all completed assignments.
2. You must notify me prior to missing the test that you will be unable to attend that class period, and provide an explanation for your absence. Personal illness, family emergencies and unexpected events are acceptable reasons for rescheduling a test. You may be asked for documentation of verification of your excuse.
3. Within 24 hours of missing the test, you must schedule an appointment with me to make up your test.

ASSIGNMENTS TURNED IN A CLASS DAY LATE WILL BE GRADED OUT OF HALF CREDIT. BEYOND THIS DATE, ASSIGNMENTS WILL NOT BE ACCEPTED. IF YOU MUST MISS A CLASS PERIOD WHEN AN ASSIGNMENT IS DUE, PLEASE USE YOUR UNIVERSITY EMAIL ACCOUNT TO EMAIL ME YOUR ASSIGNMENT BY MIDNIGHT ON THE DAY THAT IT IS DUE.

*USE MY MAILBOX AT YOUR OWN RISK. IT IS NOT MY RESPONSIBILITY TO MAKE SURE ASSIGNMENTS PLACE IN MY BOX GET TO ME.

STUDENT CONDUCT:
Please conduct yourself in a way that promotes learning for all students in the classroom (i.e. do not use language that might offend others, use laptops for note taking only, avoid disclosing too much personal information, turn off cell phones, absolutely no text messaging, and avoid monopolizing class discussion).

DISABILITY STUDENT SERVICES:
Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to
provide a letter from your DSS Coordinator.

For students planning to request testing accommodations, be sure to bring the DSS testing form to me in advance of the two-day deadline for scheduling in ASC.

ACADEMIC MISCONDUCT:
All students must practice academic honesty. Cheating and/or plagiarism will not be tolerated. Specifically, you are not allowed to give or receive assistance on assignments or tests. All your work must be completed independently, unless it is group assigned. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.

DROP POLICY:
"Beginning the 46th day of the semester through the last regular class day (i.e. Friday) before Finals Week, "students may drop courses only by petition. Note that not all petitions are approved and documentation is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop" - the UM’s Academic Policies and Procedures (see http://www.umt.edu/catalog/acad/acadpolicy/default-print.html ).

*COURSE POLICIES ARE APPLIED AT THE DISCRETION OF THE INSTRUCTOR.

REQUIRED TEXTS:

*This print text can be purchased at the Missoula College bookstore. However, it can also be purchased as a print, rental, or electronic textbook through our publisher at http://www.cengagebrain.com/micro/1-177RE8P .

An online Moodle page will also be utilized for this course.

COURSE OUTLINE:
The following readings, journal deadlines, and tests are due on the day they are listed. If two class dates are devoted to a chapter, make sure you have read that chapter by the first class date for which it is scheduled. Journal assignments will be announced in class and posted on Moodle at least one week prior to their due date.

January
26   Introductions
28   Introduction to Chapter 1 and Interpersonal Communication

February
2    Chapter 1 Continued
4    Chapter 2
9    Chapter 2 Continued
11   Chapter 3
16   Intro to Research, Chapter 3 Continued, JOURNALS 1 and 2 DUE
18   EXAM #1 (Ch 1-3)
March
1    Chapter 5
3    Chapter 5 Continued
8    Nonverbal Video and Discussion
10   ABSTRACT DISCUSSION AND JOURNALS 3 and 4 DUE
15   Chapter 6
17   Chapter 6 Continued
22   EXAM #2 (Ch 4-6)
24   Relationship Paper and Citing Research Lecture, Assertiveness Discussed
29   MOVIE
31   MOVIE

April 4-8, SPRING BREAK

April
12   Chapter 7
14   Chapter 7 Continued
19   Movie Paper Discussion, Chapter 8, JOURNALS 5 and 6 DUE
21   Chapter 8 Continued
26   Chapter 9
28   Chapter 9 Continued
      RELATIONSHIP PAPERS DUE

May
3    Chapter 10-12 Highlights
5    Wrap Up

EXAM 3 (Ch 7-9) WILL BE DURING OUR PRESCRIBED FINAL TIME, FRIDAY MAY 13th, 8:00-10:00
Relationship Paper

The objective of this paper is for each student to apply interpersonal communication theory to a relationship he or she has experienced or observed. The relationship used can be a friendship, family, romantic, or professional relationship.

ASSIGNMENT:

Description: Start your paper with a description of the relationship. In this description, illustrate what makes this relationship an interpersonal relationship. In your illustration, use the textbook definition of interpersonal communication as well as Buber’s discussion of the three levels of communication. In addition, explain what characteristics make this relationship either a friendship, family, romantic, or professional relationship.

Analysis: In this section of your paper, you are to use communication theories to analyze the relationship. For instance, you might discuss conflict that has occurred in the relationship or the communication climate of the relationship. Any concept or theory we have discussed in class can be used to analyze the relationship.

Other requirements: In your analysis, you must make at least five separate references to concepts or theories found in communication texts. Your major source should be our communication textbook (Wood). However, you must also tie in two additional communication journal articles. Your analysis should be sophisticated. In addition, be sure to double space and type your paper. Length: Three pages is too short and seven pages is too long. Use APA format to cite your research both in your writing and in your bibliography.

*I will not be returning this paper; be sure to keep a copy of it for your own reference.
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<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>50</td>
<td>Addresses assignment prompt in its entirety. Responds with clear understanding of five text-based interpersonal communication concepts. Ties in two alternative academic sources. Cites sources appropriately. Develops ideas logically. Most grammar and mechanics are correct.</td>
</tr>
<tr>
<td>40</td>
<td>Addresses assignment prompt in its entirety. Mostly demonstrate a clear understanding of five text-based interpersonal communication concepts. Ties in two alternative academic sources. Fails to cite sources appropriately. Ideas are not developed logically. Most grammar and mechanics are correct.</td>
</tr>
<tr>
<td>30</td>
<td>Fails to address assignment prompt in its entirety. Demonstrates a clear understanding of at least two interpersonal communication concepts. May fail to tie in an alternative academic source. Fails to cite sources appropriately. Ideas are not developed logically. Frequent errors in grammar and mechanics.</td>
</tr>
<tr>
<td>20</td>
<td>Fails to address assignment prompt. Fails to demonstrate a clear understanding of most of the text-based interpersonal communication concepts. Fails to tie in any alternative academic sources. Fails to cite sources. Ideas are not developed. Significant errors in grammar and mechanics.</td>
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