MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title:	**Interpersonal Communication**	**Submitted By:**	**Kathy Siskar**
Semester Course Prefix and Number:	**SPCH 1565**	**Approval Date:**	**February 2003**
Old Quarter Course Prefix and Number:	**SPCH 102**	**Revision Date:**	**February 2011**

Number of Credits:	**3**	**Number of Lecture Credits:**	**3**
Semester(s) Offered:		**Number of Lab Credits:**	**Number of Lab Hours:**
Negotiated Class Size: **30**		**Number of Studio/Demonstration/Internship Credits:**	

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
_____ **4 –** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
__X__ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
This course is designed to help students understand the process of interpersonal communication, to help them assess their strengths and weaknesses in interpersonal communication, and to assist them in acquiring and practicing skills that will make them better interpersonal communicators. The student will study pertinent research in the field of interpersonal communication and will make practical application of that research through individual and group situations.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):	None
Reading Prerequisite:	College level reading
Composition Prerequisite:	None
Mathematics Prerequisite:	None

Career Programs and Transfer Majors Accessing this Course:
Interpersonal Communication or public speaking is required for an A.A.S. degree in the marketing/management program (and professional development certificates), human services program, and the administrative support program. One of the aforementioned speech courses is also required for an A.A. degree.

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. _____ None
1. __X__ Communications
2. _____ Critical Thinking
6. _____ The Humanities and Fine Arts
7. _____ Human Diversity
8. _____ Global Perspectives

3. _____ Natural Sciences
4. _____ Mathematical/Logical Reasoning
5. _____ History and the Social and Behavioral Sciences
9. _____ Ethical and Civic Responsibility
10. _____ People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum: Upon completion of the course, the student will:

- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and effective responding and problem solving.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences and contexts and construct logical and coherent responses.
- Employ verbal and nonverbal syntax and usage appropriate to academic disciplines and the professional world
- Demonstrate substantive familiarity with pertinent research in the field of interpersonal communication and connect it to his/her own behaviors, assumptions, and beliefs.
- Verbally assess his/her individual strengths and weaknesses in interpersonal communication.situations.
- Demonstrate awareness of and use of effective verbal and nonverbal communication skills in diverse situations.
- Engage in “perception taking” activities to broader knowledge and skills in handling different points of views.
- Effectively handle conflict with different relationships and in different settings.
- Reduce defensiveness in others and create a confirming communication climate.

Student assessment methods: May include

- Small group discussions and demonstrations
- Reaction papers
- Case studies
- Tests and quizzes
- Five-minute writes
- Role playing
- Projects

Use of instructional technology (includes software, interactive video and other instructional technologies): This may include

- VCR
- computer
- multi-media projection equipment.

Outline of the major course content:

- The Interpersonal Process of Communication Listening
- Self Concept and Self-disclosure Creating a Positive Communication Climate
- Language, Intimacy and Distance
- Nonverbal Communication
- Conflict Resolution
- Perception in Interpersonal Relationships
- Emotions in Interpersonal Relationships
- Listening
- Relational dynamics
- Dealing with defensiveness

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

This course transfers to all four-year colleges as a part of the general education core curriculum.

Approvals:

Body	Representative Signatures	Date
Curriculum Committee		February 3, 2003
Faculty Association		February 12, 2003
Meet and Confer		February 25, 2003
Chief Academic Officer		February 25, 2003