New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | **COM Interpersonal Communication** |
| **Date** | **Feb 22nd, 2016** |
| **Major or Minor** | **Major: new course in Communication Discipline** |
| **Proposer’s Name** | **Zheng Zhu** |
| **Department** | **Humanities** |
| **Date of Departmental Meeting in which proposal was approved** | **2-11-2016** |
| **Department Chair Name** | **Dr. Ann Delilkan** |
| **Department Chair Signature and Date** | **2-23-16** |
| **Academic Dean Name** | **Dr. Justin Vazquez-Poritz** |
| **Academic Dean Signature and Date** | **February 16, 2016** |
| **Brief Description of Proposal**  (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | **Title: Interpersonal Communication**  **This proposal explains the rationale for developing interpersonal communication as a core course in the Humanities Department. Students are introduced to basic theoretical models, ideas, and concepts in interpersonal communication. Students learn how to apply the theories to real life communication issues and practices. A course outline and sample syllabus are attached to the proposal** |
| **Brief Rationale for Proposal**  (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | **Interpersonal Communication is a growing and central subject in Communication Studies. This course is a valuable addition to the Humanities Department’s existing plan to develop a Communication major. Students will acquire skills to support their personal and professional goals.** |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **First submission-2/26/16**  **Revised submission-3/17/16** |

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | X |
| * Rationale for proposal | X |
| * Date of department meeting approving the modification | X |
| * Chair’s Signature |  |
| * Dean’s Signature |  |
| Evidence of consultation with affected departments  List of the programs that use this course as required or elective, and courses that use this as a prerequisite. | N/A |
| Documentation of Advisory Commission views (if applicable). | N/A |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | N/A |

**EXISTING PROGRAM MODIFICATION PROPOSALS**

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes. | N/A |
| Detailed rationale for each modification (this includes minor modifications) | N/A |

**Table** **of** **Contents**

New Course Proposal Form…………………………………………………4

New Course Proposal Checklist…………………………………………..5-6

Course Overview/Rationale…………………………………………………7

Course Need and Design…………………………………………………..7-8

Course Outline…………………………………………………………..9-11

Content Learning Outcomes/Assessment Methods 11

General Education Intended Learning Outcomes/Assessments Methods…12

Bibliography……………………………………………………………..13

Sample Syllabus 14-21  
 Basic Course Information 14-15

Major Graded Assignments…………………………………………..15-16

NYCCT Academic Integrity Policy 16

Course Calendar………………………………………………………17-20

Chancellor’s Report………………………………………………………..21

Curriculum Modification Library Form………………………………..22-24

Common Core Course Submission Form………………………………25-27

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| **Course Title** | Interpersonal Communication |
| **Proposal Date** | February, 2016 |
| **Proposer’s Name** | Dr. Zheng Zhu |
| **Course Number** | COM2404 |
| **Course Credits, Hours** | 3 credits, 3 hours |
| **Course Prerequisites** | COM1330 – Public Speaking |
| **Catalog Course Description** | A communication course providing students with important knowledge of, and training in, communication between individuals across varying sociocultural contexts and case scenarios. This course covers the following topics: verbal and nonverbal communication, cross-cultural and familial communication, cyberspace communication, and organizational communication. |
| **Brief Rationale**  Provide a concise summary of why this course is important to the department, school or college. | Interpersonal Communication is a growing and central subject in Communication Studies. As a valuable addition to the Humanities Department’s current plan to develop a Communication major, this course provides students with foundational knowledge and practical skills in Communication Studies that are broader and more inclusive than the program’s existing course offerings in international and intercultural communication. |
| **Intent to Submit as Common Core**  If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Yes. This course is intended to fulfill the Common Core in the area of Individual and Society. |
| **Intent to Submit as An Interdisciplinary Course** | N/A |
| **Intent to Submit as a Writing Intensive Course** | Yes. |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description | x |
| * Brief Rationale | x |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | x |
| **Course Outline**  Include within the outline the following. | **x** |
| Hours and Credits for Lecture and Labs  If hours exceed mandated Carnegie Hours, then rationale for this | x |
| Prerequisites/Co- requisites | x |
| Detailed Course Description | x |
| Course Specific Learning Outcome and Assessment Tables   * Discipline Specific * General Education Specific Learning Outcome and Assessment Tables | x |
| Example Weekly Course outline | x |
| Grade Policy and Procedure | x |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | x |
| Library resources and bibliography | x |
| **Course Need Assessment.**  Describe the need for this course. Include in your statement the following information. | x |
| Target Students who will take this course. Which programs or departments, and how many anticipated?  Documentation of student views (if applicable, e.g. non-required elective). | x |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | x |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | X |
| Where does this course overlap with other courses, both within and outside of the department? | X |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | N/A |
| **Course Design**  Describe how this course is designed. | X |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | N/A |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | X |
| Writing Intensive Form if course is intended to be a WIC (under development) |  |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. | N/A |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment | N/A |

**Proposed Course Name: Interpersonal Communication**

**Course Overview & Rationale**

As a foundational subject in Communication Studies, Interpersonal Communication encompasses a wide variety of concepts, practices, and theories that contribute to the development of Communication as a key and growing field in Humanities. A nationwide survey of college curricula reveals that Interpersonal Communication is not only widely offered by a large number of universities, but also designated by them as a core course for Communication major students. For example, both tier-one research institutions and teaching-centered colleges list Interpersonal Communication as one of their concentrations in teaching and scholarship. The following is a partial list of such institutions: University of Nebraska, University of Tennessee, Louisiana State University, Purdue University, Sierra University, McKendree University, Arapahoe Community College, and Baruch College.

Of particular significance to the ways Interpersonal Communication is taught in the above-mentioned universities is the conceptualization of Communication as a dynamic, complex, and omnipresent idea, experience, and process. To fully understand the nature and mechanism of Interpersonal Communication, students will need to grasp an accurate and in-depth understanding of the factors involved, which include, but are not limited to, verbal and nonverbal cues, emotional expressions, sociocultural contexts, economic status, political affiliations, personality traits, gender, ethnic, national, and religious identities. These elements play important roles in affecting communication between individuals, groups, and communities. It is vital to emphasize the teaching and learning of these crucial concepts and incorporate them into the practical training of Interpersonal Communication in and out of the classroom. The development of this course lays the foundation and adds tremendous value to the creation and further progression of Communication Studies as a new, fast-growing, and promising major in the Humanities department at New York City College of Technology.

**Course Need**

Students who would take this class: future students who intend to major in Communication Studies at CityTech and future LAA students who intend to major in Communication Studies after transferring from other colleges/universities.

**Department**: Humanities

**Program**: Communication

**The number of section (s) anticipated:** one section for the first year

**Projected headcount: 24** students for fall semester, **24** students for spring semester

**Physical Resources required:** basicSmartRoomset**-**up**:** a computer consul, a screen, and an overhead projector/a TV set that is run by and connected to a computer

Course overlap: the course was initially considered a potential overlap with some of the courses offered at Human Services Department. However, after a careful and extensive review of the course offerings, the possibility of overlap was shown low due to the consideration that the courses offered by Human Services Department focus on the service work and practices in community-based and professional contexts. COM2404 centers on studying factors that affect the basic forms of human communication across a diverse range of social, cultural, and organizational contexts.

**Faculty** **qualified** **for** **teaching** **this** **course**: yes, there are faculty members who have doctoral degrees in Communication and have taught this class before in other tertiary level institutions.

**Course design**

Course context: this course will be required of future Communication major students but will be an elective for non-Communication major students. Students are required to develop an independent research project at the end of the semester. This course will be available to all CityTech students as part of the Common Core.

Course structure: This course will be offered in a lecture style/format.

**Anticipated** **Pedagogical** **Strategies** **and** **Instructional** **Design**: This class will be run in a lecture-activity style/format. The class will start with a lecture, and then move on to creative in-class activities, such as role-play situations replicating various real interpersonal communication situations/scenarios, discussions and debates surrounding critical issues raised during the class time, creative group assignments, and individual presentations on completed research projects.

Providing Support to Programmatic Learning Outcomes: This course requires satisfactory completion of reading, writing, presentations, and creative in-class group or individual assignments, and two major exams. It therefore meets the College and Humanities department’s programmatic learning outcomes.

**Teaching Platform:** If approved, this course can be taught as either a hybrid class combining online and face-to-face teaching platforms or a fully online course.

**Course Outline for Interpersonal Communication**

**New York City College of Technology**

**City University of New York**

**Humanities Department**

**Course Outline**

**Course Description**

A communication course providing students with important knowledge of, and training in, communication between individuals across varying sociocultural contexts and case scenarios. This course covers the following topics: verbal and nonverbal communication, cross-cultural and familial communication, cyberspace communication, and organizational communication.

**Course** **Credits**: 3

**Course** **Hours**: 3

**Pre-requisite**: COM1330 – Public Speaking

**Recommended Text:**

Campbell, K., Thomas-Maddox, C., & Wanzer, M. B. (2011). *Interpersonal communication: Building rewarding relationships* (1st ed)*.* [VitalSource Bookshelf Online]. Retrieved from <https://online.vitalsource.com/#/books/9781465203434/> Dubuque, IA: Kendall Hunt Publishing Company.

**Scope of Assignments:**

This course requires a minimum of seventeen pages of formal writing, two major exams, and the satisfactory completion of all assigned in-class activities. Written assignments include three analytical papers that can demonstrate students’ critical engagements with the assigned readings (2-3 pages long for each paper), one case analysis paper (5-6 pages long), and one final paper (6-7 pages long). The two major exams include a mid-term test covering the first nine chapters of the textbook and assigned journal articles, and a final test covering the remaining six chapters and assigned journal articles. The in-class activities include group discussions, role-play situations, and impromptu presentations on issues central to interpersonal communication.

Grading Scale, Policy, and Procedures

**1, grading scale**

A: 93%-100%, A-: 90%-92.9%, B+: 87%-89.9%, B: 83%-86.9%, B-: 80%-82.9%, C+: 77%-79.9%, C: 73%–76.9%, C-:70%-72.9%, D: 60%-69.9%, F: 59.9% and below.

WU: Unofficial Withdrawal

WF: Withdrew Failing

**2, grading policy and procedures**

Students are required to complete four major assignments for this class. These four assignments include two exams, three reading response papers, one case studies paper, and one resolution proposal.

1. Mid-term and final exam (100 points total, 50 for each exam): these two exams cover the key concepts that are emphasized in the assigned reading materials and my in-class instruction. To achieve a satisfactory grade, students need to complete the reading, listen and understand the lecture, and actively participate in the class discussion. Detailed instruction will be supplied in class.

2. Three critical reading response papers (90 points total, 30 for each paper): For the reading response paper, students need to offer their ***critical*** interpretations and ***analysis***of the assigned readings. They do **not** repeat, quote, or summarize the reading. Detailed instruction will be offered in class.

3. A case studies paper (40 points): For the case studies paper, students need to provide ***critical*** and ***detailed*** analysis of one particular case/issue that demonstrates a serious problem involving interpersonal communication. Detailed instruction will be provided in class.

4. A resolution proposal (50 points): For the resolution proposal, students need to first identify a specific problem, conflict, or struggle in their ***prior or ongoing*** experiences with interpersonal communication, and then focuson developing a plan/strategy aimed at resolving this dilemma. Detailed instruction will be given in class.

5. Participation (20 points): Students are expected to attend the class and contribute to in-class activities.

**Course Structure**

Thestructure of this courseis developed through a wide and in-depth survey of the interpersonal communication courses offered by some of the leading research and teaching universities in the United States. Written assignments and in-class activities support and reinforce the course content. Throughout the semester, students will be taught to apply the theoretical principles to various forms of communication practices and scenarios.

**Sample Sequence of Weekly Topics**

1. Introduction to Interpersonal Communication
2. Verbal and non-verbal communication
3. Dynamics in a changing interpersonal communication – perception and listening
4. Initiating and sustaining relationships
5. The dark side in interpersonal relationships
6. Terminating a relationship
7. Mid-term exam
8. Interpersonal communication in a cross-cultural and familial environment
9. Organizational communication and interpersonal relationships
10. Students present their papers to the class
11. Health Communication
12. Face-to-face and cyberspace communication
13. Benefits and challenges: modern technology and interpersonal communication
14. Final paper presentations
15. Final exam

**Content Learning Outcomes/Assessment Methods**

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| Students demonstrate awareness of the foundational concepts that are central to the theory and practice of interpersonal communication | ACTIVITY: The instructor assigns readings to students, provides detailed and engaging lectures on the key concepts emphasized in the assigned readings, and organizes relevant in-class activities.  EVALUATION: Students are required to write in-depth analytical papers that should be a clear reflection of their critical engagements with the required texts. The instructor gains an accurate understanding and assessment results on the students’ learning outcomes through asking questions during lecture times and observing students’ performances in class activities. |
| Students apply the theoretical concepts to the practical situations involving interpersonal communication | ACTIVITY: The instructor assigns students to complete two major writing projects in one semester. Each project requires students to examine a critical issue on interpersonal communication.  EVALUATION: The students reflect upon, contemplate, and analyze important theoretical and practical issues centering on interpersonal communication. The assessment of these two papers is based on three main criteria: The ways the students build connections between their case analysis and class concepts, the level of sophistication in the analysis, and the quality of writing. |
| Students present their ideas and strategies on handling critical issues of interpersonal communication in a clear, systematic, and organized format. | ACTIVITY: The instructor lets students present their case analysis and resolution proposal papers to the entire class and answer questions raised by their audiences afterward.  EVALUATION: This presentation requirement is aimed at offering students opportunities to effectively communicate their thoughts, feelings, and research findings to the audiences. The development of a well-articulated and organized presentation lays the foundation for a productive interpersonal communication. The assessment of this assignment is based on three main criteria: 1) the relevance, appropriateness, and depth of the content covered in the presentation, 2) the organization of the main arguments and 3) the effectiveness of delivery, which includes eye contact, use of voice, and emotional appeal. |

**General Education Intended Learning Outcomes/Assessment Methods**

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| **KNOWLEDGE**  Students develop awareness of foundational theoretical models and lines of thinking in interpersonal communication, such as uncertainty management theory, relationship repair model, and power paradigms in both maintaining and transforming interpersonal relationships. | ACTIVITY: students read book chapters and journal articles that address the current and important issues on interpersonal communication. Students are expected to discover new and creative strategies for handling critical interpersonal communication issues, through conducting independent research projects.  EVALUATION: Students’ critical reading response papers and exams should be a reflection of their correct understanding of, and in-depth engagement with, the required texts. The independent research projects need to follow APA formatting, demonstrate thorough analysis of the critical issues highlighted in the paper, and produce new and significant findings. |
| **SKILLS**  Students practice their interpersonal communication skills through in-class activities and project presentations. Students also learn how to conduct proper research on interpersonal communication through data collection and analysis. | ACTIVITY: a variety of in-class activities are provided by the instructor. These activities recreate common scenes and scenarios that people usually experience or observe in interpersonal relationship across varying contexts. Through conducting independent research projects, students can learn basic research skills, such as reviewing literature, data collection, and analysis.  EVALUATION: Throughout the semester, students are assessed by their level of engagement in these class activities and the progress they have made both as individuals and as a team. For their independent projects, students need to provide an extensive review of the literature central to their chosen topics. Proper date collection and analysis are required too, as part of the assessment criteria. |
| **VALUES**  Students gain confidence, skills, and experience, and develop knowledge of how to develop, maintain, and expand healthy, productive, and lasting interpersonal relationships. In addition, students are expected to produce research findings that could advance the existing understanding of interpersonal communication as a key field in Communication studies. | ACTIVITY: All in-class activities, independent research projects, exams, and critical reading response papers aim to provide students with basic and important understanding of interpersonal communication, helping them develop productive and lasting interpersonal relationships, and identifying new and creative strategies for dealing with problematic interpersonal relationship.  EVALUATION: The overall evaluation of these assignments is based on three larger criteria: the level of engagement in writing, presenting, and class participation, the level of accuracy in understanding and using the class-related concepts, and the progress that students make throughout the semester. |

**Bibliography**

Bodie, G. (2012). *Interpersonal Communication, 2nd Edition*. Dubuque, IA: Kendall Hunt.

Braithwaite, D. O., & Schrodt, P. (Eds.). (2015). *Engaging theories in interpersonal communication: Multiple perspectives* (2nd ed.). Thousand Oaks, CA: Sage.

Braithwaite, D. O., & Wood, J. T. (2015). *Casing interpersonal communication: Case Studies in Personal and Social Relationships (2nd ed.).* Dubuque IA: Kendall/Hunt.

Campbell, K., Thomas-Maddox, C., & Wanzer, M. B. (2011). *Interpersonal communication: Building rewarding relationships* (1st ed)*.* [VitalSource Bookshelf Online]. Retrieved from <https://online.vitalsource.com/#/books/9781465203434/> Dubuque, IA: Kendall Hunt Publishing Company.

Guerrero, L. K., Andersen, P.A., & Afifi, W. A. (2013). *Close encounters: Communication in relationships* (4th ed.). Los Angeles, CA: Sage.

Jiang, L. C., & Hancock, J. T. (2013). Absence makes the communication grow fonder: Geographic separation, interpersonal media, and intimacy in dating relationships. *Journal of Communication, 63,* 556-577.

Keating, D. M., Russell, J. C., Cornacchione, J., & Smith, S. W. (2013). Family communication patterns and difﬁcult family conversations. *Journal of Applied Communication Research, 41* (2), 160-180.

Malachowski, C. C., & Dillo, M. R. (2011). An Examination of relational uncertainty, romantic intent, and attraction on communicative and relational outcomes in cross-sex friendships. *Communication Research Reports, 28* (4), 356-368

McCornack, S. (2012). *Reflect and relate: An introduction interpersonal communication.* Boston, MA: Bedford/St. Martins.

Minke, K. M., & Vickers, H. S. (2014). Get families on board to navigate mental health issues. *Learning and Mental Health*, *96* (4), 22-28.

Okimoto, T. G., and Wenzel, M. (2014). Bridging diverging perspectives and repairing damaged relationships in the aftermath of workplace transgressions. *Business Ethics Quarterly, 24* (3), 443-473.

Pilch, I., & Turska, E. (2015). Relationships between machiavellianism, organizational culture, and workplace bullying: Emotional abuse from the target’s and the perpetrator’s perspective. *Journal of Business Ethics, 128,* 83-93

Solomon, D., and Theiss, J. (2013). *Interpersonal Communication: Putting theory into practice*. New York, NY: Routledge.

West, R., & Turner, L. H. (2011). *Understanding interpersonal communication: Making choices in changing times*. Boston, MA: Wadsworth.

**Sample Syllabus – Interpersonal Communication**

**Proposed Date for Offering the Class: 2017 Spring Semester**

**Department: Humanities**

**Instructor: Dr. Zheng Zhu**

**Instructor’s Contact Information (see below)**

**Email:** [ZZhu@citytech.cuny.edu](mailto:ZZhu@citytech.cuny.edu)

**Office: N630**

**Tentative Office Hour: Monday from 2:30pm-3:30pm, Tuesday, 1pm-2pm**

**Course Description:**

A communication course providing students with important knowledge of, and training in, communication between individuals across varying sociocultural contexts and case scenarios. This course covers following topics: verbal and nonverbal communication, cross-cultural and familial communication, cyberspace communication, and organizational communication.

**Course** **Credits**: 3

**Course** **Hours**: 3

**Prerequisite**: COM1330 – Public Speaking

**Course Texts**: Campbell, K., Thomas-Maddox, C., & Wanzer, M. B. (2011). *Interpersonal communication: Building rewarding relationships* (1st ed)*.* [VitalSource Bookshelf Online]. Retrieved from <https://online.vitalsource.com/#/books/9781465203434/> Dubuque, IA: Kendall Hunt Publishing Company.

**Supplemental Reading**:

*Journal of Applied Communication Research*

*Phi Delta Kappan*

*Communication Research Reports*

*Journal of Communication*

*Journal of Business Ethics*

*Business Ethics Quarterly*

**Course Learning Objectives**:

Upon successful completion of this course, students should be able to:

* Read and ***comprehend*** important materials focusing on interpersonal communication (theory).
* Develop an ***accurate*** and ***in-depth*** understanding of various types and forms of interpersonal communication and relationships (theory)
* ***Know and analyze*** how emotional expressions, nonverbal cues, and verbal delivery affect the outcome and process of interpersonal communication (theory)
* Provide ***thorough*** and ***critical*** analysis of scenarios central to the practice of interpersonal communication (theory and practice).
* Offer ***practical*** and ***effective*** solutions to the real problems, conflicts, or struggles that are commonly seen or experienced in interpersonal communication (practice)

**Blackboard Requirements and CITY TECH email:**

* It is mandatory that you set up and check your CAMPUS email and BLACKBOARD regularly throughout the semester. I will post required readings and ***detailed***instruction for completing your assignments on blackboard. I will also send important course-related announcements through blackboard email system. Therefore, it is vital that you check your Blackboard and CITYTECH email on a ***regular*** basis, which means at least three times a day.
* All incoming and outgoing assignments and correspondences will be sent ONLY through CAMPUS EMAIL. Personal email accounts are not connected to Blackboard, and CANNOT transmit important messages to you from your instructor. Call Tech Support for assistance at 718-260-5601 or visit G604.

**Major Graded Assignments**

Students are required to complete four major assignments for this class. These four assignments include two exams, three reading response papers, one case studies paper, and one resolution proposal.

1. Mid-term and final exam (100 points total, 50 for each exam): These two exams cover the key concepts that are emphasized in the assigned reading materials and via in-class instruction. To achieve a satisfactory grade, students need to complete the reading, listen and understand the lecture, and actively participate in the class discussion. Detailed instruction will be supplied in class.

2. Three critical reading response papers (90 points total, 30 for each paper): Students need to offer their ***critical*** interpretations and ***analysis***of the assigned readings. Please do **not** repeat, quote, or summarize the reading. Detailed instruction will be offered in class.

3. Case studies paper (40 points): Students need to provide ***critical*** and ***detailed*** analysis of one particular case/issue that demonstrates a serious problem involving interpersonal communication. Detailed instruction will be provided in class

4. A resolution proposal (50 points): Students need to first identify a specific problem, conflict, or struggle in their ***prior or ongoing*** experiences with interpersonal communication, and then ***focus on*** developing a plan/strategy aimed at resolving this dilemma. Detailed instruction will be given in class.

5. Participation (20 points): Students are expected to attend the class and contribute to in-class activities.

**Grade distribution**

Assignments Percentages

Two exams 33%

Three response papers 30%

Case studies paper 13%

A resolution proposal 17%

Participation 7%

**NYCCT Academic Misconduct Policy—Plagiarism:**

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

* Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
* Presenting another person’s ideas or theories in your own words without acknowledging the source.
* Using information that is not common knowledge without acknowledging the source.
* Failing to acknowledge collaborators on homework and laboratory assignments.
* **Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
* \*\*Blackboard assignments must be paraphrased into your own language and properly cited. All major writing assignments and exams will be run through Safe Assign on BlackBoard.

**Reasonable Accommodation:**

I am committed to providing reasonable accommodation to students with disabilities. Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally so we can discuss accommodations necessary to ensure full participation and to maximize educational opportunities.

**Attendance:** This class will be taught in a face-to-face traditional classroom setting.

\*\*CunyFirst documents your class registration date. *If you miss the first day or two of class, and your name is listed on the CUNYFirst roster, then you are considered absent.* Students who are absent on the first meeting day are responsible for acquiring class notes from other students, checking Blackboard, and speaking to the professor. *"I didn't know I had a paper (or an assignment due today) because I was absent"* is not a valid excuse.

College and Department Policy on Absences

**College Attendance Policy**

3 complete classes (if class meets twice a week)

1.5 classes (if class meets once a week)

3 lateness is equal to one absence

**Course Procedures:**

**Assignments**: Assignments must be turned in on time. Late work will be penalized by 10%. No make-up exams allowed unless a) students miss an exam due to an emergency that is documented and verifiable; b) students contact the instructor as soon as possible. No assignments will be accepted after the last day of the current session.

**Professionalism:** Students are expected to turn in original work of high standard. Papers will be graded on given criteria as well as on spelling, grammar, and appearance. Students are expected to have read assigned material before coming to class. Student oral presentations will be penalized if a student is wearing an outerwear garment, chewing gum, or wearing any form of a hat. Religious attire is accepted.

**Etiquette**:

It is expected that students in this class will conduct themselves with good sense, courtesy, and dignity in all course-related activities. This includes your behavior towards other students and the instructor, and your behavior online. Inappropriate language or flaming will not be tolerated and can negatively affect your grade.

\*\*Text messaging or checking social media under the desk has become a serious problem in the classroom. Not only is it obvious and distracting to the professor, but also it disrupts the learning environment for everyone—including you! It prevents **you** from taking notes and paying attention. Missing pertinent information will result in poor performance and ultimately a lower grade. The professor will not reward this rude behavior by answering questions or repeating instructions after class for students who are seen using their cell phones during a lecture/discussion. I understand that life happens, so if you have an emergency or simply need to check in with a babysitter or ill friend/partner/family member, politely excuse yourself from the room to use the phone. I will extend the same courtesy to you.

\*Please note: Using any form of technology during a lecture, group work, or presentation will result in an absence for the day. Using any form of technology during an exam will result in a zero.

**Tentative Weekly Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1** | Review of the syllabus and reading is due for the chapter 1 and 2 | Personal Data Sheet and Course Contract due | Topic: Develop a foundational understanding of Interpersonal Communication, its definition and principles |
| **Week 2** | Reading is due for chapter 3 and 4 | Lecture and in-class discussion | Topic: Verbal and non-verbal communication |
| **Week 3** | Reading is due for chapter 5 | Lecture and in-class discussion | Topic: dynamics in a changing interpersonal communication – perception and listening |
| **Week 4** | Reading is due for chapter 6 and 7 | Lecture and in-class discussion  **Your first reading response paper is due in class**  **Students will be assigned two additional readings (journal articles)** | Topic: initiating and sustaining relationships |
| **Week 5** | Reading is due for chapter 8 | Lecture and in-class discussion | Topic: understanding the dark side in interpersonal relationships |
| **Week 6** | Reading is due for chapter 9 | Lecture and in-class discussion  **Students are assigned two additional readings (journal articles)**  **Review for mid-term exam** | Topic: terminating relationships |
| **Week 7** | No reading is due this week | **Mid – term exam** | **Note: mid-term covers chapters 1-9, professor’s lecture, discussion with students, and additional readings assigned thus far.** |
| **Week 8** | Reading is due for chapter 10 and 11 | Lecture and in-class discussion  **Second reading response is due in class** | Topic: interpersonal communication in a cross-cultural and familial environment |
| **Week 9** | Reading is due for chapter 12 | Lecture and in class discussion  **Providing instruction on case studies paper** | Topic: organizational communication and interpersonal relationships |
| **Week 10** | No reading is due this week | **Students present their papers to the class.** | **Note: both the instructor and students raise questions at the end of each presentation, so students need to be well-prepared for these question-answer sessions.** |
| **Week 11** | Reading is due for chapter 13 | Lecture and in-class discussion  **Case studies paper is due in class.**  **Providing instruction on final resolution paper** | Topic: Health Communication |
| **Week 12** | Reading is due for chapter 14 | Lecture and in-class discussion  **Additional readings will be assigned to students (journal articles)** | Topic: face-to-face and cyberspace communication |
| **Week 13** | Reading continues for chapter 14 | Lecture and in-class discussion (**Providing study guide for the final exam**)  **Third reading response paper is due in class** | Topic: benefits and challenges: modern technology and interpersonal communication |
| **Week 14** | No reading is due this week | Final paper is due in class.  Students present their final papers in class | **Note: both the instructor and students raise questions at the end of each presentation, so students need to be well-prepared for these question-answer sessions.** |
| **Week 15** | No reading is due this week | **Final exam is due in class** | **Final exam covers chapter 10-14 and additional readings assigned after mid-term exam** |

**CHANCELLOR’S REPORT FORM**

Department: Humanities

Date: February 26, 2016

**NEW COURSE PROPOSAL**

**Section AIV: New Course**

|  |  |
| --- | --- |
| **Department(s)** | **Humanities** |
| **Academic Level** | **[X] Regular [  ] Compensatory [  ] Developmental [  ] Remedial** |
| **Subject Area** | Communication Studies |
| **Course Prefix** | **COM** |
| **Course Number** | **COM2404** |
| **Course Title** | **Interpersonal Communication** |
| **Catalog Description** | A communication course providing students with important knowledge of, and training in, communication between individuals across varying sociocultural contexts and case scenarios. This course covers the following topics: verbal and nonverbal communication, cross-cultural and familial communication, cyberspace communication, and organizational communication. |
| **Prerequisite** | COM1330 |
| **Corequisite** | **None** |
| **Credits** | **3** |
| **Contact Hours** | **3 Class Hours, 0 Lab Hours** |
| **Liberal Arts** | **[ X ] Yes [  ] No** |
| **Course Attribute (e.g. Writing Intensive, etc)** | **Yes, it is Writing Intensive and requires the minimum of 17 pages of writing for this designation.** |
| **Course Applicability** | **[ ] Major**  **[ ] Gen Ed Required [ X ] Gen Ed - Flexible [ ] Gen Ed - College Option**  **[ ] English Composition [ ] World Cultures [ ] Speech**  **[ ] Mathematics [ ] US Experience in its Diversity [ ] Interdisciplinary**  **[ ] Science [ ] Creative Expression [ ] Advanced Liberal Arts**  **[ x ] Individual and Society**  **[ ] Scientific World** |
| **Effective Term** | **Fall 2016** |

**Rationale:** **Interpersonal Communication is a foundational, growing, and central subject in Communication Studies. This course is a valuable addition to the Humanities Department’s existing plan to develop a Communication major. Students will acquire skills to support their personal and professional goals.**

**LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATION**

Please complete for **all** major curriculum modifications. This information will assist the library in planning for new acquisitions; it will not affect curriculum proposals either positively or negatively.

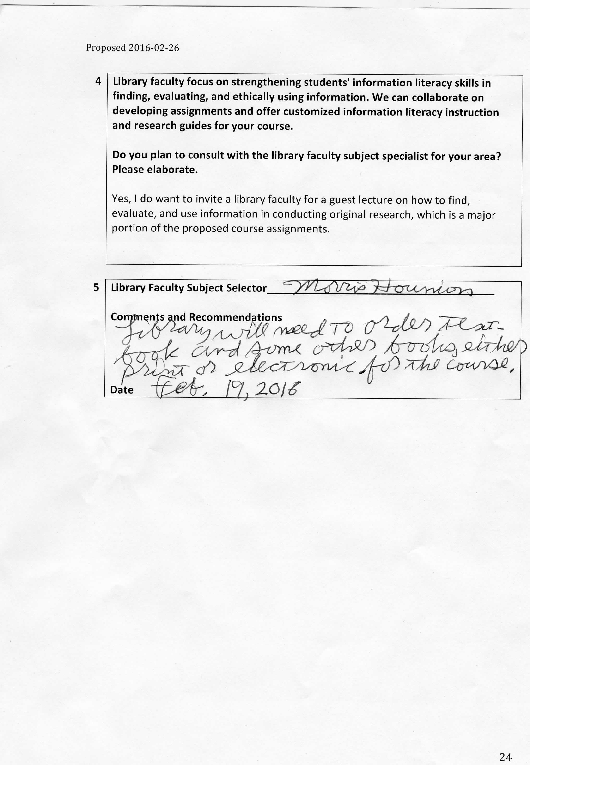
Consult with library faculty subject selectors (<http://cityte.ch/dir>) **3 weeks in advance** when planning course proposals to ensure enough time to allocate budgets if materials need to be purchased.

**Course proposer:** please complete boxes 1-4. **Library faculty subject selector:** please complete box 5.

|  |  |  |
| --- | --- | --- |
| **1** | **Title of proposal**  Proposed Course Name: Interpersonal Communication | **Department/Program**  Humanities |
|  | **Proposed by** (include email & phone)  Dr. Zheng Zhu, Email: [zzhu@citytech.cuny.edu](mailto:zzhu@citytech.cuny.edu) & 718-260-5029 | **Expected date course(s) will be offered : Spring, 2017**  **# of students: 24** |

|  |  |
| --- | --- |
| **2** | **Are City Tech library resources sufficient for course assignments? Please elaborate.**  Yes, CityTech Library resources are sufficient for the proposed course assignments because the main readings for the course are a required textbook and journal articles that I will personally assign to my students. Students should be able to locate the selected journal articles in library. |

|  |  |
| --- | --- |
| **3** | **Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.**  Title of the required textbook: ***Interpersonal Communication: Building Rewarding Relationships***. Author: Kristen Campbell, Candice Thomas-Maddox, Melissa B. Wanzer. Publisher: Kendall Hunt Publishing Company, 1st Edition, Date: September/2011 (E-Reader version), Amazon Price: 40 dollars (used version), 99.93 (new book) |



**CUNY Common Core**   
**Course Submission Form**

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

|  |  |  |
| --- | --- | --- |
| **College** | NYC College of Technology | |
| **Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)** | COM2404 (tentative) | |
| **Course Title** | Interpersonal Communication | |
| **Department(s)** | Humanities | |
| **Discipline** | Communication | |
| **Credits** | 3 | |
| **Contact Hours** | 3 | |
| **Pre-requisites (if none, enter N/A)** | COM1330, Public Speaking | |
| **Co-requisites (if none, enter N/A)** | N/A | |
| **Catalogue Description** | A foundational communication course providing students with important knowledge of, and training in, communication between individuals across varying sociocultural contexts and case scenarios. This course covers following topics: verbal and nonverbal communication, cross-cultural and familial communication, cyberspace communication, and organizational communication. | |
| **Special Features (e.g., linked courses)** | N/A | |
| **Sample Syllabus** | Syllabus must be included with submission, 5 pages max recommended | |
| **Indicate the status of this course being nominated:**  current course revision of current course a new course being proposed | | |
| **CUNY COMMON CORE Location**  **Please check below the area of the Common Core for which the course is being submitted. (Select only one.)** | | |
| Required  English Composition  Mathematical and Quantitative Reasoning  Life and Physical Sciences | | Flexible  World Cultures and Global Issues Individual and Society  US Experience in its Diversity Scientific World  Creative Expression |
| **Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**  Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of “Mathematical and Quantitative Reasoning” and “Life and Physical Sciences.” Three credit/3-contact hour courses must also be available in these areas. | | |

**Learning Outcomes**

**In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**

**II. Flexible Core** **(18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

|  |  |
| --- | --- |
| **D. Individual and Society**  A Flexible Core course must meet the three learning outcomes in the right column. | |
| **Students review literature from a variety of credible sources focused on interpersonal communication. Students assess the views and opinions developed in the surveyed literature and pick the ones that are closely related to their research interests.** | * Gather, interpret, and assess information from a variety of sources and points of view. |
| **For their case analysis papers, students analyze the arguments made by others in the scenario. For their reading response papers, students critically assess the arguments developed in the textbook and selected journal articles.** | * Evaluate evidence and arguments critically or analytically. |
| **For their independent research projects (resolution proposals), students develop strong and reasonable arguments in support of their findings and discussions through a thorough and in-depth analysis of the data (evidence)** | * Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will: | |
|  | * Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| **In their research papers, students need to develop a larger and in-depth understanding of the changing dynamics between individual behaviors and the socio-cultural system** | * Examine how an individual's place in society affects experiences, values, or choices. |
| **In their critical reading response papers, students examine the arguments emphasized in the assigned readings and provide detailed analysis of the value and meanings embedded in the arguments.** | * Articulate and assess ethical views and their underlying premises. |
| **Students clearly explain the process through which they identify and collect the data, and articulate ways the data can help them answer the research questions.** | * Articulate ethical uses of data and other information resources to respond to problems and questions. |
|  | * Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |