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 2403 Health Communication |
| **Date** | 9/13/2018 |
| **Major or Minor** | Minor (Prerequisite Change) |
| **Proposer’s Name** | David Lee |
| **Department** | Humanities |
| **Date of Departmental Meeting in which proposal was approved** | 10/4/2018 |
| **Department Chair Name** | Ann Delilkan |
| **Department Chair Signature and Date** | **10-15-2018** |
| **Academic Dean Name** | Justin Vazquez-Poritz |
| **Academic Dean Signature and Date** | **10/16/18** |
| **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. | This is a minor modification to change the prerequisite of COM 2403 Health Communication from “COM 1330” to “ENG 1101 or COM 1330 or higher.” |
| **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). | ENG 1101 is a sufficient prerequisite for COM 2403, a WI course that requires research, citing and editing. Most existing COM courses above 1330 do not carry a 1330 prerequisite, including COM 1332, 1335, 1340, 2401, 2402 and 3401. Other 2000 level COM courses require ENG 1101, only, so this modification will make COM 2403 consistent with them. Allowing for either ENG 1101 or COM 1330 or higher gives students more flexibility. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | * Course first approved in Fall 2016. * Listed in Spring 2017. * Approved as Individual and Society in Spring 2017. * Ran in fall 2017. * Designated as Writing Intensive (WI) in Spring 2018. |

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

**Rationale:**

Including ENG 1101 as a prerequisite is warranted because of writing assignments required in COM 2403, including the Blackboard Discussion Board, the Weekly Reading Response and an In-Class Personal Narrative. It is important for students to have basic writing competencies which are covered in COM 1330 Public Speaking, such as research, crafting an argument, editing and proofreading. However, these competencies are also covered in ENG 1101 based on the following learning outcomes:

* Gain awareness of rhetorical strategies, responding to the needs of different audiences and adapting their message accordingly.
* Ability to proof read, edit and revise their work.
* Find, evaluate and analyze information sources.
* Become familiar with academic writing as genre and style.

COM 2403 is designated as Writing Intensive, and the ENG 1101 Learning Outcomes, above, effectively prepare students, in their focus on writing persuasively, conducting research, editing and revising, and incorporating citations, an important convention of academic writing.

While students entering COM 2403 without having taken COM 1330 will have less experience giving oral presentations, remedial activities (such as impromptu speaking) in COM 2403 will bring those students up to speed.

The COM 1330 prerequisite is not consistent with other existing COM courses above 1330. Most COM courses do not require COM 1330 as a prerequisite, including 1332, 1335, 1340, 2401, 2402.[[1]](#footnote-1) ENG 1101 is the prerequisite for COM 2401 International Communication and COM 2402 Intercultural Communication, so this change will make COM 2403 consistent with other current 2000 level courses.

Instead of dropping the COM 1330 prerequisite, we are including it to give greater flexibility to students, in the event that a student would have taken COM 1330 prior to ENG 1101. We are including the “or higher” qualification to make the course available to other students who may have taken COM courses other than 1330 to fulfill their Oral Communication requirement.

There are no programs that use COM 2403 course as a required course, as an elective, or as a prerequisite. Since most students who take ENG 1101 would otherwise be required to, we don’t anticipate any change in enrollment in that course. In conclusion, we do not anticipate that any departments will be affected by this change.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | ✓ |
| * Rationale for proposal | ✓ |
| * Date of department meeting approving the modification | ✓ |
| * 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). | ✓ |

Included in this Curriculum Modification Form is a sample syllabus for COM 2403 Health Communication, to show how the prerequisite change is justified based on the assignments (next page).

**Chancellor’s Report for Modification of Existing Courses (also used for minor changes)**

Please fill out one chart for each course. Remove any row that is not being changed with the exception of the Prerequisite, Corequisite, Pre/Corequisite rows: if any ONE of these is modified, then leave all three.

**Section AV: Changes in Existing Courses**

**AV.1. Humanities**

**COM 2403 Health Communication**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number: | COM 2403 | Course Number: |  |
| Course Title: | Health Communication | Course Title: |  |
| Prerequisite: | ~~COM 1330~~ | Prerequisite: | ENG 1101 or COM 1330 or higher |

**Rationale:** ENG 1101 is a sufficient prerequisite for COM 2403, a WI course that requires research, citing and editing. Most existing COM courses above 1330 do not carry a 1330 prerequisite. Other 2000 level COM courses require ENG 1101, only, so this modification will make COM 2403 consistent with them. Allowing for either ENG 1101 or COM 1330 or higher gives students more flexibility.

**COM 2403 Health Communication**

Section D100 meets Fridays, 11:30-2:30 pm, N1017

Instructor: David Lee, Ph.D.

Email: dlee@citytech.cuny.edu

Office: A630

Office hours: Thursdays from 3:30 to 5:30 pm, by appointment

Hours and Credits for Lecture: 3 hours, 3 credits

Course Pre-requisite: ENG 1101, or COM 1330 or higher  
Writing Intensive (WI)

Course Description:

The study and practice of communication as it relates to health professionals and patient outcomes. Topics include provider-patient interaction, team communication, and the diffusion of health information through public health campaigns. Students learn the basics of clear, purposeful and compassionate communication across multiple channels, to reduce errors and provide better health care delivery.

Introducing Health Communication:

Health communication refers to human interactions that influence health and wellness outcomes. Communication is at the center of providing patient-centered care. Medical schools often have a communication component for training the next generations of health care workers and job descriptions require strong communication skills. The extent to which expectancies can shape outcomes requires healing professionals to express hope and empathy while administering treatments, using all available communication modalities to create a continuum of care for patients as they move between providers and specialties. This class co-creates a definition for health communication that is inclusive of many diverse cultures and communities of practice. From patient-provider communication, to creating social marketing campaigns, and to communication with emergency responders—*health communication* emerges as an umbrella term that incorporates a wide variety of professional practices. The class involves conducting participant-observation, narrative inquiry, and content analysis of news stories which help understanding the meaning of health and wellness, sometimes beyond biomedical perspectives.

Topics we cover:

* The determining role that communication plays in health outcomes
* Communication across healthcare professions
* Health marketing, crisis communication, and other applied careers
* How expectancies can shape outcomes in health care
* Differences in medical and narrative rationalities
* Medical specialization and the need for common ground
* Plain language initiatives and problems with jargon
* Disease surveillance in epidemiology & communication
* Survey of Health Communication electronic platforms (CPOE, EHR, etc.)
* Training and certification opportunities
* Opportunities for multilingual speakers in health care professions

Course Objectives:

* To become better communicators with patients, clients and other health care professionals
* To communicate successfully, across various communication channels
* To identify structural factors that foster and inhibit communication in health care contexts
* To consider the historical and cultural construction of health and wellness
* To learn about the constitutive role that communication plays in behavioral medicine
* To use participation-observation and media analysis to become keen observers
* To employ narrative and writing in the “first person” to welcome our own experiences
* To foster a friendly environment for peer collaboration and interdisciplinary teams
* To co-create a role for health communication that addresses an on-going national healthcare crisis

Textbook:

Du Pre, Athena (2013). Communicating About Health: Current Issues and Perspectives 5th Edition. Oxford University Press.

Other required reading materials, podcasts and videos posted on the course Blackboard site (Bb) by the Instructor and students of this course. These online resources are also helpful:   
  
[Communication Strategies](https://bbhosted.cuny.edu/bbcswebdav/pid-21361130-dt-content-rid-102605418_1/courses/OPD_SP2015/Syllabus%20%26%20Course%20Documents/Communication%20Strategies/communicationstrategies.htm) is a primer for participating in an online Discussion Board.

[Netiquette](http://www.albion.com/netiquette/index.html) is a great resource about being polite online and in emails.

[Pub Med](http://www.ncbi.nlm.nih.gov/pubmed) is a database of medical articles that are available to the public.

[Pew Research Center](http://www.pewresearch.org/) does public opinion research.

Technology Support:

This is a hybrid course, so we meet in person and online. iTec is the name of the Office at City Tech that supports students with their technology needs. Here are some important contact details for iTec:

Office Location: Room G601  
General Phone: (718)-254-8565  
Email: [itec@citytech.cuny.edu](mailto:itec@citytech.cuny.edu)  
Monday – Thursday 8:30am - 9:00pm  
Friday 9:00am - 7:00pm  
CLOSED Saturday & Sunday  
Website: <http://websupport1.citytech.cuny.edu/index.html>

iTec also offers student workshops on Email, Blackboard, ePortfolios and other topics. Please see

<http://websupport1.citytech.cuny.edu/studentworkshops.html>

Description of Assignments:

*Weekly Reading Responses*: Every week, students complete a speaking outline based on the weekly readings (three pages, max). The purpose of these responses is to summarize as well as to offer a critical opinion of the weekly readings. The reading response should address all of the topics covered, but you may decide to go into more detail about a particular topic that interested you. Try to make connections across the readings and feel free to pose questions that the readings raise as well. You hand these in each week for evaluation, so proofread and revise accordingly. Follow sample Speaking Outline format provided. Each week, three students are chosen to present extemporaneous speeches based on their response.

*In-class personal narrative:*In addition to being (aspiring) health communicators, we are also clients and consumers of health care procedures and products. During some class meetings, a writing prompt is displayed and then we take ten minutes or so to write an answer. These writings are not graded, but hold onto them all because you must include at least one of them (revised) in your final portfolio at the end of the term. The in-class personal narrative is “stream of consciousness” --meaning spontaneous and impressionistic. While social-scientific prose is written in the third person in an attempt to hide bias, this assignment welcomes your own personal experience. Please feel free to write about your own experience, but remember your right to privacy as well. If you don’t feel comfortable sharing personal details, there are other forms of writing that I would be glad to suggest. The handwritten in-class personal narratives are ‘first drafts’ so spelling and grammar are of secondary importance. Instead, I want us to practice our story-telling skills and connect to feelings as well as intellect. After we are finished, volunteers read their narrative out loud in front of the class, or summarize it extemporaneously. Others are encouraged to relate their own experiences to what was shared. Even if you cannot relate to the specific content, try to connect to the feelings that are being expressed.

*Blackboard Discussion Board:* In the internet age, Health Communication often takes place in an electronic realm, and in this course, we use Blackboard and Open Lab to post assignments and hold discussions about Health Communication. Each week you post, at minimum, one Discussion Thread (and three responses to other’s threads) on the Blackboard Discussion Board. One of the advantages of communicating online is that users can post links to news stories, videos and other rich-multimedia sites on the World Wide Web. The Discussion Board is “asynchronous”: you can log in, post and reply at any time of the day or night.

FINAL ASSIGNMENTS

We choose final assignments about mid-term and work on them in the second half of the course. The final project is a chance to communicate something health-related. You may choose a topic that you already are engaged in or a new research topic that fascinates you. All final assignments require research and citations. Each choice requires a typed Final Presentation Outline (to be uploaded on Blackboard) as well as an **in-class presentation**. Follow sample Speaking Outline format provided. You have a choice for your final assignment. Please choose only one of the four choices below:

1. *Analysis of news story:* Find a recent news article relevant to the subject matter of Health Communication. After reading it, conduct more research on the topic and prepare an essay that clearly summarizes the issue and present your own viewpoint. Your presentation should include a succinct summary of the main ideas in the article, an explanation of how you connect the article to course material, and a critique or evaluative response to the article. I also encourage you to pose a few discussion questions to the class. (3 to 6 typed pages & 8 to 10 minute in-class presentation.)
2. *Observation Report of a Healthcare Setting:* This assignment involves an (at-least) one-hour observation, note-taking and write-up of a healthcare setting. Participant-observation involves immersing yourself in a setting, paying close attention to what is happening, taking notes and asking questions. Your descriptions should be naturalistic, i.e. they should describe what you see and hear in detail. Try to use rich descriptions that “paint a mental picture” for the audience. Your presentation should include rich, vivid details of your observation and interaction and an explanation of how you connect the participant-observation report to the course. I also encourage you to pose a few discussion questions to the class. (3 to 6 typed pages & 8 to 10 minute in-class presentation.)
3. *Design a Health Campaign*: This assignment gives you the chance to design a strategic intervention for some kind of health issue. For COMD and PTW students, this is an opportunity to use your design and writing skills to make a print ad, fact sheet, audio or video spot, or social media campaign. Your media work (PowerPoint, audio-visual recording, poster, etc.) must be accompanied by a rationale where you explain your methodology and how the evidence base (i.e. what we know about what works) supports your approach. During your presentation, you should try to persuade us to modify our behavior in some way according to the campaign. (A multi-media work with a 2-5 typed rationale & 6 to 8 minute in-class presentation.)
4. *Student’s Choice*: Perhaps you have a topic that you are interested in, but it does not exactly fit with the other two assignments above. Here is your chance to do something different. I could see perhaps:
5. A technical research paper that you would like to communicate to a general audience
6. A skit or a drama that acts out the issues of provider/patient communication
7. A recounting of some event in the history of medicine and how it is significant for health communication
8. Your choice….?

(5 to 6 typed pages & 5 to 10 minute in-class presentation. If you elect to do the “student’s choice” please run it by me beforehand and I’ll offer some direction.)

NOTE: a one-page description of your final project due mid-term.

Possible Group Final Projects?   
You have the option to conduct your final assignment in a group (max 5 people). With a group project, you can tackle a broader topic in health communication and have each group member elaborate in more detail on a subtopic. For example, a Group Project with 4 students about Diabetes could have the following papers and presentations: One could do a literature review about communication and primary prevention; another could do a participant-observation report of a nutritionist’s office; another could do a media analysis of how diabetes appears on TV, and another could do a media analysis of diabetes support groups on social media. This is one example. The requirements for each paper/ presentation are the same as above, but the group should also make connections between the findings. Those interested in a group project should approach me with their ideas early in the semester so I can help you make it a success.

**ePortfolios:**

An ePortfolio is like your own personal website advertising your skills. At the end of the semester, post 6 to 10 pages of your *revised* course work on Open Lab. Include Weekly Responses, In-class Personal Narratives, and the Final Project. Don’t throw anything away or lose your work! For in-class personal narratives, please scan the original, hand-written document to include along with the revised, typed copy to show your progress over the semester. The assignment also requires uploading pictures, links, and resumes, etc. for a professional and comprehensive picture of you for potential employers to view. Your ePortfolio is intended to be public and you have access to it after the course is completed and even after you graduate! Therefore, the ePortfolio is envisioned as a repository of your best work that you can share with future employers. **More about the ePortfolio appears at the end of this course outline.**

Grading:

Weekly Reading Responses 25%

Final Assignment, your choice of EITHER

* Analysis of a news story
* Observation of a health care setting
* Design a health campaign
* Student’s Choice 25%

ePortfolio (compilation /revisions of coursework) 25%

Online Participation (Discussion Board) 15%

Class Participation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10%

Total 100%

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

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| --- | --- |
| **LEARNING OUTCOMES:** | **ASSESSMENT METHODS**: |
| Gather, interpret, and assess information from a variety of sources and points of view. | Discussion board requires linking to editorials expressing different viewpoints; final assignments require library research |
| Evaluate evidence and arguments critically or analytically. | Content analysis assignment and ethnography assignment require critical analysis of evidence and identification of frames and biases using frame analysis techniques |
| Produce well-reasoned written or oral arguments using evidence to support conclusions. | Final paper and oral presentation require arguments supported with evidence from observational details (ethnography), specific textual examples (content analysis) and scholarly literature of behavior change (health campaign) |
| 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. | Through introduction of qualitative research methods and selection of final assignment options, students recognize Health Communication as an interdisciplinary practice grounded in Communication Studies and incorporating case studies from behavioral psychology and public health. |
| Examine how an individual's place in society affects experiences, values, or choices. | Lectures identify social, behavioral, cultural and socioeconomic predictors of health outcomes, while writing prompts in the first person (and resulting discussions) enlist students to identify communication problems in health care based on their own encounters *as* providers or *with* providers. |
| Articulate and assess ethical views and their underlying premises. | Clinical scenarios provided during week 3 simulation exercise provokes discussion of structural limitations of communication resulting from managed care practices. In Week 9 lecture complex interest groups underwriting health policy are presented and student discussion question considers conflict of interest in journals, government agencies and medical industries. |
| Articulate ethical uses of data and other information resources to respond to problems and questions. | In week five students evaluate EHR and CPOE regarding privacy protection. Week six lecture focuses on information access and raises ethical questions about proprietary data hidden from scientific scrutiny per intellectual property statutes. |
| Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. | Beginning in week two health care ideologies are identified, contrasting individualistic/ collectivistic approaches, as well as personal agency vs. determinism. |

Provisional Schedule

The following is a description of all of our face-to-face, in-classroom meetings for the semester.

NOTE: This schedule is subject to change

**Week 1**: “What is Health Communication?” Roll call, syllabus overview and introduction to communication studies. Health Communication as metaphor, social science and practice. The bio-psycho-social model of health care delivery. The role of social and interpersonal support in health outcomes. In the first week of classes the Blackboard Discussion Board is introduced with instructions for posting threads and replying to others. Readings for following week: Chapters 1 & 2

**Week 2**: “Structure and agency.” This course module focuses on the role of attitude and belief and how expectancies can shape health outcomes. Medicine reframes patients as consumers of health services and products, but the choices we can make are delimited by cost—as well as the ideology of managed care that involves a cost-benefits analysis. How much are health outcomes the results of our decisions and willpower, and how much are they determined from forces outside of our control? (For example, toxic substances outdoors and in our homes; food security, poverty, inequality, sexism, racism and environmental pollution?) Reading for following week: Chapter 3

**Week 3**: “Introducing clinical simulation.” This week we look at issues of performance and affect in clinical encounters. Students are provided with clinical scenarios and play the role of patient and provider. Each student has the opportunity to play both the provider, the patient, and separate members of a multidisciplinary team. We cover platforms such as STEPPs and visit the City Tech Nursing Simulation Lab (and CUNY’s NYSIM) for a close-up look of simulation in health care. Readings for following week: Chapters 6 & 7

**Week 4**: “Ethnography of the health encounter.” This week we focus on ethnography (and participant-observation) as a method for paying close attention to the ways that people communicate about health. Ethnographic methods help sharpen our listening and observational skills, and an ‘ethnographic sketch’ writing exercise requires us to stick close to the ‘data’ that our five senses provide us during a health encounter. Requirements for the Participant-observation option of our final assignments are presented. Reading for following week: Chapter 9

**Week 5:** “Health Technologies as Communication.” Electronic Health Records (EHR) are changing the way care is provided, but how do providers manage HIPPA concerns? Computerized Provider Order Entry (CPOE) is now standard practice, but how can a provider be present with the patient while staring into a computer screen? In what ways do these and other communication technologies both enable and inhibit the delivery of patient centered care? We consider these and other questions by conducting Quality Assurance (QA) of an electronic health communication platform, evaluating it for ease of use, navigation and other measures of evaluation. Reading for following week: Chapter 10

**Week 6**: “Health Communication and Health Literacy.” In a diverse society such as ours, how is health literacy defined? In this section, we look at the cultural construction of health concepts, and how specialist terminology can get in the way of ‘adherence.’ We also study the problem of miscommunication in healthcare and preventable illnesses, injuries and death caused by medical practices. Another challenge for health literacy is being able to distinguish evidence-based medicine from lesser forms of health information and misinformation. Non-English speaker issues are considered as determinants of morbidity and mortality, and opportunities for multi-lingual speakers in healthcare professions are highlighted. Reading for following week: Chapter 14

**Week 7**: “Health Marketing and Promotion.” What are Public Service Announcements (PSAs), and how are they different from commercial advertisements? How can fear-appeals sometimes backfire? Based on best practices in Health Marketing we design a social media campaign. We also look at Media Effects research that provides empirical measurement for the success and failure of public health campaigns. In addition, we explore how interactive communication technologies (ICTs) are a game-changer for unidirectional health messaging as traditionally conceived. Readings for following week: Chapters 4 & 5

**Week 8**: “Narrative Medicine.” Narrative, or story-telling, is an important way we can make meaningful our experiences with health, illness and wellness. Biomedical rationalities are contrasted with non-medical sense-making about health and illness. We learn how listening and rapport provides a more comprehensive understanding of the patient beyond bullet lists of symptoms and metrics. This week we begin talking about the final assignments and portfolios. Reading for following week: Chapter 11

**Week 9:** “Interpreting and Communicating Health News.” How can we keep up with breaking news stories that address us as consumers and persons? How do we navigate the sometimes-contradictory advice that appears in public discourse? This week we learn how to summarize and critically analyze news stories. Techniques in content analysis and frame analysis are introduced. We also explore how to present technical research to a non-technical audience. Reading over break: Chapter 12

**Week 10**: “Final Project Workshop.” Discuss expectations for the final projects. **A one-page summary describing your final project due.**

**Week 11**: “Careers in Health Communication.” Communication skills are always the main thing that employers say they are looking for in job candidates. This week we focus on the areas where health communication can be applied in the work world. Topics include interdisciplinary teams, hierarchies and specializations in health care. By looking at statistics and job listings we discover occupations that are in demand, and also consider post-graduate work in the field of Health Communication.

**Week 12:** “ePortfolios.” At this point in the semester students have a body of work consisting of in-class writing prompts and weekly reading summaries. This week we focus on the process of revision and how to showcase our unique talents to make us stand out from the crowd of other job applicants. Peer reviews take place in smaller groups.

**Week 13**: “Introduction to Risk and Emergency Communication.” Communicators are employed in emergency response at the federal, state and local levels. These professionals protect the public by preparing for worst case scenarios, like hurricanes, earthquakes, or pandemic influenza. This week we look at emergency response training rubrics and we conduct a mock exercise in crisis and emergency risk communication.

**Week 14**: Final Presentations. **Week 15**: Final Presentations. **Final Projects and ePortfolios due**

HUMANITIES DEPARTMENT POLICY ON ABSENCES/LATENESS

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class. Note: Each professor will keep accurate, detailed records of students’ attendance.

The professor keeps accurate, detailed records of all absences from class, and may assign a WU grade (withdrew unofficially) to any student who exceeds that limit. A student is required to take the responsibility of keeping track of his/her own absence from class. When it exceeds four hours, he or she should make an appointment to discuss the problem with the professor.

Academic Integrity at City Tech“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.”  
  
Plagiarism is not tolerated. Any information you find on the web, at the library or in books must be cited in 3 places: In a Works Cited section, in-text and out loud while you are giving your presentation. If you don’t cite your sources correctly you are given one warning. Further offenses result in a grade of F in the course.

Religious Holidays and Observances:

In accordance with University policies, students should notify the instructor **before** missing class due to a religious observance or holiday.

Make-Up Policies:

Because of scheduling difficulties for in-class assignments, presentations, and papers, make-up work is only be possible in the case of documented medical emergencies. If you contact me after you have missed the class, you can’t make-up the assignment.

###### Reasonable Accommodations: City Tech complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations to students with documented disabilities. Please contact Disability Resources Services at (718) 260-5143 for more information. The resource office is located in the Atrium Building, Room A-237. If you have a documented disability that requires academic accommodations, please see me in private so that we can discuss the accommodations that you need in this class. It is best to do this at the beginning of the course.

New York City College of Technology, CUNY

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| --- | --- |
| **Title of Proposal** | COM 2404 Interpersonal Communication |
| **Date** | 10/13/2018 |
| **Major or Minor** | Minor (Prerequisite Change) |
| **Proposer’s Name** | Dr. Zheng Zhu |
| **Department** | Humanities |
| **Date of Departmental Meeting in which proposal was approved** | 10/04/2018 |
| **Department Chair Name** | Dr. Ann Delilkan |
| **Department Chair Signature and Date** | **10-15-2018** |
| **Academic Dean Name** | Dr. Justin Vazquez-Poritz |
| **Academic Dean Signature and Date** | **10/16/18** |
| **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. | This is a minor modification to change the prerequisite of COM 2404 Interpersonal Communication from “COM 1330” to “ENG1101, or COM1330 or higher.” |
| **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). | ENG 1101 is a sufficient prerequisite for COM 2404, a WI course that requires research, citing and editing. Most existing COM courses above 1330 do not carry a 1330 prerequisite, including COM 1332, 1335, 1340, 2401, 2402 and 3401. Other 2000 level COM courses require ENG 1101, only, so this modification will make COM 2404 consistent with them. Allowing for either ENG 1101 or COM 1330 or higher gives students more flexibility. |
| **Proposal History**  (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | * Course first approved in fall 2016. * Approved as Individual and Society in Summer 2017. * Listed in spring of 2018 and fall 2018 as a WI course but cancelled due to low enrollment. |

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

**Rationale:**

Including ENG 1101 as a prerequisite is warranted because of writing assignments required in COM 2404, including the critical reading response papers, case studies paper and a resolution proposal. It is important for students to have basic writing competencies which are covered in COM 1330 Public Speaking, such as research, crafting an argument, editing and proofreading. However, these competencies are also covered in ENG 1101 based on the following learning outcomes:

* Gain awareness of rhetorical strategies, responding to the needs of different audiences and adapting their message accordingly.
* Ability to proof read, edit and revise their work.
* Find, evaluate and analyze information sources.
* Become familiar with academic writing as genre and style.

COM 2404 is designated as Writing Intensive, and the ENG 1101 Learning Outcomes, above, effectively prepare students, in their focus on writing persuasively, conducting research, editing and revising, and incorporating citations, an important convention of academic writing.

While students entering COM 2404 without having taken COM 1330 will have less experience giving oral presentations, remedial activities (such as in class group and individual presentations) in COM 2404 will bring those students up to speed.

The COM 1330 prerequisite is not consistent with other existing COM courses above 1330. Most COM courses do not require COM 1330 as a prerequisite, including 1332, 1335, 1340, 2401, 2402.[[2]](#footnote-2) ENG 1101 is the prerequisite for COM 2401 International Communication and COM 2402 Intercultural Communication, so this change will make COM 2404 consistent with other current 2000 level courses.

Instead of dropping the COM 1330 prerequisite, we are including it to give greater flexibility to students, in the event that a student would have taken COM 1330 prior to ENG 1101. In addition, we are including the “or higher” qualification to make the course available to other students who may have taken COM courses other than 1330 to fulfill their Oral Communication requirement.

There are no programs that use COM 2404 course as a required course, as an elective, or as a prerequisite. Since most students who take ENG 1101 would otherwise be required to, we don’t anticipate any change in enrollment in that course. In conclusion, we do not anticipate that any departments will be affected by this change.

**ALL PROPOSAL CHECK LIST**

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: |  |
| * Brief description of proposal | ✓ |
| * Rationale for proposal | ✓ |
| * Date of department meeting approving the modification | ✓ |
| * 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). | ✓ |

Included in this Curriculum Modification Form is a sample syllabus for COM 2404 Interpersonal Communication, to show how the prerequisite change is justified based on the assignments (next page).

**Chancellor’s Report for Modification of Existing Courses (also used for minor changes)**

Please fill out one chart for each course. Remove any row that is not being changed with the exception of the Prerequisite, Corequisite, Pre/Corequisite rows: if any ONE of these is modified, then leave all three.

**Section AV: Changes in Existing Courses**

**AV.1. Humanities**

**COM 2404 Interpersonal Communication**

|  |  |  |  |
| --- | --- | --- | --- |
| Course Number: | COM 2404 | Course Number: |  |
| Course Title: | Interpersonal Communication | Course Title: |  |
| Prerequisite: | ~~COM 1330~~ | Prerequisite: | ENG 1101 or COM 1330 or higher |

**Rationale:** ENG 1101 is a sufficient prerequisite for COM 2403, a WI course that requires research, citing and editing. Most existing COM courses above 1330 do not carry a 1330 prerequisite, including COM 1332, 1335, 1340, 2401, 2402 and 3401. Other 2000 level COM courses require ENG 1101, only, so this modification will make COM 2403 consistent with them. Allowing for either ENG 1101 or COM 1330 or higher gives students more flexibility.

**Interpersonal Communication**

Department: Humanities

Instructor: Dr. Zheng Zhu

Instructor’s Contact Information (see below)

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

Office: L630

Tentative Office Hour: Tuesday & Thursday, 1pm-2pm or by appointment

**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**: ENG 1101, or COM 1330 or higher

**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 Attendance Policy**

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class. Note: Each professor will keep accurate, detailed records of students’ attendance.

The professor keeps accurate, detailed records of all absences from class, and may assign a WU grade (withdrew unofficially) to any student who exceeds that limit. A student is required to take the responsibility of keeping track of his/her own absence from class. When it exceeds four hours, he or she should make an appointment to discuss the problem with the professor.

**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.

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| **ASSESSMENT METHODS** | **LEARNING OUTCOMES** |
| **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 analytical 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. |
| **In their research papers, students need to develop a larger and in-depth understanding of the changing dynamics between individual behaviors and the following communication contexts affected by the larger socio-cultural system: cross-cultural, familial, organizational, virtual, and health communication environments** | * Examine how an individual's place in society affects experiences, values, or choices. |
| **Students learn, discuss, and write about their understandings of how people perceive *ethical* and *unethical* communication behaviors across different sociocultural contexts and communication platforms, including face-to-face and virtual spaces.** | * Articulate and assess ethical views and their underlying premises. |
| **Students clearly explain the process through which they identify and collect the data following the ethical guidelines of academic research, and articulate ways the data can help them answer the research question(s).** | * Articulate ethical uses of data and other information resources to respond to problems and questions. |

**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: understanding 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** |

1. The exceptions are COM 2404 Interpersonal Communication (which is also being submitted for minor modification to include an ENG 1101 prerequisite) and COM 3401 Business and Professional Communication, which has a pre/corequisite “ENG1121, or COM 1330 or higher, or department

   Approval.” [↑](#footnote-ref-1)
2. The exceptions are COM 2403 Heath Communication (which is also being submitted for minor modification to include an ENG 1101 prerequisite) and COM 3401 Business and Professional Communication, which has a pre/corequisite “ENG1121, or COM 1330 or higher, or department

   Approval.” [↑](#footnote-ref-2)