1. Prepared by: __________________________________________________
2. Date submitted: _____________________________________________
3. Date approved: ___________________ Date revised: 10/14/2014
4. Department/discipline: Speech
5. Department(s) endorsement(s): _________________________________
   (Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Interpersonal Communication
   Abbreviated course title (25 characters or less): 
7. Course Designator: SPCH
8. Course Level: 1020
9. Number of Credits: Lecture: 3_ Lab: 0
10. Control Number (on site): 40
    Control Number (online): 0
11. Catalog/Course description:
    An introduction to interpersonal communication concepts and theories, this
    course focuses on the acquisition of knowledge, skill, and adaptability
    foundational to interpersonal communication competence. The course helps
    students: assess their strengths and needs as interpersonal communicators;
    recognize fundamental concepts and theories in everyday situations; develop and
    apply appropriate, practical skills. Students will learn the various dimensions of
    person-to-person communication, understand the various processes within
    interpersonal communication, and become more skilled at identifying and
    dealing with interpersonal communication “challenges.” (Meets MnTC goal area
    1).
12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): None
    Co-requisite: None
13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Potential Textbooks (determined by instructor):
3. Additional Resources (determined by instructor):
   a. Supplemental articles available via D2L
   b. Online lecture or notes (property of the instructor)
   c. Internet and CD based video/video clips (related to the topic)

14. Course Content (Provide an outline of major topics covered in course)

1. Overview and definition of Interpersonal Communication (IPC)
   a. Process, models and nature of IPC
   b. Principles and misconceptions
   c. Effectiveness v. communication competency
2. Communication, self-concept and identity: Creating and presenting the self
   a. Biological and socio-cultural roots of self
   b. Characteristics of self-concept and identity
   c. Image and identity management
3. Perception and the cognitive process in IPC
   a. The cognitive/perceptual process
   b. Influences on perception
   c. Tendencies of perception and perception checking
4. Emotional arousal: thinking, feeling and communicating
   a. Factors, interpretation, reactions, and expression of emotions
   b. Influences on and guidelines for managing emotional expression
5. Language use
   a. Understanding the nature and impact of verbal messages
   b. Socio-cultural and gender influences on language
6. Nonverbal communication
   a. Characteristics and types of nonverbal communication
   b. Socio-cultural and gender influences
7. Listening and IPC
   a. Listening as a cognitive process and elements of listening
   b. Listening challenges
   c. Listening responses
8. Communication and relationship dynamics
   a. The nature and dynamics of relationship formation
   b. The nature and dynamics of relationship development and maintenance
   c. Relationships and IPC
   d. Intimacy and distance in relationships
9. Communication Climates
   a. IPC and the creation of communication climates

10. Managing interpersonal conflict
    a. The nature of conflict and conflict styles
    b. Managing conflict in relational systems

15. Learning Goals, Outcomes, and Assessment
    At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

    A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

    B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

    C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

    D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

    Course learning outcomes will fulfill the identified competencies:

    Course Learning Outcomes:

    Upon completion of this course, students will be able to:

    1. Describe or explain the interpersonal communication process (B)
    2. Describe or explain some of the various ways that self-concept influences their communication with others (B, C, D)
    3. Describe or discuss the influence of perception on the communication process (B, C, D)
    4. Describe or explain the importance of the coded rule system to language competency (B)
    5. Describe or explain the influence of culture on the communication process (D)
    6. Describe, explain or discuss the importance of understanding nonverbal messages as they relate to their specific future profession, or in general interpersonal communication (B, C)
    7. Reflect on and assess their emotional state
    8. Develop and follow through with a communication strategy appropriate to a given situation (B)
16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

**Goal Area(s): 1**

**Goal and Outcomes:**
- Goal: Communication
- Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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