

OBR	
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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Lorain County Community College

Course(s) Submitted(Title & Course #) Interpersonal Communication for CMMC 165
Ohio Articulation Number OCM002

Date February 3, 2006 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Rosemary Schestag Title Project Manager

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Elyria, OH 44035

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Phone 440-366-7412

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Credit Hours 3 qtr _____ sem X

Lecture Hours 3

Laboratory Hours N.A. (if applicable)

Pre-Requisites(s) Course work (if applicable) N.A.

Placement Score (if applicable) N.A.

(Name of test)

(Domain) (Score)

Catalog/Course Description (Includes Course Title and Course #)

Discussion and experiments concerning the function of attitudes, values and perceptions they relate to communication, with emphasis on social, psychological and cultural factors influencing person to person communication. Not a public speaking course.

Texts/Outside Readings/Ancillary Materials

Required Text:

Wood, J.T. (2004). Interpersonal communication: Everyday encounters, (4th ed.). Belmont, CA: Wadsworth.

Selected cases from:

Braithwaite, D.O., & Wood, J.T. (2000). Case studies in interpersonal communication: Processes and problems. Belmont, CA: Wadsworth.

Veenendall, T.L., & Feinstein, C. (1996). Let's talk about relationships: Cases in study, (2nd ed.). Prospect Heights, IL: Waveland Press.

Readings:

DeVito, J.A., (2002). How to deal with verbal abuse. In J.A. DeVito (Ed.), *The interpersonal communication reader* (pp. 178-183). Boston: Allyn and Bacon.

Duck, S., (2006), Handling the break-up of relationships. In J. Stewart (Ed.), *Bridges not walls: A book about interpersonal communication* (9th ed.) (pp. 514-523). Boston: McGraw-Hill.

Goleman, D. (2006). The rudiments of social intelligence. In J. Stewart (Ed.), *Bridges not walls: A book about interpersonal communication* (9th ed.) (pp. 76-84). Boston: McGraw-Hill.

Kottler, J. (2006). Taking responsibility without blaming. In J. Stewart (Ed.), *Bridges not walls: A book about interpersonal communication* (9th ed.) (pp. 505-513). Boston: McGraw-Hill.

Lazare, A. (2002). How to say "I'm sorry." In J.A. DeVito (Ed.), *The interpersonal communication reader* (pp. 95-101). Boston: Allyn and Bacon.

Rosenfeld, L.B. & Richman, J.M. (2006). What to tell: Deciding when, how, and

what to self-disclose. In J. Stewart (Ed.), *Bridges not walls: A book about interpersonal communication* (9th ed.) (pp. 268-276). Boston: McGraw-Hill.

Satir, V. (2006). Paying attention to words. In J. Stewart (Ed.), *Bridges not walls: A book about interpersonal communication* (9th ed.) (pp. 141-146). Boston: McGraw-Hill.

Stewart, J., Zediker, K. E., & Witteborn, S. (2006). Empathic and dialogic listening. In J. Stewart (Ed.), *Bridges not walls: A book about interpersonal communication* (9th ed.) (pp. 219-237). Boston: McGraw-Hill.

Stone, D., Patton, B. & Heen, S. (2002). How to understand another person's understanding. In J.A. DeVito (Ed.), *The interpersonal communication reader* (pp. 34-39). Boston: Allyn and Bacon.

Wainright, G.R. (2002). How to use eye contact. In J.A. DeVito (Ed.), *The interpersonal communication reader* (pp. 119-127). Boston: Allyn and Bacon.

Wood, J.T. & Reich, N.M. (2003). Gendered speech communities. In L.A. Samovar & R.E. Porter (Eds.), *Intercultural communication: A reader* (10th ed.) (pp. 144-154). Belmont, CA: Wadsworth.

Course Objectives and/or Plan of Work

COURSE OBJECTIVES:

After taking this course, you will be able to:

- Explain fundamental interpersonal principles and theories.
- Identify common barriers to effective interpersonal communication.
- Apply course terminology to real life communication situations.

- Demonstrate skills for more effective communication covered throughout the course.
- Adapt communication strategies for dealing with problems appropriately to the context.
- Appraise your personal communication strengths and weakness.

GENERAL EDUCATION OUTCOMES

Through meeting the course outcomes listed above, you will also be gaining skills and knowledge important to a liberal education. This course will help you meet a number of Lorain County Community College's General Education Outcomes. You will:

- Develop the professional competencies to function effectively within your chosen academic discipline and career.
- Develop precision, clarity, and fluency in writing.
- Develop accuracy, conciseness, and coherence in spoken communication.
- Develop critical thinking and reasoning skills for problem solving.
- Develop an awareness and understanding of gender, ethnic, minority, multi-cultural, and global issues.

Description of Assessment and/or Evaluation of Student Learning

<i>COURSE OUTCOMES & ASSESSMENT:</i>	<i>(Tools, Methods, and Expected Results)</i>
<i>Outcomes</i>	<i>Assessment Method(s) *Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i>
1. Explain fundamental interpersonal principles and theories. (Cognitive)	Rubrics—Papers Essay exams
2. Identify common barriers to effective interpersonal communication. (Cognitive)	Objective Assessment (Item Analysis) Rubrics—Papers
3. Apply course terminology to real life communication situations. (Cognitive)	Cases Studies Rubrics—Papers
4. Demonstrate skills for more effective communication covered throughout the course. (Psychomotor)	In-class activities Written Daily Assignments Rubrics—Papers
5. Adapt communication strategies for dealing with problems appropriately to the context. (Cognitive & Psychomotor)	Case Studies Objective Assessment (Item Analysis) Rubrics—Papers
6. Appraise personal communication strengths	Standardized Self Assessment Instruments

and weakness. (Cognitive & Affective)	Rubric—Paper
General Education Outcomes	Assessment Method(s)
1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.	See assessment methods listed above for course outcomes 2-6
2. Develop precision, clarity, and fluency in writing.	See assessment methods listed above for course outcomes 1-6
3. Develop accuracy, conciseness, and coherence in spoken communication.	See assessment methods listed above for course outcome 4
4. Develop critical thinking and reasoning skills for problem solving	See assessment methods listed above for course outcomes 3, 4, & 6
5. Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.	See assessment methods listed above for course outcomes 1-6

Master Syllabi and Working Syllabi (if both are used)

Course: CMMC 165 Interpersonal Communication **Spring 2006**
Meeting time: 11:00-12:15 TR
Meeting place: SC 212
Instructor: Nancy Kelley
Office: Stocker Center 232
Telephone: (440) 366-7094 (Elyria) or 1-800-995-5222, LCCC Extension 7094
E-mail: nkelley@lorainccc.edu
Office hours: 11:00-1:00 MW, 2:30-4:30 TR, or by appointment

Required Reading:

Wood, J.T. (2004). Interpersonal communication: Everyday encounters, (4th ed.). Belmont, CA: Wadsworth.

Selected cases from:

Braithwaite, D.O., & Wood, J.T. (2000). Case studies in interpersonal communication: Processes and problems. Belmont, CA: Wadsworth.

Veenendall, T.L., & Feinstein, C. (1996). Let's talk about relationships: Cases in study, (2nd ed.). Prospect Heights, IL: Waveland Press.

Assorted readings provided by the instructor

Course Description and Rationale:

Discussion and experiments concerning the function of attitudes, values and perceptions as they relate to interpersonal communication, with emphasis on social, psychological and cultural factors influencing person to person communication. Not a public speaking course.

COURSE OBJECTIVES:

After taking this course, you will be able to:

- Explain fundamental interpersonal principles and theories.
- Identify common barriers to effective interpersonal communication.
- Apply course terminology to real life communication situations.
- Demonstrate skills for more effective communication covered throughout the course.
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GENERAL EDUCATION OUTCOMES

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- Develop the professional competencies to function effectively within your chosen academic discipline and career.
- Develop precision, clarity, and fluency in writing.
- Develop accuracy, conciseness, and coherence in spoken communication.
- Develop critical thinking and reasoning skills for problem solving.
- Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.

GRADING:

1. Exams (300 points): Three exams covering lectures, course readings, class discussions, and handouts will be administered. Each exam will be worth 100 points and may include multiple choice and true false items as well as brief essays. Exams will cover any assigned reading material, regardless of whether that material is discussed during class. There will be no comprehensive final exam.
2. “Real Life” Problem Analysis (100 points): You will write a brief analysis of a real life communication problem applying the terminology you have learned in class. You will be asked to use course concepts to analyze what went wrong and to determine what could have been done to resolve the problem or to avoid the miscommunication in the first place.
3. Interpersonal Skills Analysis (125 points): At the end of the term, you will write a self-analysis of your interpersonal communication skills. You will have a choice between developing a paper that examines a particular personal relationship or one that discusses interpersonal skills in an occupational setting. Using course terminology learned throughout the semester, you will explain the skills most important for developing communication competence, evaluate your own skills, and provide a plan of action for improving your communication. This paper will serve as a kind of comprehensive final exam in which you will demonstrate your understanding of course concepts as applied to your own experience.
4. Daily Assignments (approximately 75 points): Regularly you will be assigned brief written assignments relating to daily readings in preparation for in-class activities or discussion. These assignments are designed to help you further comprehend course concepts and to apply course concepts to your own experience. Point values for these

assignments will range from 5 to 10 points each and may include discussion questions for readings, exercises to practice interpersonal skills, self-tests, development of role-plays, or mini-experiments. **Late Daily Assignments are not accepted.**

5. Participation (plus, minus, or no effect): This is a course where your continued and active participation in class discussion and activities are essential to your growth as a student. Your consistent and thoughtful participation in these activities can be the deciding factor for a grade on the borderline. Your instructor will keep a daily activities log to record participation in daily activities.

COURSE POLICIES:

1. Attendance: If you want to do well in this course, your daily attendance is a necessity. During lectures your instructor will provide information not supplied in the text. Naturally, if you do not attend class, you will not be privy to this information. In addition, participation in class discussion and activities will be essential to your comprehension of the course materials. Therefore, good attendance will not be rewarded; it is expected. You will be allowed **four absences** without penalty. For **every absence over four, 10 points will be deducted** from your final grade.
 - a. In this course, there is **no such thing as an “excused absence.”** If you miss class, whether for a good reason or merely because you didn’t feel like coming to class, it will be considered an absence. You need not contact me about missing class unless the absence affects a major assignment, such as an exam or paper.
 - b. **You will be counted absent for any day you come to class and do not fully take part in the day’s activities:** e.g., if you engage in conversation with others, sleep, do homework from another class, send text messages, etc.
 - c. **Habitual tardiness and/or leaving class early will result in additional absences.** If you are more than 5 minutes late for class and/or leave class early, more than four times, that will count as an absence.
 - d. Because your consistent attendance is important, if you anticipate an excessive number of absences due to work or personal commitments, consider enrolling in the course at a later time.
2. Promptness: Please come to class on time. I take attendance at the beginning of the hour. If you are not in class while I am taking attendance, you may be counted absent for a day you did attend class. Often I provide important information about course activities and assignments during the first five minutes of class. If you are tardy, it is not my responsibility to see that you are apprised of that information. If you are late, it is also your duty to make sure that you have been marked present (see me after class) and to get any course content information you missed.

3. Missed or Late assignments:

- a. Late papers will be penalized. Papers are considered late if I have not received a **hard copy** of the paper in class on the due date or in my mailbox by the end of the class period on the due date. **I do not accept emailed papers.** Technology problems such as a printer malfunction or the crash of your hard drive are unacceptable excuses for a late paper.

Except in the case of extreme emergency, papers will be penalized one letter grade for each class day past the due date.

- b. Exams may be made-up after the assigned test date **only in the case of extreme emergency.** In the case of such an emergency, a **make-up will be permitted no later than one week past the exam's original due date.** It is preferable to schedule tests prior to a known absence (e.g., a wedding, a civil service exam, job training, etc.) as opposed to following the official date of an exam.
- c. **Missed daily assignments may not be made up.** Often these assignments will involve in-class group activities that cannot be replicated by an individual. In These assignments are due when they are called for in class & will not be accepted at a later time.
- d. **There is no valid excuse for missing a major assignment due date aside from an extreme emergency, such as a serious illness or a death in the family.** In the case of such an emergency, contact me as soon as is reasonably possible to inform me of the problem. Only under extraordinary circumstances will you be allowed to turn in a paper or take a test late if you do not inform me of the problem prior to your return to class. Should a medical emergency occur, please provide written verification from a physician as documentation. You need not provide documentation for a medical absence if it does not interfere with one of the course assignments.

4. Paper Preparation:

- a. Papers should be prepared carefully and in line with instructions.
- b. Papers should be double-spaced and typewritten.
- c. Papers should be use standard margins and font size (10 or 12 point).
- d. Papers should include a title page with the name of the assignment (Real Life Problem Analysis or Interpersonal Skills Analysis), the course name (CMMC 165 Interpersonal Communication), the date submitted, and your name.
- e. Papers should be stapled together. You need not present your paper using fancy folders or binders. In fact, I prefer that they merely be stapled together.

- f. Papers should reflect college level expression, grammar, spelling, and organization.
- g. Papers should be turned in on time. (Missed or Late Assignments above.)
- h. As stated earlier, **I do not accept emailed papers**. A **hard copy** of your paper should be turned on the due date. Always back up your paper on a floppy or zip disk and save it until you receive your graded paper back.
- i. If you know you have difficulty writing, contact me or use the Individualized Learning Support Center before it becomes a problem.

5. **Plagiarism or academic dishonesty of any kind will not be tolerated.**

- a. Plagiarism includes the following behaviors: “to steal or pass off as one’s own ideas, words, writing, sources of another without first giving direct and complete credit; to commit literary theft; to present as new and original ideas, phrases, photos, sentences or products of any length derived from an existing source without citing the quotation as such and listing the complete source” (p. 210, 2005-2006 LCCC Catalog).
- b. Academic dishonesty includes cheating on a test, falsifying sources, or assisting another to cheat or plagiarize.
- c. **Any one submitting plagiarized work or engaging in academic dishonesty will receive no points for the assignment and will be referred to the Director of the Division of Arts and Humanities to determine if further disciplinary action should be taken.**

STUDENT RESPONSIBILITIES:

- 1. **Be in class.** Class activities will play an important part in your growth in this course. Notes from another student cannot duplicate what is learned through a group activity, role-play or other in-class assignment.
- 2. **Take notes.** Lectures will include information beyond what the text provides. This supplemental material **will** show up on your exams. **I do not provide study guides** for exams and there will be **no extra credit available** in this course.
- 3. **Be on time.** Promptness demonstrates respect for your instructor and your classmates.
- 4. **Be prepared.** Come to class having read assigned chapters and completed any assignments due. Come prepared to participate.

5. If you must be absent, **be responsible for finding out what you missed.** It is your responsibility to get notes, handouts, or assignments from another student. "I wasn't in class when that was assigned" is not a valid reason for late or incomplete assignments.
6. **Demonstrate respect for others.** Since much of what you learn in this course is derived through interaction with others, you must be prepared to listen to others and to respect their opinions, even if you disagree.
7. **Shut off ringers for cell phones and pagers while in class.** A phone call or a page is distracting for the instructor and the entire class.
8. **Do not schedule medical or other appointments during class time.**
9. **All students are expected to adhere to the Code of Student Conduct described in the LCCC Catalog (pp. 199-206, 2005-2006 College Catalog).** The Code of Student Conduct is a set of guidelines established by the College on issues of academic honesty and personal conduct for students. Violation of the Code of Student Conduct could result in disciplinary action by College officials or by the Student Conduct Committee
10. This is a course that requires you to become an active participant in the learning process. You are expected to work hard and to come to class prepared, but you are also encouraged to ask questions, contribute your own ideas and experiences, and to bring in relevant ideas and information from outside class. **Please feel free to meet with me at any time to discuss any ideas, concerns, or questions you have.**

IMPORTANT STUDENT INFORMATION

1. **Students with disabilities:** If you are a person with a disability that may affect your performance in this class, please make arrangements to meet with me early in the term so we can discuss what accommodations would be appropriate.
2. **The Women's Link** serves a resource center for both female and male students dealing with problems in their personal or academic lives. Women' Link can provide:
 - a. Referrals to campus and community resources
 - b. One to one support for personal/academic difficulties
 - c. Crisis intervention
 - d. Housing referrals
 - e. Emergency loans
 - f. Volunteer and internship opportunities
 - g. Special programs that address personal, educational, and career concerns

Women's Link is open Monday, Tuesday, Wednesday, and Friday from 9 a.m. to 3 p.m. and Thursday from 9:00 a.m. to 6:00 p.m. Drop in at CC 238 during these hours or call toll free at (800) 995-5222, extension 4035 or direct dial (440) **366-4035** to set an appointment.

Keep track of your grade in class by noting your scores on assignments and exams below:

Exam #1	_____ /100
Exam #2	_____ /100
Exam #3	_____ /100
Real Life Problem Analysis	_____ /100
Interpersonal Skills Analysis	_____ /125
Daily Assignments	_____ / approx. 75
Participation	_____ / (Plus, Minus, or No effect)
Total	_____ / approx. 600 points
Grade	_____

540 to 600 = A
480 to 539 = B
420 to 479 = C

360 to 419 = D
359 and below = F

Interpersonal Communication Tentative Calendar—11-12:15 TR

Spring 06

T 1/17	Introduction to the Course
R 1/19	Chapter 1: The Interpersonal Communication Process
T 1/24	Chapter 1 continued
R 1/26	Chapter 1 continued
T 1/31	Chapter 2: Self Concept
R 2/2	Chapter 2 continued
T 2/7	Chapter 3: Perception Reading: Stone, Patton, & Sheen
R 2/9	Chapter 3 continued Go over Real World Analysis
T 2/14	Chapter 3 continued Chapter 4: Language
R 2/16	Chapter 4 continued Reading: Satir or Wood if time allows

T 2/21	EXAM #1: (CHAPTERS 1-4)
R 2/23	Chapter 6: Listening
T 2/28	Chapter 6 continued Reading: Stewart, Zediker and Witteborn
R 3/2	Chapter 6 continued Chapter 5: Nonverbal Communication
T 3/7	REAL WORLD PROBLEM ANALYSIS DUE Chapter 5 continued Reading: Wainright
R 3/9	Chapter 5 continued Chapter 7: Emotions Reading: Goleman
T 3/14	NO CLASSES: SPRING BREAK
R 3/16	NO CLASSES: SPRING BREAK
T 3/21	Chapter 7 continued Reading: Kottler
R 3/23	Chapter 7 continued
T 3/28	EXAM #2: (CHAPTERS 5-7)
R 3/30	Chapter 8: Communication Climate Go over Interpersonal Skills Analysis
T 4/4	Chapter 8 continued Reading: Rosenfeld & Richman
R 4/6	“A Class Divided”
T 4/11	Chapter 8 continued
R 4/13	Chapter 9: Conflict Negotiation
F 4/14	LAST DAY TO WITHDRAW
T 4/18	Chapter 9 continued Reading: Lazare
R 4/20	Chapter 9 continued Reading: Devito if time allows Chapter 11: Romantic Relationships
T 4/25	Chapter 11 continued Reading: Duck
R 4/27	Chapter 11 continued

T 5/2 **INTERPERSONAL SKILLS ANALYSIS DUE**

Chapter 10: Friendships

R 5/4 Chapter 10 continued

T 5/9 **READING DAY**

R 5/11 @ **EXAM #3 (CHAPTERS 8-11)**

11:00 am

BOLD = AN ASSIGNMENT IS DUE OR AN IMPORTANT ANNOUNCEMENT

Additional Documentation

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COURSE DESCRIPTION WITH STUDENT OUTCOMES

LORAIN COUNTY COMMUNITY COLLEGE

DIVISION: Arts and Humanities

COURSE TITLE: Interpersonal Communication

COURSE NUMBER: CMMC 165

		Contact Hours/Week			Weight		ILU's			
LECTURE/ RECITATION	=	3	X	LECTURE/ RECITATION	(1.0)	=	3			
LAB	=		X	LAB	(0.85)	=				
CLINICAL	=		X	CLINICAL	(1.0)	=				
*	=			*		=				
*	=			*		=				
TOTAL CONTACT HOURS:	=	3		TOTAL COURSE ILU's		=	3	CREDIT HOURS:	=	3

* Please refer to the "Quality Point Checklist for New and Revised Courses" and/or Pages 500.01 through 500.05 of the Ohio Board of Regents Operating Manual for Two-Year Campus Programs for Instructional Arrangements that are not identified as Lecture/Recitation, Lab or Clinical. (<http://www.regents.state.oh.us/progs/2yrmanual.pdf>)

IS THERE A SEPARATELY SCHEDULED LAB: No
IS THERE A SEPARATELY SCHEDULED CLINICAL: No

SPECIAL FACILITIES: None

START YEAR/SEMESTER: Fall 1998

PREREQUISITE: (Please indicate course/s that must be taken before this course.) **None**

COREQUISITE: (Please indicate course/s that must be taken with this course.) **None**

CONCURRENT: (Please indicate course/s that must be taken before or with this course.) **None**

CATALOG DESCRIPTION:

Discussion and experiments concerning the function of attitudes, values and perceptions as they relate to communication, with emphasis on social, psychological and cultural factors influencing person to person communication. Not a public speaking course.

REQUIRED TEXTBOOK(S)/MATERIAL(S):

Wood, J.T. (2004). *Interpersonal communication: Everyday encounters*, (4th ed.). Belmont, CA: Wadsworth.

Ancillary readings selected by the professor

TOPICAL OUTLINE: (COMMON CORE TOPICS)

- The interpersonal process
- Listening
- Self concept
- Perception
- Language
- Nonverbal communication
- Communication competence
- Self disclosure
- Communication climate
- Resolving conflicts
- Intercultural Communication
- Expressing emotion
- Assertive communication
- Romantic Relationships
- Friendships
- Relationship Stages/Development

COURSE OUTCOMES & ASSESSMENT (Tools, Methods, and Expected Results)

<i>COURSE OUTCOMES & ASSESSMENT:</i>	<i>(Tools, Methods, and Expected Results)</i>
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<i>Outcomes</i>	<i>Assessment Method(s)</i> <i>*Most courses will address all three domains. In the instance when only two domains are addressed, include a justification in the Division cover letter.</i>
1. Explain fundamental interpersonal principles and theories. (Cognitive)	Rubrics—Papers Essay exams
2. Identify common barriers to effective interpersonal communication. (Cognitive)	Objective Assessment (Item Analysis) Rubrics—Papers
3. Apply course terminology to real life communication situations. (Cognitive)	Cases Studies Rubrics—Papers
4. Demonstrate skills for more effective communication covered throughout the course. (Psychomotor)	In-class activities Written Daily Assignments Rubrics—Papers
5. Adapt communication strategies for dealing with problems appropriately to the context. (Cognitive & Psychomotor)	Case Studies Objective Assessment (Item Analysis) Rubrics—Papers
6. Appraise personal communication strengths and weakness. (Cognitive & Affective)	Standardized Self Assessment Instruments Rubric—Paper

GENERAL EDUCATION REQUIREMENT: OUTCOMES AND ASSESSMENT

(Tools, Methods, and Expected Results)

1. Develop the professional competencies to function effectively within their chosen academic disciplines and careers.
2. Develop technological literacy and demonstrate knowledge of the applications of technology in everyday life.
3. Understand and apply methods of scientific inquiry.
4. Develop an appreciation for and an understanding of the arts and humanities.
5. Develop an understanding of the history of the diverse social, economic, and political models of society.
6. Develop precision, clarity, and fluency in writing.
7. Develop accuracy, conciseness, and coherence in spoken communication.
8. Apply mathematical concepts to solve quantitative problems.
9. Develop critical thinking and reasoning skills for problem solving.
10. Develop an awareness and understanding of gender, ethnic, minority, multi-cultural, and global issues.
11. Develop an appreciation for and an understanding of the benefits of a healthy, active and well-balanced lifestyle.

General Education Outcomes	Assessment Method(s)
#1 Develop the professional competencies to function effectively within their chosen academic disciplines and careers.	Assessment methods listed above for course outcomes 2-6
#6 Develop precision, clarity, and fluency in writing.	Assessment methods listed above for course outcomes 1-6
#7 Develop accuracy, conciseness, and coherence in spoken communication.	Assessment methods listed above for course outcome 4
#9 Develop critical thinking and reasoning skills for problem solving	Assessment methods listed above for course outcomes 3, 4, & 6
#10 Develop an awareness and understanding of gender, ethnic, minority, multicultural, and global issues.	Assessment methods listed above for course outcomes 1-6
#11	

SUGGESTED INSTRUCTIONAL METHOD(S) AND TECHNIQUE(S):

Lecture
Discussion
Partner or group activities/exercises
Case studies
Role Plays
Video supplements
Self-Assessment

SUGGESTED ASSESSMENT/GRADING PROCEDURES:

Exams (3 at 100 points each)	300 points
Analysis paper #1	100 points
Analysis paper #2	125 points
Daily Assignments/Participation	<u>75 points</u>
	600 points

TRANSFER MODULE REQUIREMENT CHANGES:

- None
- Add to English Composition area of Transfer Module
- Add to Arts/Humanities area of Transfer Module
- Add to Social and Behavioral Sciences area of Transfer Module
- Add to Mathematics area of Transfer Module
- Add to Natural and Physical Sciences area of Transfer Module

MISCELLANEOUS

- Add Ohio Articulation Number (OAN) and Department Code
- Add "G" for International Course (at least 30% of content is outside U.S.)
- Course/Cluster Program Review Underway

OTHER RESOURCES INCLUDING EQUIPMENT AND SOFTWARE:

Date completed: 1/24/06

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	