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Courses Request Tracking

New Course Form

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Attachments:

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ID	Attachment
Delete 615	CJT 646 Syllabus.doc

First 1 Last

Select saved project to retrieve

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: COMMUNICATION AND INFORMATION Today's Date: 11/19/2012
- b. * Department/Division: CIS Graduate Studies
- c.
 - * Contact Person Name: Tim Selfnow Email: timselfnow@uky.edu Phone: 859-257-7805
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: CJT 646
- c. * Full Title: Interpersonal Communication in Instruction
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	2.5 Seminar	Studio
Other: Please explain:			
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

Interpersonal communication exists in the relationships between students and instructors and between students, both in and out of the classroom. Although these relationships differ from other interpersonal relationships (e.g., friends, significant others), their impact is no less profound or influential. In this course, students will explore how interpersonal concepts, constructs, theories, and relationships emerge in the classroom and impact the overall instructional environment in terms of learning outcomes, satisfaction, and engagement, among other important instructional outcomes.
- k. Prerequisites, if any:
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Instructional communication is a set of relevant skills that can be applied across disciplines and professions in both traditional and non-traditional settings.

8. * Check the category most applicable to this course:

- Traditional -- Offered in Corresponding Departments at Universities Elsewhere
 Relatively New -- Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Graduate Certificate in Instructional Communication

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

Graduate Certificate in Instructional Communication

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

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CJT 646: Interpersonal Communication in Instruction

Instructor: TBA
 Office Address: TBA
 Office Hours: TBA (Scheduled and Virtual)
 Office Phone: TBA
 Email: TBA (will respond within 24 hours)

Course Overview and Description

Interpersonal communication exists in the relationships between students and instructors and between students, both in and out of the classroom. Although these relationships differ from other interpersonal relationships (e.g., friends, significant others), their impact is no less profound or influential. In this course, students will explore how interpersonal concepts, constructs, theories, and relationships emerge in the classroom. Further, students will explore how the interpersonal concepts, constructs, theories, and relationships impact the overall instructional environment in terms of learning outcomes, satisfaction, and engagement, among other important instructional outcomes.

Student Learning Outcomes

- Understand how interpersonal concepts and theories have historically been applied, and currently apply, in an instructional setting
- Articulate and support the relational and transactional approaches to relationships in the classroom
- Differentiate between interpersonal relationships as they are developed and maintained between students and between instructors and students
- Identify affective, cognitive, and behavioral outcomes associated with interpersonal relationships in the classroom
- Recommend strategic ways to enhance interpersonal relationships in the classroom for both students and instructors in order to enhance the overall learning environment

Required Readings

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Richmond, V. P., Wrench, J. S., & Gorham, J. (2009). *Communication, Affect, & Learning in the Classroom* (3rd ed.) San Francisco, CA: Creative Commons.

Journal articles posted to Blackboard or distributed in class

Selected Readings From:

Fassett, D. L., & Warren, J. T. (2010). *The SAGE handbook of communication and instruction*. Thousand Oaks, CA: Sage.

Gayle, M. B., Preiss, R. W., Burrell, N., Allen, M. (2006). *Classroom Communication and Instructional Processes: Advances Through Meta-Analyses*. Mahwah, NJ: Lawrence Earlbaum and Associates.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston, MA: Allyn & Bacon.

Recommended Reading

Baxter, L. A., & Braithwaite, D. O. (2008). *Engaging Theories in Interpersonal Communication: Multiple Perspectives*. Thousand Oaks, CA: Sage.

Assignments

Weekly Participation (10%)

Students will have the opportunity to contribute to the course in multiple ways over the course of the semester. Participation may include assigned Blackboard discussions, developing discussion questions, coming prepared to class, demonstrating critical thinking in class, demonstrating understanding of the readings, position papers, discussion facilitation, presentations, and other activities.

Exhaustive and Extended Abstracts (15%)

With a partner or a small group, you will conduct an exhaustive search of the literature for one interpersonal construct as it occurs in the classroom. You will write an extended (250 word) abstract for each of the articles in this exhaustive literature search. The number of abstracts may vary depending on the interpersonal construct chosen.

Training Workshop (15%)

With a partner or a small group, and using the extended abstracts on one interpersonal construct, you will develop an applied and practical workshop for either a) instructors or b) students. You will develop and deliver a 30- minute presentation to train your chosen audience on ways in which they can employ that interpersonal construct to enhance the overall learning environment.

Interpersonal Theory Summary and Extension (20%)

You will choose one traditional interpersonal communication theory to summarize. As a result of this summary, you should be able to critique this theory and highlight ways in which it can be extended through application in an instructional setting. You should develop a sound rationale for ways in which the theoretical extension would contribute to scholarly research in instructional communication.

Research Prospectus (40%)

Based on your extended abstracts and your theory summary and extension, you will propose a study driven by an interpersonal theory to conduct in an instructional context. You will present your research proposal to the class during the final session. You will have the opportunity to conduct the study after the semester has concluded.

Grading

Assignment/Activity	Percentage of Final Grade	Points
Participation	10%	50
Extended Abstract	15%	75
Training Workshop	15%	75
Interpersonal Theory Summary	20%	100
Research Prospectus	40%	200
TOTAL	100%	500 points

A = 90% B = 80% C = 70%

Policies

Attendance and Participation

You are expected to attend regularly, arrive on time, and stay for the entire class session. You should be fully engaged in the course through participation. "Full engagement" is comprised of being prepared, having read all assigned work, completing assignments, participating in conversations and discussions, asking questions, demonstrating understanding and critical thinking, and helping others to learn. Poor attendance and participation may result in a course grade reduction.

Assignments

It is assumed that you will turn your assignments in on time. All written assignments are due at the beginning of class on the due date. All assignments should be proofread carefully before turning them in, and late work will not be accepted.

Classroom Behavior

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor, classmates, and any guests (2) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (3) avoid negative language that may unnecessarily exclude or offend members of our campus and classroom.

Academic Integrity

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, from another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Fairness Policy

The University of Kentucky is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. UK does not discriminate on the basis of race, color, national origin, age, sex, religion, or disability. Any suggestions to further such a positive and open environment in this class will be appreciated and given serious consideration.

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Technology Information and Resources:

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact Teaching and Learning Services Center (TASC) <http://www.uky.edu/TASC/>; 859-257-8272 or Information Technology Customer Service Center (UKIT) <http://www.uky.edu/UKIT/>; 859-257-1300

Library Services, Distance Learning Services:

- <http://www.uky.edu/Libraries/DLLS>
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
- Course Reserves
http://www.uky.edu/Libraries/page.php?lweb_id=23<ab_rank=3

Tentative Course Calendar

Week	Topic, Assigned Readings, and Assignments Due
1	<p>Topic: Course Introduction, Foundations of Interpersonal/Relational Communication in the Classroom</p> <p>Readings: Mottet et al. Chapter 1, Gayle et al. Chapter 16, Fassett and Warren Ch. 16, Richmond et al. Ch. 1</p>
2	<p>Topic: Impression Management</p> <p>Readings: Coldren and Hively (2009), Guerrero and Miller (1998), Richmond et al. Ch. 12 and 14</p>
3	<p>Topic: Disclosure and Immediacy</p> <p>Readings: Mottet et al. Chapter 8, Gayle et al. Chapter 10, Hosek & Thompson (2009), Fassett and Warren Ch. 10</p> <p>Assignment: Training workshop proposal due</p>
4	<p>Topic: Rapport and Affinity</p> <p>Readings: Frisby and Martin (2010), Mottet et al. Chapter 9, Richmond et al. Ch. 4 and 13</p>
5	<p>Topic: Interpersonal Influence and Power</p> <p>Readings: Mottet et al. Chapter 7, Nussbaum (1992), Fassett and Warren Ch. 10</p>
6	<p>Topic: Negative Interpersonal Behaviors in the Classroom</p> <p>Readings: Mottet et al. Chapter 10 and 11, Richmond et al. Ch. 10 and 11</p> <p>Assignment: Exhaustive and Extended Abstracts Due</p>
7	<p>Topic: Mediated Interpersonal/Instructional Communication</p> <p>Readings: Stephens, Houser, & Cowan (2009), Mazer, Murphy, & Simonds (2009), Sherbloom (2010)</p> <p>Assignment: Interpersonal Theory proposal</p>
8	<p>Interpersonal and Instructional Training Workshops Due</p>
9	<p>Topic: Caring and Confirmation</p> <p>Readings: Ellis (2000), Teven and McCroskey (1996), Richmond et al. Ch. 7</p>
10	<p>Topic: Interpersonal Constructs in Instructor Feedback and Student Feedback</p> <p>Readings: Witt & Kerssen-Griep (2011), Trees, Kerssen-Griep, & Hess (2008), Richmond et al. Ch. 8</p>

11	<p>Topic: Advising/Mentoring Relationships</p> <p>Readings: Wrench & Punyunant-Carter (2005), Bernier, Larose, & Sousy (2005), Mansson (2011)</p> <p>Assignment: Interpersonal Theory Summary and Extension</p>
12	<p>Topic: Connectedness and Community</p> <p>Readings: Dwyer et al. (2004), Auster & MacRone (1994), Richmond et al. Ch. 8</p>
13	<p>Topic: Student-Student Relationships</p> <p>Readings: Myers and Goodboy (2005)</p>
14	<p>Topic: Interpersonal Constructs and Outcomes for Teachers and Students</p> <p>Readings: Goodboy, Martin, & Bolkan (2009), Graham et al. (1992), Gayle et al. Chapter 9</p>
15	<p>Assignment: Research Prospectus and Research Prospectus Presentations</p>

****Syllabus is tentative. Topics may shift, due dates may be adjusted, and readings may be added.****

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA vAF Form
- Financial Disclosure

Courses Request Tracking

eCATS Request Tracking

No Filter
 Filter By College Name
 Filter By CourseID
 Filter By Date Range
 FromDate: ToDate:

Course/Prog ID	Display Form	Course/Program	Request Type	College	Date
<input checked="" type="radio"/> CJT 616	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 636	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 646	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012

Details of Course/Program ID(CJT 646)

WORKITEM ID	Workflow Status	Date	Time
000010840331	DEPARTMENT RECEIVED	2012-09-14	11:08 AM
000010840335	Department Approved	2012-09-18	16:16 PM
000010859521	Received by College	2012-09-18	16:16 PM
000010859523	Approved by College	2012-09-25	14:27 PM
000010922140	Received by GC	2012-09-25	14:27 PM
000010920451	Approved by GC	2012-11-15	15:14 PM

<input checked="" type="radio"/> CJT 656	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012
<input checked="" type="radio"/> CJT 726	Display Form	Course	New	COMMUNICATION AND INFORMATION	9/14/2012