HSER 508

Studies in Interpersonal Communication

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the overall level of difficulty of this course?

Level of demand = 6
I believe this course could be taken with one other course within an 8-week format. However, its degree of difficulty decreases after Week 3 as students acclimate to the unique 508 experiential research approach—interactive journaling.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the reading requirements in this course?

Level of demand = 4
Compared to other courses (COUN 507 & PACO 600), the reading is much lighter. This course relies heavily on interactive journaling in addition to reading.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the lecture requirements in this course?

Level of demand = 3
This course relies more on directed readings, discussion board engagements, and very little on Power Point presentations. Though Week 2 has the only Power Point presentation, it is critical to all of the following engagements.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the online exam requirements in this course?

Level of demand = 3
This course does not utilize any online exams. However, it does depend on the information gathered from two online assessments.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?

Level of demand = 5
This course contains six online graded – Discussion Board Engagements. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and
defined. The level of demand is related to the discussion board grading process. Students are required to gather, organize, label the various elements of each discussion board engagement, and paste the entire DB engagement (initial posts and responses) on a Word document. This document (after careful proofreading in line with graduate level research and writing expectations) is submitted for grading through the assignment manager as a submission/confirmation for each DB engagement.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 5
This course contains two written papers. The first paper supports the second paper; thus, research demands are lighter. In addition, the projects are geared to personal growth and development rather than the typical research format. All of the learning activities contribute to the development of both projects and examples are provided as well.

Additional comments:

The course depends on the virtual professor being able to help students acclimate to an experiential research climate. In a sense, students feel the tension of moving from the impersonal nature of typical research to the experiential aspect of research being applied to the whole person. Students are often surprised to discover this learning journey actually makes a difference in their interpersonal engagements.

An equation drives this learning journey and often generates a profitable connection on the Discussion Board: Identified Needs + Intentional Resourcing = Enlarging the Conversation. For example, an open forum—The Mezzanine, offers students an opportunity to enlarge their conversations, at anytime, on the Discussion Board. Its description is listed below.

This open forum is a place to turn a crisis into calm. Interact wisely with your classmates and it will profitably enlarge our conversation. Posts needs here and allow the class to help you resource those needs. In fact, this is a great place to be creative. If you are using something (no drugs please) or find something that is meaningful, share it with the class. I hope this forum will help you find answers to questions and turn burdens into blessings. You'll find me dropping by often, mostly as a spectator, but occasionally as a participant. Make it count.

Blessings on our continuing journey...

Finally, regarding the texts and learning activities, adjuncts have been impressed with what this material draws from students. Overall, it has been noted that this learning journey is unique enough to make a significant difference in the lives of 508 journeymen.

Regardless of the spiritual caliber of students, pre-believers and believers in our Lord Jesus will be able to do well in this learning journey and benefit from every learning activity without distinction.
**Course Chart**

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**Textbooks:**
- Cloud, H *Nine things you simply must do to succeed in love and life*, 2004. (CL)
- Burley-Allen, M *Listening: The forgotten skill*, 1995. (BA)
- Stewart, J (Ed) *Bridges not walls*, 2006. (S)
- Carbonell, M *Extreme personality makeover*, 2005. (CA)
- Petersen, J.C. *Why don't we listen better? Communicating & connecting in relationships*, 2007. (P)

<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Reading/Interactive Journaling</th>
<th>Learning Outcomes</th>
<th>Learning Activities</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(BA) Chs. 1 &amp; 2 (S) pp. iii–73 (CA) entire book</td>
<td>1.1–1.5</td>
<td>W1/T1 - Tues W1/T2 – Wed W1/T3 – TR/Sat W1/T3; C - Sun</td>
<td>0 0 0 5</td>
</tr>
<tr>
<td>2</td>
<td>(S) Chs. 3, 4, 15 (BA) Chs. 3 &amp; 4 6 PPts</td>
<td>2.1–2.3</td>
<td>W2/T1 – TR/Sat W2/T1: C - Sat W2: IJP - Sun</td>
<td>0 5 0</td>
</tr>
<tr>
<td>3</td>
<td>(BA) Chs. 5 &amp; 6 (S) pp. 190–284 (CL) entire book</td>
<td>3.1–3.3</td>
<td>W3/T1 - TR/Sat W3/T1: C - Sun W3: IJI - Sat W3: IJC - Sun</td>
<td>0 5 0 5</td>
</tr>
<tr>
<td>4</td>
<td>(BA) Ch. 7 (S) pp. 285–654</td>
<td>4.1–4.5</td>
<td>W4: IJP - Sun</td>
<td>0</td>
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<tr>
<td>5</td>
<td>Review Interactive Journaling Notes</td>
<td>5.1–5.2</td>
<td>W5: IJI - Sat W5: IJC - Sun W5: IR - Sun</td>
<td>0 5 30</td>
</tr>
<tr>
<td>6</td>
<td>(P) entire book</td>
<td>6.1–6.4</td>
<td>W6: IJP - Sun</td>
<td>0</td>
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<td>7</td>
<td>3 Secondary Sources</td>
<td>N/A</td>
<td>W7: IJI – Sat W7: IJC - Sun</td>
<td>0 5</td>
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COURSE SYLLABUS

COLLEGE OF ARTS AND SCIENCES
CENTER FOR COUNSELING AND FAMILY STUDIES

HSER 508
STUDIES IN INTERPERSONAL COMMUNICATION

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COURSE DESCRIPTION

An interactive learning experience designed to equip students with a comprehensive understanding of self and the “listening-to-understand” skills which facilitate improved interpersonal communications in establishing and maintaining relationships with God and others.

RATIONALE

This course is placed in the curriculum to expose the student to a higher level of self-awareness and those interpersonal communication skills needed for every human relationship. Through the aided discovery of online assessments, reading assignments, learning exercises, group interaction, and dialogue with an instructor, students will heuristically develop an evolving interpersonal communication design for their personal lives and careers.
I. **Prerequisite**

None.

II. **Required Purchases**


Order can only be placed by phone at 706-492-5490 or placed online at [http://www.uniquelyyou.com/newsite/newres.shtml](http://www.uniquelyyou.com/newsite/newres.shtml)


[Some hard copies of this book are still available for purchase online if you prefer to read rather than listen.]


Online assessments: Each student will self-administer the required personality/spiritual gift online assessment from *Uniquely You Inc* (purchase price of $12.00 – subject to change w/o notice). This should be purchased in Week 1 to access and complete the assessment on time. Other assessments may be required but without cost to the student. Instructions for these online engagements will be provided in the appropriate weeks under Course Content in Blackboard.

III. **Additional Materials for Learning**

A. Computer with Internet access (broadband or cable recommended)

B. Microsoft Word and PowerPoint (Microsoft Office is available at a special discount to LU students)

C. Audio/CD Access (if using audiobook)
IV. **COURSE OBJECTIVES**

Students will:
A. Integrate into their learning experience the results of an online self-awareness assessment.
B. Develop a common language for understanding and discussing behavioral blends in their various interpersonal contexts.
C. Learn how listening for understanding produces authentic conversation in every context.
D. Develop a procedure for self-examination in order to precipitate improvement(s) of interpersonal communication in their community of relationships.
E. Produce an evolving interpersonal communication design that will demonstrate an appreciation for maintaining an accurate awareness of self, an accurate awareness of needs and resources, while seeking to develop healthy, healing, and holy relationships.
F. Identify an overarching goal that will manage the development and praxis of their interpersonal communication design.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. **Discussion Board Postings and Dialogue**

   Students are required to submit six original Discussions Board posts with complete interaction and a submission/confirmation of each discussion board engagement.

B. **Interactive Response Project (IR)**

   Students prepare to enlarge the conversation of a particular context in their interpersonal arena through an experiential research approach called interactive journaling. A preliminary integration of course materials into an interactive response paper will set the stage for the final project.

C. **Interpersonal Communication Project (EMC)**

   The Enlarging My Conversation project is designed to encourage transformative change within a student’s specific interpersonal context. As students gain a greater sense of self-awareness, behavioral blending, and their relationship with God, communication and interrelational needs will be identified. Consequently, a plan of action will be developed to resource
those needs in order to generate a more personal level of communication which will empower connection with others in the interpersonal arena.

VI. EVALUATION AND GRADING

A. Weight

Discussion Board Postings and Dialogue 30%
Interactive Response 30%
Interpersonal Communication Project (EMC) 40%
Total 100%

B. Scale

A = 94–100  B = 86–93  C = 75–85  D = 68–74  F = 0–67

C. Late Assignment Policy:

1. For any Learning Activity, that has a weighted grade, such as: projects, papers, and other assignments (Discussion Board Engagements not included):
   There will be a **10% grade deduction, per day, for late submissions.** The **‘grace’ for late submissions, ends at the close of the sixth day, following the original deadline.** Students **must** notify the instructor, by email, of any anticipated delay in assignment submissions, as well as rationale for that delay.

2. Discussion Board Engagements: **No** discussion board activity (initial/original, response to classmates, resulting threads, and submission/confirmations) will be accepted or read after the last day of the posting period. Since discussion board engagements are time sensitive and an on-line classroom experience, students will move from one discussion board activity to another and not revisit the previous postings; nor will the professor.

3. Final Exam/Quizzes: Course materials, announcements, and emails, provide ample opportunity for students to prepare and complete on time any assigned testing activity. Only in very rare circumstances (death in family out of town, serious illness, natural disasters, etc) will there be extensions given on taking exams/quizzes and never over the six day extension period.

4. The professor understands the occasional need for ‘grace’ and acknowledges that some emergency circumstances (family emergencies, serious illness, computer/internet crises, and natural disasters) may interfere with meeting deadlines. However, the expectation is to regularly
meet the deadlines listed in the syllabus and/or course chart. Physician verification of illness may be required.