

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **HSCO 508**

#### **STUDIES IN INTERPERSONAL COMMUNICATION**

#### **COURSE DESCRIPTION**

An interactive learning experience designed to equip students with a comprehensive understanding of self and the “listening-to-understanding” 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. The student will heuristically develop an evolving interpersonal communication design for his or her personal life and career through the aided discovery of online assessments, reading assignments, learning exercises, group interaction, and dialogue with the instructor.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Integrate into the learning experience the results of online self-awareness assessments.
- B. Interpret a common language for understanding and discussing behavioral blends/relational styles in their various interpersonal contexts.

- C. Describe how listening for understanding produces authentic conversation in various contexts.
- D. Deconstruct and evaluate a model of communication.
- E. Conduct and evaluate self-examinations in order to precipitate improvement(s) of interpersonal communication in his or her community of relationships.
- F. Produce an evolving interpersonal communication design that will demonstrate an appreciation for maintaining an accurate awareness of needs and resources while seeking to develop healthy, healing, and holy relationships.
- G. Synthesize overall course material by composing and delivering an oral message with clear and purposeful content that is effectively organized and integrates current technologies.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations (MLO: B, F)
- B. Course Requirements Checklist  
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (5)  
Discussion boards are collaborative learning experiences. Therefore, the student will participate in 5 Discussion Board Forums. The student is required to create a 300–350-word thread addressing a specific topic for each forum. In addition, the student is required to respond to the threads of at least 2 classmates with 200–250-word replies. Discussion Board Forums 4 and 5 will each require 3 replies. Threads and replies must demonstrate course-related knowledge, be supported by the course literature, and be written in current APA format. (MLO: A, B, C, D)
- D. Self Assessments (2)  
The student will self-administer 2 online assessments to prepare for Discussion Board Forum 1 and the Interpersonal Communication Project. (MLO: A, B, E)
- E. Reflection Papers (4)  
The student will reflect on and respond to module/weekly readings, learning activities, and interactions with others through reflective journaling. A total of 4 reflection papers. Each paper must be 400–500 words and be submitted as a Word document in current APA format, including a title page and a reference page (an abstract is not needed). (MLO: A, C)
- F. Practical Book Review  
The student will complete a practical book review of the Petersen text. The 1,600 word review will be submitted as a Word document in current APA format and include a title page and a reference page (an abstract is not needed). The practical book review must be organized per the provided instructions. (MLO: B, D)

G. Interpersonal Communication Project

The student will develop an interpersonal communication project and produce a 9–10-minute video of himself/herself presenting the project using a camera/digital device and following the provided instructions. The video file will be uploaded to YouTube and be accompanied by a PowerPoint presentation that is submitted along with the YouTube link. (MLO: A, B, C, D, E, F, G)

H. Exams (2)

Each exam will consist of 40 true/false and multiple-choice questions based on the Stewart text. Each exam will be open-book/open-notes and have a time limit of 2 hours and 45 minutes. (MLO: B, C)

**VI. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 50 pts ea)	250
Reflection Papers (4 at 50 pts ea)	200
Practical Book Review	150
Interpersonal Communication Project	200
Exams (2 at 100 pts ea)	200
<b>Total</b>	<b>1010</b>

B. Scale

A = 940–1010    A- = 920–939    B+ = 900–919    B = 860–899    B- = 840–859  
 C+ = 820–839    C = 780–819    C- = 760–779    D+ = 740–759    D = 700–739  
 D- = 680–699    F = 0–679

C. Communication

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communication should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student’s Liberty email account will be used for all email communication. Announcements from the instructor or University may be posted in Blackboard.

D. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in his/her community.

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

## ***COURSE SCHEDULE***

### **HSCO 508**

Textbooks: Burley-Allen, *Listening: The Forgotten Skill: A Self-Teaching Guide* (1995).  
 Carbonell, *How to Solve the People Puzzle: Understanding Personality Patterns* (2008).  
 Kendrick, *Fireproof* (2008).  
 Petersen, *Why Don't We Listen Better? Communicating and Connecting in Relationships* (2015).  
 Stewart, *Bridges Not Walls: A Book about Interpersonal Communication* (2012).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Carbonell: Entire Book Stewart: chs. 1–2	Course Requirements Checklist Class Introductions DB Forum 1 Self Assessment – Uniquely You Self Assessment – Communication Skills	10 0 50 0 0
<b>2</b>	Burley-Allen: chs. 1–2 Stewart: chs. 3-4 3 presentations	DB Forum 2 Reflection Paper 1	50 50
<b>3</b>	Burley-Allen: chs. 3–4 Stewart: chs. 5–6, 12 1 presentation	DB Forum 3 Reflection Paper 2 Exam 1	50 50 100
<b>4</b>	Burley-Allen: ch. 5 Petersen: chs. 1–16 1 presentation	Reflection Paper 3 DB Forum 4 Thread	50 *
<b>5</b>	Burley-Allen: ch. 6 Petersen: chs. 17–27	DB Forum 4 Replies Practical Book Review	50 150
<b>6</b>	Burley-Allen: ch. 7 Stewart: chs. 7-8 1 presentation 1 DVD	Reflection Paper 4 DB Forum 5 Thread	50 *
<b>7</b>	Stewart: chs. 9-10, pp. 453–469	DB Forum 5 Replies Exam 2	50 100
<b>8</b>	2 presentations	Interpersonal Communication Project	200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

\*This Discussion Board Forum will be completed during multiple modules/weeks.

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.