

# The University of Hawai'i at Hilo Department of Communication

## **Statement of Mission and Goals**

(Draft, May 2002)

### **MISSION**

The Department of Communication provides its majors with a solid foundation in human communication theories, models and concepts relevant to the interpersonal, intercultural, group, public, organizational, and mass communication contexts. The Department cultivates personal and professional empowerment among its majors, enabling them to better create human connection, cooperation, and community. Communication graduates are prepared to actively assume citizenship and leadership roles in a diverse democratic society.

### **GOALS**

We have established goals for our students at three levels: (1) broad communication understandings and appreciations, (2) cognitive mastery of specific communication theories, models and concepts, and (3) communication skill development.

#### **1. Program Goals: Broad Understandings**

Underlying our communication program at UH-Hilo is the effort to foster these primary cognitive understandings among our students:

1. An understanding of the powers of human language and speech that allow people to create connection, collaboration, and community.
2. An understanding of the role of communication in the development of identity and self-esteem.
3. An understanding of the roles of speaking and listening in the initiation, development, maintenance, enhancement, and termination of human relationships.
4. An understanding of the challenges and components of self-expression in a variety of contexts.
5. An understanding of the need for cultural sensitivity in a world where cultural diversity is increasingly commonplace.
6. An understanding of the crucial role of inclusive dialogue in a free society.

The promotion of the above cognitive understandings is at the center of our program planning and course design, and drives our efforts in the classroom. We would expect at least 80% our graduating seniors to successfully demonstrate familiarity with these understandings.

The following theories, models and concepts related to interpersonal communication and public speaking we consider especially important for student mastery through our required coursework:

*Interpersonal Level*

- Buber's I-Thou vs. I-It Orientation
- Communication Levels
- Connotative and Denotative Meanings
- Convergence Model of Communication
- Defense-Arousal
- Double-Bind
- Frame of Reference
- Functions of Theories
- Fundamental Attribution Error
- Immediacy
- Johari Window & Self-Disclosure
- Looking-Glass Self
- Map/Territory Relationship
- Maslow's Hierarchy
- Mehrabian's Formula
- Nonverbal Channels of Communication
- Perception-as-Transaction
- Paraphrasing
- Reciprocity Norm
- Rogers' Communication Climate Components
- Schutz's FIRO Theory
- Self-Fulfilling Prophecy
- Serial Communication
- Stages of Communication Competence
- Stewart's Definition of "Interpersonal" vs. Traditional Definitions
- Triangle of Meaning
- Two-valued Thinking
- Two-way vs. One-way Communication

*Public Speaking Level*

- Audience-centered vs. Message-centered Orientation
  - Audience Analysis (Demographics, etc.)
  - Communication Apprehension
  - Content vs. Delivery
  - Dimensions of Source Credibility
  - Impromptu, Extemporaneous, Manuscript, and Memorized Delivery
  - Methods of Support
  - Monroe's Motivated Sequence
  - Organizational Patterns
  - Transitions
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- Types of Presentational Speaking
  - Visual Aids

We expect 80% of our graduating seniors to be able to give evidence of a satisfactory grasp of the above theories, models and concepts.

### 3. Program Goals: Communication Skill Development

The majority of majors who have completed our coursework ought to be able to demonstrate, at the behavioral level, greater competence in most of the following communication skills:

- Attending to Others Nonverbally
- Brainstorming Ideas in a Group Setting
- Confirming Others
- Creating a Defense-Reductive Communication Climate
- Describing Events vs. Evaluating Events
- Developing a Speech to Inform (Introduction, Claims & Support, Conclusion)
- Developing a Speech to Persuade (Organized and Compelling in Content)
- Effectively Delivering an Informative Speech (Voice, Eye Contact, Gestures, etc.)
- Effectively Delivering a Persuasive Speech (Voice, Eye Contact, Gestures, etc.)
- Effectively Delivering Assertive "I" messages vs. Aggressive "You" Messages
- Leading a Group Meeting (Task and Socio-Emotional Levels)
- Listening Deeply and Non-Judgmentally
- Managing Communication Apprehension
- Nonverbally Communicating to Reinforce a Verbal Message
- Paraphrasing Others' Ideas
- Perception Checking
- Questioning for Clarification
- Questioning for Information
- Self-Disclosing
- Semantically Adapting to Intended Receivers
- Supporting Claims
- Turn-Yielding in Conversations

While this list is certainly not exhaustive, it does consist of behaviors generally considered to be important to effective human communicating. These behaviors are potentially measurable, given appropriate assessment conditions, tools, and time.