

Core Curriculum Course Application

Directions: Each course submitted for review by the General Education Oversight Committee must include: 1) completion of all relevant items on this form; 2) a course syllabus that includes the appropriate learning outcomes and assessments; 3) any other information about the course that would assist the evaluation. **All courses considered for the new core must be submitted to GEOC for evaluation by May 3.**

Core Area (check the appropriate category for the course):

- Communication
- Mathematics
- Life and Physical Sciences
- Language, Philosophy, Culture
- Creative Arts
- American History
- Government/Political Science
- Social /Behavioral Science
- Component Area Option

Rationale: Please provide a brief rationale for the course which explains how the course being proposed fits the description of this component

__The study of communication, in its most general terms, is the study of the transmission of philosophy and culture through verbal, nonverbal, and visual language. An introduction to the study of communication provides students with a survey of these concepts, enabling them to better understand the world and the communities in which they live.

Course Type: Existing Course Existing Core Course New Course

Course Prefix and Number: COMM1311 [course number change only – formerly COMM1301]

Dept/College: College of Arts and Sciences

Course Title: Introduction to Public Speaking

Course Catalog Description: Surveys the history, development, and future directions of the field of communication. Includes application of theory to everyday situations, as well as introductory approaches to research.

Name and e-mail address for person who can answer questions about the course: _____

Rachel Martin Harlow harlow_r@utpb.edu

Rachel Martin Harlow 4/3/2019

Departmental Approval/Date

Rachel Martin Harlow 4/4/2019

GEOC Approval/Date

GEOC Rejection/Date

GEOC Revision Request/Date (Explain revision required and return for review date) _____

Core Course Application Narrative

Language, Philosophy & Culture Component Area Learning Objectives, Learning Strategies and Activities, Assessable Assignments

Directions: Please fill in the Learning Strategies and Activities and Assessable Assignment sections for the core objectives listed below. The GEOC may request revisions as needed.

Definitions:

Learning activities and strategies: Instructional strategies and assignments that are used during or outside of class time to teach and evaluate core objective skills. These show that the core objectives have been integrated into the course material.

Assessable assignment (AA): An assignment that can be evaluated using the Core Objective Rubrics (COR). The AA is an assignment that is given to all students in the course and is included as part of their final grade. Examples include, but are not limited to, embedded exam questions, papers, community projects, or lab reports.

Core Objective: Critical Thinking Skills (All foundational component areas)

Student Learning Outcome: Students will draw well-reasoned, logically supported conclusions from information. Students will demonstrate the ability to engage in creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.

Learning Strategies and Activities

In creating their final paper and presentation, students will conduct significant inquiry into and analysis of their selected topics, as well as analysis of the audience of their paper and presentation. Students will learn basic library research strategies, will synthesize research in support of a position, and will learn how communication researchers and practitioners seek and address reasonable objections to their positions.

Assessable Assignment

Students will submit an original paper in which they examine some challenge or issue in communication and apply a communication theory to that problem. This paper must identify the challenge or issue and the positions people take with respect to it. It must advance a claim and include ethical refutation of counterarguments against those claims. This assignment will be assessed using the common University communication core objective rubric (COR).

Core Objective: Communication skills (All foundational component areas)

Student Learning Outcome: Students will demonstrate effective written, oral, and visual communication skills

Learning Strategies and Activities

As this is a communication course, students will be exposed to theories of effective speaking and writing throughout the term. Students will read about audience analysis and adaptation, organization, outlining, style, oral delivery, and effective writing. Students will be presented information about visual communication theory and about the effective creation and use of visuals.

Assessable Assignment

Students will submit an original paper in which they examine some challenge or issue in communication and apply a communication theory to that problem. This paper must identify the challenge or issue and the positions people take with respect to it. It must advance a claim and include ethical refutation of counterarguments against those claims. This assignment will be assessed using the common University communication core objective rubric (COR).

Core Objective: Social Responsibility (Language, Philosophy & Culture, Creative Arts, American History, Government/Political Science, Social & Behavioral Sciences)

Student Learning Outcome: Students will demonstrate intercultural competence, civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Learning Strategies and Activities

Student readings and class discussions will include theories of intercultural communication and of public discourse. Students will participate in class discussions in which they discuss the role of communication in the dissemination of ideas in the public sphere, and the role of communication in the construction, practice, and evolution of various communities.

Assessable Assignment

Students will answer a standard exam question about the relationships between culture and communication. Students will also answer a standard exam question about the role of communication as an instrument of political action. Responses to this question will be assessed using the common University social responsibility core objective rubric (COR).

Core Objective: Personal Responsibility (Communication, Language, Philosophy & Culture, American History, Government/Political Science)

Student Learning Outcome: Students will be able to connect choices, actions, and consequences to ethical decision-making.

Learning Strategies and Activities

Student readings and class discussions will include explanations of academic integrity and quality research. Students will participate in class discussions in which they discuss ethical issues in various communication contexts.

Assessable Assignment

Students will answer a standard exam question about ethical decision making in a specific communication context. Responses to this question will be assessed using the common University personal responsibility core objective rubric (COR).

COMM 1301.001
Introduction to the Study of Communication
Fall 2016

Instructor: Dr. Rachel Martin Harlow
E-mail: harlow_r@utpb.edu
Office: MB4146
Phone: (432) 552-3319

Class Times: 11:00-11:50 MWF
Location: MB4147
Office Hours: MWF 10:00-11:00 AM; TTh 8:30-9:30 AM,
and by appointment

Please schedule appointments with me by using
<http://doodle.com/rachelmharlow>.

Course Information

Course Description An introductory course that surveys the history, development, and future directions of the field of communication. Equal emphasis is placed on understanding application of theory to everyday situations and learning introductory approaches to research. S

Prerequisites None

Course Objectives and Learning Outcomes This course is intended to introduce students to the entire discipline of Communication and to its traditions in rhetoric, social science, and mass media. The course is part of the UTPB general education curriculum and is required of all communication majors.

At the end of this course, students will:

- Students will draw well-reasoned, logically supported conclusions from information.
 - Students will demonstrate the ability to engage in creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.
 - Students will demonstrate effective written, oral, and visual communication skills.
 - Students will demonstrate intercultural competence, civic responsibility, and the ability to engage effectively in regional, national, and global communities.
 - Students will be able to connect choices, actions, and consequences to ethical decision-making.
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Textbooks and Materials To effectively complete the requirements of the course, you **must** have the following:

- **Textbook:** Pearson, J.C., Nelson, P.E., Titsworth, S., and Harter, L. (2013). *Human Communication (5th ed.)*. New York: McGraw-Hill. ISBN 9780078036873 (paperback). Digital copies are acceptable; no need to buy access codes.
- Regular and reliable connection to the internet.
- A working email address connected to Canvas.
- A flash drive or dependable access to cloud storage.
- A word processing program that produces .doc, .docx, or .rtf files
- Additional readings as assigned, plus independent research.

Instruction Techniques I spend most of our class time on activities that allow you to further investigate, discuss, and apply the concepts and techniques to which you are introduced in the readings. I often employ a “flipped classroom” model, in which I make pre-recorded lectures available through Canvas, rather than lecturing in class. When I do lecture, I don’t tend to go over the readings point by point unless students ask specific questions; instead, I try to take the content in the readings further and apply them to real issues and problems.

Student Obligations

This course is an upper-level communication course, which means that students are expected to speak and write well. Students should attend regularly and should participate in oral and written activities, quizzes, and evaluations. To be able to participate in class, students must read all of the assigned readings **before** class. A student's continued enrollment in the course constitutes his or her tacit agreement to abide by the course policies in this syllabus.

Resources for Success

UTPB offers a number of support services for students.

ADA Compliance

Any student who feels that he or she may require assistance for any type of physical or learning disability should consult with me as soon as possible. To request academic accommodations for a disability contact Leticia Madrid, Director of the PASS Office (Mesa Building, Room 1160, 432-552-2631). Students are required to provide documentation of disability to PASS Office prior to receiving accommodations.

Student Support Services

UTPB offers a variety of student support services. Please take advantage of them as you work toward your degree

For questions about...	Contact...
Academic advising	http://cas.utpb.edu/academic-advising-center/e-advisor/
ADA accommodation and support	Programs Assisting Student Study (PASS) (432) 552-2630
Admissions, registration, transcripts	UTPB Office of Admissions (432) 552-2605
Canvas technical support	1-877-633-9152 (toll-free); UTPB Online Support Center
Bookstore	(432) 552-0220
Counseling	(432) 552-2661
Financial aid and scholarships	(432)552-2620
University Success Center	http://www.utpb.edu/academics/undergraduate-success/success-center MB 2215, (432) 552-3350

Course Policies

Your continued enrollment in this class constitutes tacit agreement with all the policies listed within this syllabus, as well as all University policies and regulations. If you disagree with any such policy, you must discuss it with me before your first assignment.

Grade Contestation

If you want to contest a grade, you **must** wait 24 hours after you have received the grade before making an appointment for a conference during my office hours. Come to the scheduled conference with a cogent argument for the grade you believe you deserve, based on the assignment criteria and grading rubric I used. Expect to defend your argument; do not expect to have the grade overturned without question.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (*Code of Student Life*). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention Team. This prohibition applies to all instructional forums, including online forums, classrooms, labs, discussion groups, field trips, and so on.

Instructor Absence

Class is canceled if the instructor is not present within 15 minutes of the scheduled start time; when possible, I will use Canvas to notify you in advance. If a class is canceled, expect to complete an assignment in place of the lecture.

Attendance

Students in this class are expected to abide by the University attendance policies listed in the [undergraduate catalog](#). I expect each student enrolled in this class to attend all scheduled class meetings, and to come to each class meeting prepared and ready to work. However, I understand that life happens, so if you must miss class, please notify me as far in advance as possible.

I often take unannounced participation grades in class; if you miss class on a day when I take a participation grade, you do not receive credit for that assignment.

Extra Credit

I occasionally offer an extra credit assignment to the entire class, but I do not grant individual requests for extra credit. I do not curve final course grades.

Please do not request special treatment or extra credit assignments, especially as we approach the end of the course.

Late Work and Extensions

In this course, your learning and your classmates' learning depends on your timely participation. Assignments submitted after the deadline delay your progress in the course and can diminish your classmates' learning opportunities. Because students are made aware of the due dates of all assignments well in advance, I will not accept work that is submitted after the date and time noted in the syllabus. You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the one submitted closest to the due date unless you request otherwise in writing.

If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error. I reserve the right to grant extensions to people with **serious and unexpected** extenuating circumstances. University-sponsored travel is scheduled in advance, so it does not constitute reason for an extension.

The course includes **one** makeup assignment. If you fail to turn in an assignment during the term, you may complete the makeup assignment; the makeup assignment may not be used to replace a poor grade. The makeup assignment may be more difficult than the original one; you may only make up one missing assignment. Choose wisely. Makeup assignments will be graded at the end of the course.

**Incomplete
Credit**

All students are required to complete the course within the semester in which they registered for it. Incomplete grades for the course are rarely given and will only be granted when a student meets **all** of the following criteria:

- The student has completed at least **75%** of the course with a grade of 'C' or better.
- The student provides a valid, documented excuse for not being able to complete the course on time. Low grades are not a valid excuse.
- The student requests the incomplete in writing **before** the last scheduled week of class.
- The student signs or agrees in an email to a contract that lists the course activities to be completed, the revised due dates, and the specific terms of the extension.

UTPB course drop policy, course withdrawal policy, university withdrawal policy are noted at <http://aa.utpb.edu/registrar/addsdrops/>. UTPB grade appeal processes are detailed at <http://ss.utpb.edu/dean-of-students/student-grievances/>

**Academic
Dishonesty**

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such acts.

"Plagiarism" includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

NOTE: Students found plagiarizing or cheating will receive a zero on the course activity, which could cause failure in the class and/or suspension or dismissal from the college. Incidents of academic dishonesty are referred to the Dean of Students for review and prosecution.

Be aware that I may use Turnitin.com or SafeAssign to detect plagiarism.

**Disclaimer and
Rights**

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB, to make changes in the course content or instructional techniques without notice or obligation. Students will be informed about such changes in sufficient time to adapt to them.

Evaluation and Assessment

Basis of Course Grade Your final course grade is determined by your performance on assignments, exams, and quizzes. Regardless of the number of items completed in an area, the weighted value will not change.

Assignment	Percent of Final Grade
Quizzes and in-class activities	10
Exam 1	10
CRW journal	20
Research question assignment	5
Exam 2	10
Annotated bibliography	10
Final paper	20
Final presentation	5
Final exam	10
Total	100

Grading Rubric Your work will be thoroughly evaluated over the information in the textbook and the information discussed in class lectures. I do not grade assignments on a curve; rather, I assess your work as follows:

Grade	Point Value	Description
A	93-100	Excellence in all rubric categories; far exceeds the assignment requirements.
A-	90-92	Excellence in nearly all rubric categories; exceeds the assignment requirements.
B+	87-89	Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them.
B	83-86	Excellence in some, but not all rubric categories. More than an adequate response to the assignment.
B-	80-82	Demonstrates a moderately high level of competence in rubric categories. Response to the assignment is slightly more than adequate.
C+	77-79	Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors.
C	73-76	Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors.
C-	70-72	Satisfactory completion of the content of the assignment, but may demonstrate a lack of understanding of some elements. Adequate response; meets minimal requirements but with distracting errors.
D	60-69	A passing grade with significant errors. Poorly thought out or poorly supported concepts and response to the assignment.
F	50	Does not adequately meet requirements of the assignment; may be missing significant parts. Contains significant errors.
No credit	0	Assignment was not submitted by the due date or was determined to violate academic integrity policies.

Assignments

To receive credit for this course, you **must** complete all of the following assignments. I will give you more detailed descriptions of these assignments throughout the semester.

Quizzes and in-class activities

I will collect unannounced quizzes and in-class activities for a grade throughout the term. Most of this work is to be completed in class, though I may sometimes allow you to finish an in-class assignment as homework. Students may make up *one* missed quiz or in-class activity.

Exams

You will take three exams during this course, each of which will help me assess your comprehension of the reading material and your ability to apply what you have learned. The first exam will cover the fundamentals of the discipline; the second will cover fundamentals *and* communication contexts. The final exam will be comprehensive, covering all the material of the semester.

Communication in the real world (CRW) blog

Throughout the term, each student will write a series of blog posts (of around 500 words each) that show how the academic study of communication is beneficial outside of an academic setting.

Research question assignment

Each student will identify a challenge or issue related to communication and will develop and refine a research question related to it.

Annotated bibliography

Each student will submit an annotated bibliography of 8-10 scholarly sources related to the research question he or she has proposed.

Final paper

You will write an original paper in which you identify some challenge or issue in communication and apply a communication theory to that problem. This paper must identify the challenge or issue and the positions people take with respect to it. It must advance a claim and include ethical refutation of counterarguments against those claims. This assignment will be assessed using the common University communication core objective rubric (COR).

Final presentation

At the end of the term, each student will prepare and deliver a 5-6 minute presentation about your research in which you discuss what you found in the process of writing your course paper.

Class Schedule

Reading assignments are **due** on the date they appear on the class schedule. The instructor reserves the right to adjust the scheduling of exams, chapters, and assignments to meet the pace of the class.

Wk	Date	Topic	Read, Listen, or Watch	Turn In
1	8/24	Introduction to the course		
	8/26	How to succeed in this course	Rich, "Claiming and Education" Burke, "How to Read in College"	
2	8/29	What is "human communication"?	Pearson et al., ch. 1	
	8/31	What is "human communication"?	Martin Pistorius, How My Mind Came Back to Life—and No One Knew (TED.com)	
	9/2	What is "human communication"?		
3	9/5	Labor Day Holiday		
	9/7	Communication and ethics	Holba, Review (in Canvas)	
	9/9	Communication and ethics		CRW assignment 1
4	9/12	Perception and language	Pearson et al., ch. 2-3	
	9/14	Perception and language	Donald Hoffman: Do we see reality as it is? (TED.com)	
	9/16	EXAM 1: Fundamentals		Exam 1: Fundamentals
5	9/19	Research in communication		Research question assignment
	9/21	Research in communication		Guided research activity
	9/23	Research in communication		CRW assignment 2
6	9/26	Listening	Pearson et al., ch. 5	
	9/28	Listening & Interpersonal communication	Julian Treasure: 5 ways to listen better (TED.com)	
	9/30	Interpersonal communication	Pearson et al., ch. 6	
7	10/3	Communication as a major	UG Catalog, Communication	
	10/5	Communication as a minor		
	10/7	Communication as an elective		CRW assignment 3
8	10/10	Nonverbal communication	Pearson et al., ch. 4	
	10/12	Nonverbal communication	Amy Cuddy: Your Body Language Shapes Who You Are (TED.com)	
	10/14	Nonverbal communication		
9	10/17	Intercultural communication	Pearson et al., ch. 7	
	10/19	Intercultural communication		
	10/21	Intercultural communication		CRW assignment 4
10	10/24	Small group communication	Pearson et al., ch. 8	
	10/26	Small group communication	<i>Leverage</i> , episode 1	
	10/28	Small group communication		Annotated bibliography due
11	10/31	Organizational communication	Pearson et al., ch. 9	

Wk	Date	Topic	Read, Listen, or Watch	Turn In
	11/2	Organizational communication	Itay Talgam, Lead Like the Great Conductors (TED.com)	
	11/4	Organizational communication		CRW assignment 5
12	11/7	Rhetoric	Readings in Canvas	
	11/9	Rhetoric	Daniel H. Cohen, For Argument's Sake (TED.com)	
	11/11	Rhetoric & public speaking		
13	11/14	Mass media	Readings in Canvas	
	11/16	Mass media	The End: Media at the Tipping Point (Films on Demand)	
	11/18	Mass media		Exam 2: Contexts of Comm.
14	11/21	Communication in the disciplines	Noreena Hertz, How to Use Experts - and When Not To (TED.com)	
	11/23	Communication in the disciplines		CRW assignment 6
	11/25	HOLIDAY		
15	11/28	Communication careers	Independent research	Final Paper
	11/30	Presentations	Independent research	Presentations
	12/2	Presentations	Independent research	Presentations
	12/5	Course conclusion		Presentations
12/8-12/14		Final exam		

Important Dates

Please note the following school holidays and deadlines.

Classes begin	August 24, 2016
Last day to add a course	September 1
Last day to drop* a course without creating an academic record	September 9
Last day to drop* a course or withdraw**	October 28
Last regular class day	December 6
Final Examinations	December 8-13
Semester Ends	December 14
Commencement	December 17