Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Communication

2. Course Number and Title: COMM 110/111 Introduction to Communication Messages
   Number of Credits: 6   Total hrs/week: 3 (each semester, grade assigned at the end of each semester)
   Lecture: ☒   Lab: ☐   Recitation: ☐   Seminar: ☐

For Independent study courses:
   Research: ☐   Field experience: ☐
   Clinical Practice: ☐   Internship: ☐
   Practicum: ☐   Independent Course Work: ☒

3. Semester and year when course will first be offered: Fall 2011

4. Catalog Description (please limit to 50 words):
   This course provides students majoring in communication with a foundation in writing and speaking competencies essential to success in the communication major. The course is scheduled across two academic terms (e.g, fall semester, spring semester).

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)

6. Check if appropriate: ☐
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   no

   b) Please explain overlap with any existing courses.
   COMM 110/111 does not overlap with any other course, though a student who has previously taken COMM 104 would find modest overlap in early material. COMM 110/111 is focused on disciplinary topics and concerns
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not relevant to 104, which is designed for a much more varied audience. This will not affect most students.

8. Prerequisites (or other restrictions):
   none

9. Rationale/justification for course (consider the following issues):

   a) What are the goals and objectives of the course?
   
   **Course Objectives: By the conclusion of the COMM 110/111 sequence, students will be able to:**

   1. Demonstrate competence in grammar and usage on a standardized exam.
   2. Assess the content, delivery and ethical implications of public communication.
   3. Explain the role of public communication in a democratic society.
   4. Choose and adapt an appropriate topic for a specific audience, occasion and purpose.
   5. Demonstrate critical reading, listening and thinking ability.
   6. Present a message effectively in both oral and written formats using clear prose and proper grammar.
   7. Select proper tone, style, and format for message delivery (both oral and written).
   8. Use appropriate organizational and outlining strategies to present information and arguments.
   9. Use appropriate reasoning and supporting material to gain a desired response.
   10. Use public and scholarly databases to research topics and issues.
   11. Understand and demonstrate adherence to APA/MLA style guidelines.
   12. Demonstrate effective nonverbal behavior in message delivery.
   13. Make effective use of visual aids including electronic presentation technology.

   b) How does the course support the mission statement of the department and the organizing principles of the major?

   At a time of great change in communication professions, our distinctive, integrated curriculum discourages specialization in technologies and professional practices that quickly become obsolete. Instead, communication students are exposed to ideas and develop proficiencies that will sustain them for a lifetime. In our department, students become communication experts who write beautifully, speak eloquently, and research effectively. Our students and faculty understand communication as a liberal art.

   Designed as a year-long writing and speaking intensive course, COMM 110/111
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provides a solid foundation in these areas for students majoring in Communication. COMM 110/111 proceeds from two basic assumptions. First, argumentative competence is a foundational resource that students can draw from when completing advanced, genre-specific projects in media, business, or academic contexts. Second, teaching argumentative competence affords a venue to examine public life in a democracy. The primary focus of this course then, is the cultivation of oral and written argumentative skills appropriate for multiple and varied audiences.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   This course enhances the beginning of our major by teaching students to be capable advocates by finely tuning grammatical forms at the sentence level, conducting audience analyses, attending to the validity of logical claims, instructing students how to assess a rhetorical situation, and promoting research skills. The remainder of coursework in this major is predicated on the assumption student's mastery of these oral and written competencies.

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
      n/a

11. Method of teaching:
    lecture, discussion, group work, peer editing/writing groups

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
     none

    b) Address potential shifts in staffing of the department as it relates to the offering of this course:
     none

    c) Frequency of offering:
       each fall: ☑ each spring: ☑
       every two years: ☐ every three years: ☐
       other ☐ (Explain): ______

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      none

   b) Budget:
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none

c) Library:
none

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Major: Communication
      Minor: Communication (option for speaking requirement)

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

COMM 110/111
Introduction to Communication Messages
Professor:
Office:
Email:
Phone:
Class times:
Office hours:

Course Description: Designed as a year-long writing and speaking intensive course, COMM 110/111 provides a solid foundation in these areas for students majoring in Communication. The primary focus of this course is the cultivation of oral and written argumentative skills appropriate for multiple and varied audiences.

COMM 110/111 proceeds from two basic assumptions. First, argumentative competence is a foundational resource that students can draw from when completing advanced, genre-specific projects in media, business, or academic contexts. Second, teaching argumentative competence affords a venue to examine public life in a democracy.

This course will train students to be capable advocates by finely tuning grammatical forms at the sentence level, conducting audience analyses, attending to the validity of logical claims, instructing students how to assess a rhetorical situation, and promoting research skills. Students will receive a grade at the end of each semester.

Course Objectives: By the conclusion of this course students will be able to:
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1. Demonstrate competence in grammar and usage on a standardized exam.
2. Assess the content, delivery and ethical implications of public communication.
3. Explain the role of public communication in a democratic society.
4. Choose and adapt an appropriate topic for a specific audience, occasion and purpose.
5. Demonstrate critical reading, listening and thinking ability.
6. Present a message effectively in both oral and written formats using clear prose and proper grammar.
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8. Use appropriate organizational and outlining strategies to present information and arguments.
9. Use appropriate reasoning and supporting material to gain a desired response.
10. Use public and scholarly databases to research topics and issues.
11. Understand and demonstrate adherence to APA/MLA style guidelines.
12. Demonstrate effective nonverbal behavior in message delivery.
13. Make effective use of visual aids including electronic presentation technology.

COURSE POLICIES AND PROCEDURES:

Attendance: Your regular attendance is expected, but it is not required in this class. A word of caution: You will find it difficult to pass this course unless you attend regularly, take complete notes, participate in the class activities, and remain current on the reading assignments.

Technology and electronic devices: It is expected that students will turn off and/or silence all electronic devices during class time. Use of any of these items is NOT permitted until class has ended. If you are unable to resist this temptation, I will ask you to leave. If you have accommodations that allow you to record lectures etc. you must notify the professor in advance with necessary documentation.

Honor code: It is expected that all students will adhere to the College of Charleston Honor Code while completing all course requirements. Plagiarism and other violations will not be tolerated in this class. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Each incident will be examined to determine the degree of deception involved, and College procedures for Honor Code violations will be followed by the professor. Students can find the complete Honor Code and all related processes in the Student Handbook at

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Note: This syllabus is subject to change by the professor at any time. All changes will be announced in class and on WebCT.

Grading: There are 1000 possible points for each semester of this course, and final grades will be determined for all students fulfilling ALL course requirements using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940-1000</td>
</tr>
<tr>
<td>B+</td>
<td>880-909</td>
</tr>
<tr>
<td>C+</td>
<td>780-799</td>
</tr>
<tr>
<td>D+</td>
<td>680-699</td>
</tr>
<tr>
<td>A-</td>
<td>910-939</td>
</tr>
<tr>
<td>B</td>
<td>825-879</td>
</tr>
<tr>
<td>C</td>
<td>725-779</td>
</tr>
<tr>
<td>D</td>
<td>625-679</td>
</tr>
<tr>
<td>B-</td>
<td>800-824</td>
</tr>
<tr>
<td>C-</td>
<td>700-724</td>
</tr>
<tr>
<td>D-</td>
<td>600-624</td>
</tr>
<tr>
<td>F</td>
<td>599-0</td>
</tr>
</tbody>
</table>

Course Requirements:

Focus for Semester 1: COMM 110: Citizen Competence, Cultural Literacy and the Mechanics of Oral and Written Public Argument

Texts: E-Textbooks will be made available whenever possible

Note to reviewers: Because a year-long writing and speaking course is unique, we anticipate the creation of a custom text (including a style guide) for this course. We will meet with book reps this summer if the curriculum is approved.


ASSIGNMENTS: SEMESTER 1:

Mechanics and Usage Exam: In addition to the assignments described below, all students must demonstrate writing competence through a grammar and usage exam taken electronically outside of the classroom. Students who do not pass this exam will not be allowed to progress to the second section of this course.

Reading Reflection Blog (100 points): Students will create a working blog where they will post reflective entries on reading assignments and topics posted by professor at least once a week. Additionally, as writing skills progress, students will be expected to turn reflective pieces into opinion and editorial style blog...
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Research Hunt (150 points): Students will practice research skills discussed in class to find 5+ articles related to assigned topic. All articles should be from scholarly, peer reviewed sources. Students will turn in an evaluative annotated bibliography along with copies of the articles.

Speech of Introduction (100 points): Student will choose one author and article from the research hunt above to “introduce” to the class. This speech will be 4-6 minutes long and will allow students to demonstrate competence in basic public speaking skills while demystifying the research process and making the research accessible to the student audience.

Editorial & Rant (75 points each rough draft/100 points for each final): Students will be presented with written editorials and short rants from popular sources (e.g. Hannity, Beck, Olbermann, O’Reilly, etc.) to evaluate. They will then prepare a “response with an opposing, powerfully worded, and well-supported argument. Students will answer editorials with written editorials and rants with 2-3 minute rants presented in class. To illustrate the value of drafting, feedback, and revision, students will submit rough drafts (for evaluation and feedback) prior to completing the “final” editorial and performing the in-class rant.

The State of Public Discourse Informative Speech (100 points): This 4-6 minute speech, paired with a Blog Entry on the state of public discourse will “inform” the audience of reasons to engage public discourse.

Exam (100 points): This section of the course will have one exam consisting of multiple choice, true false, short answer, and short essay questions. All exams must be taken at the assigned day and time unless other arrangements have been made with the professor PRIOR to the exam. Students with approved SNAP accommodations are required to provide the SNAP letter during the first two weeks of class, and to provide the professor with SNAP office envelope no less than one week prior to the exam (as described in the SNAP office guidelines).

Class Participation (100): Students are expected to be active class participants. You will receive a score of 0-10 for your performance each day based on the quality of your contributions. At the end of the semester, your average will be calculated out of three less class periods.

In Class Assignments (100 points): Students will be asked to complete a number of short in class writing and speaking assignments. On occasion, students will also be asked to complete small out of class assignments and/or bring in examples for class discussion. All of these assignments will be included in this
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grade.

SEMESTER 1:
Please note: the timeline for this course is tentative – the order of introduction and how much time is spent on each topic will depend on the instructor for the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
</table>
|      | **Introduction to Course**                                            | History and Approaches to Writing and Speaking  
|      | **Study of Rhetoric and Reason in the Ancient World and the Enlightenment** | Dues & Brown, Ch. 1          |
| 3    | Communication in the 20th Century                                     | Empirically grounded lessons about argumentative clarity and the rhetorical situation  
|      | Begin the Writing Process                                             | Dues & Brown, Ch. 5           |
|      | Homework: Take Grammar and Usage Exam On Line                          |                              |
| 4    | The Mechanics of Writing & Speaking                                    | The Mechanics of Writing & Speaking  
|      | Composition, Clarity, Mechanics and Citation Styles                   | Custom Text                   |
|      | **The Mechanics of Writing & Speaking Continued.**                     | Custom Text                   |
| 6    | Argumentation – the Essence of Good Writing and Speaking              | Basics of Audience Analysis  
|      | (e.g. Claims and sub-claims)                                          |                              |
|      | Fact, value, and policy                                               |                              |
|      | Causation/Correlation                                                 |                              |
|      | Logic and informal (communal) logic                                  |                              |
|      | Argument assessment activity                                          |                              |
|      | Custom Text                                                           |                              |
| 7    | Fundamentals of Effective Research                                    | Fundamentals of Effective Research  
|      | (e.g. Objectivity, How to research, Types of evidence, Citation styles and plagiarism) |                              |
|      | Homework: Plagiarism Test                                            | Homework: Plagiarism Test     |
| 8    | Effective Research Continued.                                         | Effective Research Continued.  
|      | Structuring and Drafting Oral Presentations                          | Structural and Drafting Oral Presentations  
|      | Outlines and Organization                                             | Booth                        |
|      | **The Mechanics of Speaking: Delivery**                               | The Mechanics of Speaking: Delivery  
|      | Workshop Time Research Hunt Due                                       | Workshop Time Research Hunt Due  
| 10   | Speeches of Introduction                                              | Speeches of Introduction      |
| 11   | More on Speaking: and Visual Aids                                     | More on Speaking: and Visual Aids  
|      | Workshop Time Rough Draft Editorial and Rants Due                    | Workshop Time Rough Draft Editorial and Rants Due  
| 12   | Rants Due Final Editorial Due                                         | Rants Due Final Editorial Due  |
| 13   | The State of Public Discourse                                        | The State of Public Discourse  

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14 Citizenship and Cultural Literacy
Workshop Time Custom Text
Final Exam Informative Speeches Presented During Final Exam Time Scheduled by Registrar

Focus for Semester 2/COMM 111: Expanding our Cultural Literacy and Writing for Expert Audiences

Texts: E-Textbooks will be made available whenever possible

Fred Kaplan, Lincoln: Biography of a Writer

Gerald Graff, They Say/I Say: The Moves that Matter in Academic Writing
http://www.amazon.com/They-Say-Matter-Academic-Writing/dp/0393924092

ASSIGNMENTS: SEMESTER 2:

Reading Reflection Blog (100 points): Students will continue to post to their personal blogs once a week. Evaluative criteria will evolve to demonstrate mastery of course material and students will occasionally be required to post video blog entries.

Course Controversy (500 points):
Assignments this semester will center on a single controversy that is multi-sided, balanced, and national or international in its scope. First, students will work in small groups to research potential issues and prepare a group presentation (5-8 minute presentation, including questions, 100 points) on their chosen issue. After these presentations are complete, the class will discuss and vote on a final topic. Under the direction of the professor, the class will draft a debatable resolution that will guide assignments for the rest of the semester. Next, students will work independently to prepare a detailed, thoroughly researched advocacy letter (50 points) related to some element of the controversy and directed at someone in a position to influence change in this area. This assignment challenges students in the areas of argument construction as well as topic and audience selection. It would not be appropriate to write to a state senator about an international treaty on land mines; it would, however, be appropriate to compose the same letter to someone at the United Nations. Additionally, students will be expected to demonstrate awareness of current events related to this controversy and will be asked to present a graded Impromptu speech (50 points) on items in the news randomly throughout the semester. Each student will also prepare a 12-15 page research paper (200 points) and a 10-12 minute persuasive speech (100 points) representing one side of the issue.
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Exam (100 points): This section of the course will have one exam early in the semester which covers all of the material covered to that point. The exam format will be multiple choice, true false, short answer, and short essay. All exams must be taken at the assigned day and time unless other arrangements have been made with the professor PRIOR to the exam. Students with approved SNAP accommodations are required to provide the SNAP letter during the first two weeks of class, and to provide the professor with SNAP office envelope no less than one week prior to the exam (as described in the SNAP office guidelines).

Final Portfolio (100 points): Students will prepare a portfolio showcasing their work over the year-long course. Format of the portfolio will be determined by the professor, but students will include samples of revised written work and oral presentations.

Class Participation (100): Students are expected to be active class participants. You will receive a score of 0-10 for your performance each day based on the quality of your contributions. At the end of the semester, your average will be calculated out of three less class periods.

In Class Assignments (100 points): Students will be asked to complete a number of short in class writing and speaking assignments. On occasion, students will also be asked to complete small out of class assignments and/or bring in examples for class discussion. All of these assignments will be included in this grade.

SEMESTER 2:

Week Topic Readings and Assignments Due
1 Advanced Audience Analysis: Interpretive Communities
2 Speaking and Writing to Different Audiences

Nuts and Bolts: Format and Style of Different Writing and Speaking Genres
3 Theories of controversy in the public sphere
   Lincoln case study
   Exam
   Kaplan
4 Begin Course Controversy
   Review Effective Research Practices
   Workshop Group Presentation
   Booth
5 Group Presentations
6 Debatable resolution drafted
   Document Design and Review Citation Styles
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7 Effective Advocacy
Workshop Advocacy Letter

8 Advanced Research Skills
Advanced Presentations
Workshop Time

9 Advanced Skill Development:
Research, Formatting, Style and Tone

10 Course Controversy: More Advanced Skill Development
The impact of Propaganda on Mass Audiences
Research Paper Outline

11 Course Controversy
Readings on Public Discourse, Addressing Global Publics
Workshop Time

12 Workshop Course Controversy Project & Impromptu Writing and Speaking

13 Persuasive Presentations
Research Paper

14 Persuasive Presentations
Final Exam
Presentation of Final Portfolio

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14. Signature of Department Chair or Program Director:

________________________________________

Date: ____________________________

15. Signature of Dean of School:

________________________________________

Date: ____________________________

16. Signature of Provost:

________________________________________

Date: ____________________________

17. Signature of Business Affairs Official

________________________________________

Date: ____________________________

18. Signature of Curriculum Committee Chair

________________________________________

Date: ____________________________

19. Signature of Faculty Senate Secretary:

________________________________________

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.