



CATALOG YEAR 2010-2011
(Please use separate form for each add/change)

COLLEGE/SCHOOL/SECTION: COAS/Language and Literature/Communications
SPCH 1311-Fundamentals of Speech

Course: Add: ___ Delete: ___
(check all that apply) Change: Number ___ Title X SCH ___ Description X Prerequisite _____
New course will be part of major ___ minor ___ as a required ___
or elective ___ course
New course will introduce ___, reinforce ___, or apply ___ concepts

If new, provide Course Prefix, Number, Title, **Measurable** Student Learning Outcomes, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current online catalog, provide change and attach text with changes in red and provide a brief justification.

Program: Delete: ___ Add: ___ Change: X Attach new/changed Program of Study description and 4-year plan. If in current online catalog, provide change and attach text with changes in red.

Minor: Add: ___ Delete: ___ Change: ___ Attach new/changed minor. If in current online catalog, provide change and attach text with changes in red.

Faculty: Add: ___ Delete: ___ Change: ___ Attach new/changed faculty entry. If in current online catalog, provide change and attach text with changes in red.

College Introductory Pages: Add information: ___ Change information: ___
Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Other: Add information: ___ Change information: X Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean 11/22/10	_____	_____

PROPOSED CHANGES TO CURRENT CATALOGUE DESCRIPTION

~~SPCH~~ **COMM** 1311-Fundamentals of ~~Speech~~ **Communications**. Three Semester Hours (FL)

The course acquaints students with theories of communication and applications thereof in various social, professional, and educational settings. **Students study the core contexts within the discipline including but not limited to: intrapersonal, interpersonal, small group, organizational, public speaking, and mass media.** Prerequisites: ~~Freshman standing, eligibility ENGL 1301~~. Per e-mail, prerequisite: ENGL 1301 or concurrent enrollment.

Justification:

The current description of this course describes the fundamentals of communication and not of public speaking. The course is currently taught as a public speaking course. To provide much needed clarity and program coherence, the course should be titled Fundamentals of Communication. So, the first step of our process is to change the title of the current SPCH 1311 class and make it part of the communication program by changing the prefix from SPCH to COMM. We will also petition the Core Curriculum Committee to have this course included in the core curriculum as option along with a new COMM course titled COMM 1315 Public Speaking, a public speaking course. Students would have the option to take either of these two courses among other courses listed in the core curriculum. This is the national trend at Colleges and Universities (see attached evidence).

Student Learning Outcomes:

- Students will be able to individually define and identify successful strategies for effective communication by articulating ideas and utilizing written and oral arguments.
- Students will be able to critically examine theories of communication and their relevancy to contemporary culture.
- Students will critically examine relationship development and the role communication plays in determining the nature and quality of interpersonal relationships.
- Students will come to understand the importance of specifying audience and purpose and to select appropriate verbal and nonverbal communication choices.
- Students will be given the opportunity to increase their competency and ability to assess the effectiveness of strategies used in various relationships and communication situations.

* Below you will find:

1. A chart of how the new course will function in the Communication Matrix.
2. The Common Course Syllabus for more details.

**Please see attachment for a more in-depth rationale as to why this course should remove SPCH/Speech from its prefix and title.

Justification: COMM 1311-Fundamentals of Communication Core Curriculum Communication Matrix

MATRIX	Exemplary Educational Objectives	COMM 1311-Fundamentals of Communication
1	To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Yes. COMM 1311 students are expected to develop credible research skills, as well as develop presentation skills. Students will develop the ability to creatively analyze communication phenomena through exams, multiple writing assignments, group work, and individual performances. Students will also express their own ideas persuasively and ethically through an analysis paper. Students will learn to appreciate teamwork and develop small group communication skills through two group presentations. At all times students are required to be strong, creative, and respectful of their learning environment.
2	To understand the importance of specifying audience and purpose and to select appropriate communication choices.	Yes. COMM 1311 students will be instructed on the importance of specifying audience and purpose and selecting appropriate verbal and nonverbal communication through their three presentations and course material. Instead of just focusing on public communication, students will now learn how communication choices are dependent upon other communication contexts, i.e., interpersonal, group/team, intercultural, mass media, public, etc.
3	To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.	Yes. COMM 1311 students will engage in multiple writing assignments that will allow the student to focus on the exploration of specific topics and issues present throughout the course. Oral presentations will allow students to apply appropriate modes of expression. Each assignment asks students to critically examine concepts of learning in the individual learning environment. Including, but not limited to: individual performance, group performance, written components, discussion boards, and media analysis.
4	To participate effectively in groups with emphasis on listening, critical and reflective thinking and responding.	Yes. COMM 1311 students will be required to learn about and apply the concepts of group/team communication. This is accomplished through course material and two group projects. Group/Team Communication is one of the areas of the communication discipline that the course will focus.
5	To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Yes. COMM 1311 students will be able to articulate ideas and utilizing written and oral arguments. Students will be able to evaluate ideas presented within the multiple contexts of communication. They will be required to analyze communication concepts through an analysis paper, discussion boards, and will be required to defend their definition of communication.
6	To develop the ability to research and write a documented paper and/or give an oral presentation.	Yes. COMM 1311 students will have the opportunity to develop the tools to be able to critically examine theories of communication and understand their relevancy to contemporary culture. In doing this they will present their ideas in written and oral presentations.

COMM 1311- Fundamentals of Communication

(Standard on all course syllabi)

“True interactivity is not about clicking on icons or downloading files, it's about encouraging communication”

Edwin Schlossberg, 2002

Instructor:

Office Location:

Telephone: **Email:**

Office Hours:

Course Description:

The course acquaints students with theories of communication and applications thereof in various social, professional, and educational settings. Students study the core contexts within the discipline including but not limited to: intrapersonal, interpersonal, small group, organizational, public speaking, and mass media. Prerequisites: Freshman standing, eligibility ENGL 1301.

Program Outcome: Students will be able to understand the foundational core of the discipline of communication.

Student Learning Outcomes:

- Students will be able to individually define and identify successful strategies for effective communication by articulating ideas and utilizing written and oral arguments.
- Students will be able to critically examine theories of communication and their relevancy to contemporary culture.
- Students will critically examine relationship development and the role communication plays in determining the nature and quality of interpersonal relationships.
- Students will understand the importance of specifying audience and purpose and to select appropriate verbal and nonverbal communication choices.
- Students will be given the opportunity to increase their competency and ability to assess the effectiveness of strategies used in various relationships and communication situations.

Textbook: Wood, Julia. (2011). *Communication Mosaics: An Introduction to the Field of Communication*. (6th Ed.). Belmont, CA: Thomson Wadsworth. ISBN: 978-0-495-79415-8

Helpful Resource: Gibaldi, J (2009): *MLA handbook for writers of research papers* (7th Ed.). New York: The Modern Language Association of America.

Materials: One folder for filing notes and handouts and a notebook for in-class notes.

Student Responsibilities: Student responsibilities include punctual and regular attendance, practiced performances, setting individual goals and self-monitoring, assigned readings, and passing exams. Classroom discussion will largely reference the textbook, as well as supplementary material distributed by the instructor. Students are additionally required to consistently access TAMIU Angel for classroom communication, assignments, exams and instructor updates.

Students are expected to learn through the application of classroom discussions, text concepts, as well as communication theory. Students are expected to develop credible research skills, as well as develop presentation skills. Students will develop the ability to creatively analyze communication phenomena. Students will also express their own ideas persuasively and ethically. Students will learn to appreciate teamwork and develop small group communication skills. At all times students are required to be strong, creative, and respectful of their learning environment.

All assignments and research must be completely the work of the student. Academic integrity is a priority set forth through the university, department, and the class instructor. Academic dishonesty (plagiarism) is not tolerated. For a complete definition, see Plagiarism and Cheating in the Policies of the College of Arts and Sciences (below).

Attendance Policy: Students are responsible for their individual success in a given course. A significant portion of that success is a result of consistent attendance and overall classroom awareness. As a student, you should be dutifully aware of how much your education costs YOU, therefore be mindful of your personal investment and accountable to it. Excessive absences will be handled in jurisdiction with university standards and the course instructor's discretion. Non-excused absences will not be tolerated. Therefore, **there will be no makeup opportunities for non-university accepted absences!** TAMIU policy indicates that students are expected to be in class unless students are involved in a university excused activity, can provide a doctor's excuse for an illness, or experiences an unavoidable emergency. In the case of planned absences, assignments may be turned in before their due date.

Grading Policy

Exams:

Unit 1: Basic Concepts of Study	50 pts.
Unit 2: Intrapersonal/Interpersonal	50 pts.
Unit 3: Small Group/Organizational Comm.	50 pts.
Unit 4: Intercultural	50 pts.
Unit 5: Public Speaking	50 pts.
Unit 6: Mass Media	50 pts.
Comprehensive Final Exam	100 pts.

Written Assignments:

Defining Communication Paper	50 pts.
Film Analysis Paper	100 pts.
Discussion Questions	100 pts.

Presentation Assignments:

Group Presentation	50 pts.
Introduction Speech	50 pts.
Communicating Nonverbally	50 pts.

Total: 800 pts.

Point values are as follows: **A** (720-800) **B** (640-719) **C** (560-639) **D** (480-559) **F** (0-480)

Assignments

Exams: You will take 6 exams over the course of the semester. Each exam will contain objective questions (such as multiple choice, True/False, and Matching). Each exam will also contain a short essay question. Exams will be designed to determine your understanding of assigned readings and material covered during class discussion. As per university policy, the final will include an essay question worth 20% of the grade.

Written Assignments: Essays allow the student to focus on the exploration of specific topics and issues present throughout the course. These essays relate the field of communication within the scope of classroom activities. Each assignment asks students to critically examine concepts of learning in the individual learning environment. Assignments are graded upon the following criteria:

- ◆ Essays must be in MLA format, typed, Times New Roman, 12 pt. font, & double spaced.
- ◆ Class concepts must guide the discussion. Essays need to introduce terms/ideas from class notes, text and supplementary materials.
- ◆ Terms and ideas present throughout the essay should be structured in a manner that informs the instructor you understand the coursework.
- ◆ The use of first person (I) which establishes a connection to the opinions and claims present in the essay.
- ◆ Essay needs to respond to the entirety of questions.

Defining Communication: In your textbook, Julia Wood defines communication as “a systematic process in which people interact with and through symbols to create and interpret meanings” (12). In your first written assignment you will discuss the definition of communication and synthesis your research into the definition of communication by coming up with your own original definition of communication. In the essay you should discuss:

- Wood’s definition and the four elements of communication (pages 12-15).
- Other definitions of communications. You can accomplish this by using sources on-line, dictionaries, scholarly journals, etc.
- Come up with your own definition of communication based on your research.

The paper should follow the general format for written assignments and should be between **2-3 pages** in length. The essay should have a fully developed introduction, body and conclusion. Make sure you follow MLA format, cite credible sources in your essay and have a Works Cited page. You should use your textbook as a source in this assignment. You can find other sources through a variety of sources. Make sure you properly cite your sources.

Film Application Paper: In this assignment you are to engage one movie from a pre-approved list, on a critical level. You must present compelling arguments based upon the film. This means that I am asking you to apply the multiple communication concepts you have discovered through this course against the movie you choose. In other words, what you are doing is putting together theory (course concepts) and practice (the live world of the movie). List of approved films will be distributed to the class. No film will be doubly assigned therefore, movie preferences are awarded upon a first come first serve basis.

Please email your selection to instructor. Keep the following structure in mind during your analysis:

- The introduction shares your overall impression and feelings towards the film.
- The body summarizes the film by discussing plots and themes.
- The body discusses the minor and major relationships in the film. Make connections between film and course text.
- The conclusion summarizes the lessons you've learned, as well as communication insights.

Discussion Questions: Each week there will be discussion questions posted on Angel and students will have to use the discussion board on Angel to discuss those questions. This is a time for students to answer questions and ask questions about current communication issues. The instructor will put the initial questions up, but each student is responsible for answering the questions and prompting discussion. Each student should make at least one post a week. These posts should be thoughtful and utilize concepts and ideas from the textbook and supplemental materials.

Presentation Assignments: Students will present in an interactive fashion lesson materials and core concepts. Students are responsible for the use of creative visual and audio presentations that enable the learning community to critically examine individual ideas and opinions. Students are encouraged to use creative mediums to achieve exceptional delivery of ideas.

Introduction Speech: In this presentation you will present yourself to the class. You will prepare a speech between 3-5 minutes in length. During the speech you must cite out-loud 2 source citations.

Group Presentation: You and a group comprised of class members are required to collect information about a particular context of communication. You are to complete a full investigation of the particular context. ALL group members are to present the findings in 15-20 presentation.

Questions to consider:

- Who are major thinkers, theorists, researchers in this field?
- What do people who work in this field of communication do?
- Why would somebody study this particular context of communication?
- What does this branch of communication study contribute to society and the classroom? What did we miss in class about this context?
- Why should someone study this branch of communication?
- What are recent developments in this branch of communication?

Communicating Nonverbally: You and a group comprised of class members are required to perform a scenario to the class. During the presentation the members of the group will not be allowed to use any verbal cues. You are to rely solely on nonverbal communication to help the audience understand the scenario you were given.

Note (from Dr Norris): this also requires a change [simply changing SPCH 1311 and the course title] in BA Art, BA Art with certification, BA in Communication, BA in Communication and Spanish, BA in English, BA English with cert., BA in Hist, BA in Hist with cert., BA in Hist and PSCI, BA in music, BA in PSCI, BA in PSYC, BA in SOCI, BA in SPAN, BA in Span with cert., BM in Music, BM in Music with cert., BS in Social Studies, and all the BS in IS.