COMM 261 Teamwork and Communication Skills for College and Career-NewCrs-2016-11-08

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Form Information

ⓘ **The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:**

First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "<u>**EDIT CONTENTS**</u> "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

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*Indicates a required field

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Proposing Department/Unit*	Communications Media	**Contact Phone***	7243573210

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* COMM
(B) Course Number*	*If Dual Listed, enter both course numbers* 261
(C) Course Title*	Teamwork and Communication Skills for College and Career
(D) Course Level*	undergraduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	Class Hours:3 Lab Hours:0 Credits:3
(I) Repeatable Course*	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	None
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course* None
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* * *Teacher Education: Please complete the Teacher Education section of this form (below)* * *Liberal Studies: Please complete the Liberal Studies section of this form (below)* liberal-studies * *Distance Education: Please complete the Distance Education section of this form (below)*
(M) Recommended Class Size	YES Number (Enter Zero if No):25 If YES: (Check one of the following reasons and provide a narrative explanation) Pedagogical Explain (required): This course requires numerous student presentations that are aligned with an assessment plan. To accommodate the class time for these presentations, enrollment should be limited to 25 students.
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* Focuses on developing teamwork and communication skills for the presentation of career-oriented, technically rich information. Applies foundational theories of communication and the rhetoric of public communication and use that understanding to present academic research, data and technical information orally and in written form. Prepares students to engage audiences, frame and present arguments, and develop the ability to present their topic and its significance in technical and non-technical settings. Explores different types of presentation situations including team oral presentations, team written reports, poster session presentations, platform presentations, symposia, and panel discussions. Prepares students to produce appropriate media to supplement their presentations. Presentations will be video recorded for individual, peer and instructor evaluation.

(O) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes*
	If dual listed, indicate additional learning objectives for the higher level course.
	At the conclusion of the course, students will be able to:
	- Define and understand audiences and audience needs when delivering technical and non-technical content
	- Identify and refine appropriate presentation topics related to their academic discipline for audiences inside and outside their discipline
	- Choose and create appropriate supporting information and visual aids
	- Explore presentation situations specific to a student's academic discipline to include scientific posters for presenting research data
	- Develop and practice interpersonal and team communication skills
	- Develop a culture of team responsible behavior when generating team written reports and oral presentation media
	- Apply learned skills to oral and written individual and team presentations to audiences within and outside their discipline

(P) Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments*
For Each Outcome Describe	*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or*
How the Outcome Will	*direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Be Achieved	**Description of how each course objective is met**

Description of how each course objective is met

- Define and understand audiences and audience needs when delivering technical and non-technical content
    - Textbook and Article Readings, Quizzes, Tests, Critical Analysis Writing Assignment
- Identify and refine appropriate presentation topics related to their academic discipline for audiences inside and outside their discipline
    - Presentations 2, 3, 4, Team Writing Assignment, Textbook and Article Readings, Quizzes, Tests,
- Choose and create appropriate supporting information and visual aids
    - Presentations 1, 2, 3, 4,
- Explore presentation situations specific to a student's academic discipline to include scientific posters for presenting research data
    - Presentations 2, 3, 4, Critical Analysis Writing Assignment
- Develop and practice interpersonal and team communication skills
    - Presentations 1, 2, 3, 4, Team Writing Assignment
- Develop a culture of team responsible behavior when generating team written reports and oral presentation media
    - Presentation 4, Team Writing Assignment, Self-evaluations, Peer evaluations
- Apply learned skills to oral and written individual and team presentations to audiences within and outside their discipline
    - Presentations 2, 3 and 4, Team Writing Assignment, Self-evaluations, Peer evaluations

Course Outline

1. **Introductions (in-class icebreaker)**
    a. Researching and Designing Effective Presentation Content
    b. Content Organization and Structure
    c. Reading Assignment: Chapter 1 Clarifying Your Message
2. **Understanding your Audience**
    a. Audience Analysis & Motivation
    b. Audience Psychology: Selective exposure, attention and retention
    c. Analysis of Effective Team Presentations
    d. Reading Assignment: Chapter 2 Enjoy the Work
    e. Reading Assignment: Chapter 3 Dive into Research
3. **Presentation #1**
4. **Article Analysis #1 (Review and Presentation)**
    a. Presentation Anxiety
    b. Ethical Speaking and Ethical Listening
    c. Free Speech and Speaking Freely
    d. Sound evidence, research and reasoning
    e. Article Quiz #1
5. **Creating Clear and Compelling Visual Aids**
    a. Beyond PowerPoint
    b. Creating a scientific poster
    c. Reading Assignment: Chapter 4 Images
    d. Reading Assignment: Chapter 5 Stories
6. **Effective Presentation of data and technical content**
    a. Accessing information: copyright, trademark and legal restrictions
    b. Plagiarism in today's online world
    c. Evaluating online content
    d. Reading Assignment: Chapter 6 Text, Context and Props
7. **Non-verbal Communication: What you say and how you say it**
    a. Understanding Different Speaking Styles
    b. Reading Assignment: Chapter 7 You, the Speaker
    c. Reading Assignment: Chapter 8 Your Style
8. **Presentation #2**
    a. Critical Analysis Assignment Due
9. **Article Analysis #2 (review and presentation)**
    a. Ethos/Pathos and Logos – You are what you say
    b. Recognizing Audience Differences
    c. Egocentric and Ethnocentric Behaviors
    d. Reading Assignment: Chapter 9 Your Audience
    e. Article Quiz #2
10. **Presentations to Persuade and Motivate**
    a. Reading Assignment: Chapter 10 Leave your Audience with a Plan
    b. Collaborative Writing: leadership, planning, division of labor, communication
    c. Presentation #3 (recorded outside of class)
11. **Teamwork and Group Presentations**
    a. Team Members and Roles
    b. Organizing Instructional Presentations
    c. Reading Assignment: Chapter 11 Keep Improving
12. **Presentations in the Workplace**
    a. Meetings, Symposia, Panel Discussions
    b. Reading Assignment: Chapter 12 Marketing Yourself
13. **Presentation #4**
14. **Presentation #4**

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course is intended for inclusion in the Effective Teamwork and Communication minor, designed to meet specific student learning outcomes related to teamwork and communication skills. As part of the proposal, we are seeking approval of this course as a Liberal Studies elective, making it available to all interested students.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course is intended for inclusion in the Effective Teamwork and Communication minor, designed to meet specific student learning outcomes related to communication skills necessary for teamwork.

(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Liberal Studies If Other, please explain: The course is open to all students and not specifically limited to Communications Media majors. The primary audience is students enrolled in the Effective Teamwork and Communication minor.
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment: Courses on public speaking and presentation making exist in other departments, but none are as specific as this grant-funded course in identifying learning outcomes related to teamwork and team communication. The student learning outcomes and course outline have specifically been aligned with the assessment needs of the Effective Teamwork and Communication minor as well as the assessment needs of the National Science Foundation grant which funds the development of this minor.
(U)Does it Serve the College /University Above and ** Beyond the Role it Serves in the Department?***	YES Please Provide Comment: The course, once approved as a Liberal Studies elective, will provide an additional option for students in this Liberal Studies category. It provides meaningful content in developing information literacy and oral communication skills for all students. It will be a required course for students in the Effective Teamwork and Communication minor.
(V) Who is the Target Audience for the Course?*	Liberal Studies If Other, please explain: The course is open to all majors, but primarily intended for students who are enrolled in the Teamwork minor.
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) This course will have no negative impact on offerings by other departments. Other courses on presentation making are specific to individual majors. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? The primary authors of the NSF grant, from which this course was developed, have held meetings with the deans of each college at IUP to explain the nature of the Effective Teamwork and Communication minor and the assessment plan associated with the grant. The minor and the individual courses have the support of the college deans.
(X) Attach Supporting Documents for Implications, ** if Necessary**	**File Modified**

(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment: A traditional classroom setting will be sufficient for this course.

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, **Check the Box to the Right:**	
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	

How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, **Check the Box to the Right:**	liberal-studies

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one* information_literacy, oral_communication

Expected Undergraduate Student Learning Outcomes (EUSLOs)	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners*
	See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694

<u>COMM 261 meets these EUSLOs for Liberal Studies Electives from the Empowered Learner learning outcomes.</u>

Students will demonstrate

Student Learning Outcome	Assessment
Problem solving skills using a variety of methods and tools	Presentation, writing, reading and evaluation assignments
The ability to work within complex systems and with diverse groups.	Presentation #4
Critical thinking skills including analysis, application and evaluation	Presentation, writing, reading and evaluation assignments
Reflective thinking and the ability to synthesize information and ideas	Presentation, writing, reading and evaluation assignments.

The course also meets the outcomes for the information literacy competency:

Students will demonstrate:

Student Learning Outcome	Assessment
Effective oral and written communication abilities	Presentation and writing assignments
Ease with textual, visual and electronically mediated literacies	Presentation and writing assignments
Information literacy skills, including the ability to access, evaluate, interpret and use information from a variety of sources	Presentation, writing and reading assignments
Critical thinking skills, including analysis, application and evaluation	Presentation, writing, reading and evaluation assignments
Intellectual honesty	Presentation, writing, reading assignments, quizzes and examinations

The course also meets the outcomes for the oral communication competency

Student Learning Outcome	Assessment
Effective oral and written communication abilities	Presentation and writing assignments
Information literacy skills, including the ability to access, evaluate, interpret and use information from a variety of sources	Presentation, writing and reading assignments
Reflective thinking and the ability to synthesize information and ideas	Presentation, writing, reading and evaluation assignments, quizzes and examinations

Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content* **Liberal Studies Electives Required Course Content** The course will effectively provide students with opportunities to research, write and present about topics within their academic disciplines, requiring them to understand how content is synthesized into manageable amounts of information for an oral presentation. The course content will explore the classical traditions of rhetoric (Plato, Aristotle and the Sophists) as well as more contemporary communication models and how those models are used to effectively reach audiences. The article reading assignment will include content that explores issues of gender and inter-cultural communication. Additionally, course content addressed these points. The process of dissecting, synthesizing and condensing information from longer research paper into an oral presentation requires students to think critically about key concepts of their research. This aspect of the course also promotes scholarly discourse and students will adapt that content for presentations to audience members who may be outside their field of study, requiring them to recognize appropriate language and terminology for various audiences.

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	Articles chosen for the Article Reading and Quiz assignment include selections that address presentation issues for various minority groups. Examples include: • Intercultural Communication Apprehension and Emotional Intelligence in Higher Education (2013) • Gender and Public Talk: Accounting for Women's Variable Participation in the Public Sphere (2013) • Stereotypes in Cross-Cultural Business Communication (2015) • Communication Skills for Women in the World of Corporate Business (2010) • When Teamwork Doesn't Work for Women (2016) • The Hidden Gender Effect in Online Collaboration (2015) • Virtual Teams and International Business (2014) • Cultural Factors Affecting International Teamwork Dynamics (2015) • Cross-Cultural Teamwork (2014) The required textbook includes readings directed at these topics and course content also addresses these points as indicated in the course outline.
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	The Article Reading and Quiz assignments will require students to complete non-textbook readings. The following list is indicative of the types of reading students will do. • Effective Presentation of Health Care Information (2015) • Presenting Food Science Effectively (2016) • Fostering professional communication skills of future physicians and teachers (2015) • Intercultural Communication Apprehension and Emotional Intelligence in Higher Education (2013) • Fear of Public Speaking: Perception of College Students and Correlates (2015) • Gender and Public Talk: Accounting for Women's Variable Participation in the Public Sphere (2013) • Stereotypes in Cross-Cultural Business Communication (2015) • Negative mental imagery in public speaking anxiety (2016) • Effective public speaking: A conceptual framework in the corporate-communication field (2015) • Examining the Role of Collaborative Learning in a Public Speaking Course (2015) • Working Together Toward a Common Goal (2015) • Communication with Colleagues (2014) *Numerous discipline specific articles, related to presentation making, communication skills, and public speaking are available particularly for the fields of health, science, education, and business. Articles related to intercultural communication and gender communication are also readily available.

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu