Core Curriculum Course Submission
Criteria: Speech

1. General Information

a. Originating Person	b. Contact Person's E-mail	c. Contact Phone	d. Date
Kristen McIntyre	kagullicksm@ualr.edu	(501)569-8381	2/22/2016

e. College/School	f. Department/Program
College of Social Sciences & Communication	Speech Communication

☒ **Submission Statement**

By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

☒ **Chair and Dean Awareness**

Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

2. Course Information

a. Course ID	b. Current Title
SPCH 1300	Introduction to Communication

c. Catalog Description

This course focuses on the development of effective and ethical communication skills needed to foster positive communication in a variety of contexts. Students will explore and practice the basic principles of communication related to perception, verbal and nonverbal communication, interpersonal communication, and public speaking. Students have the opportunity to learn through service, writing, reading, discussing, listening, presenting, and participating in critical thinking and problem-solving activities. Three credit hours.

d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?

SPCH 1300 is a standardized course. All sections (online and face-to-face) require the same textbook, assign the same major assignments, and use a common syllabus. Additionally, SPCH 1300 faculty (instructors, adjuncts, and tenure-track faculty) meet monthly to review upcoming major assignments and engage in inter-rater reliability assessment for each major assignment. The director observes new adjuncts at least once during their first semester.

Educational Goals	Learning Outcomes students will ...	Learning Objectives: At the end of the course students will be able to ...	Assignments	Explanation
Skills 1 – Communication	1. apply a structured approach to presenting ideas effectively;	**Learning Objectives 1.1** present speeches in an organized manner.	**Assignments 1.1** 1.Informative Self-Introduction Speech a. Written Preparation Outline b. Speaking Outline 2. Positive Communication Video a. Development Worksheet 3. Informative Service Speech a. Post-Service Reflection Worksheet b. Written Formal Outline c. Formal Outline Peer Workshop d. Peer Rehearsal Workshop e. Formal Presentation f. Speaking Outline Notes g. Peer Video-Critique of Informative Service Speech h. Video Self-Critique of Informative Service Speech 4. Special Occasion Impromptu Speeches	**Explanation 1.1** In SPCH 1300 we introduce students to the basic organization of a presentation: macrostructure. Macrostructure consists of an introduction, body with main points, conclusion, and transitions. Specifically, we teach a five-step introduction, a three-step conclusion, and transitions that briefly review the point covered and briefly preview the main point coming up. We use the Self-Introduction Speech to establish a baseline for what students are able to perform, with regard to macrostructure. We then require a basic introduction, body, conclusion for the Positive Communication Video. When students begin the Public Speaking unit we focus on understanding and developing the specific components of macrostructure in the Informative Service Speech. The Post-Service Worksheet, Formal Outline, and Speaking Outline all mirror the macrostructure expectations. Students are given opportunities to identify the strengths and weaknesses in their peers' macrostructure as well as their own in workshops, video peer-critiques, and video self-critiques. Macrostructure is reinforced as students develop impromptu special occasion speeches at the end of the semester.

Skills 1 – Communication	2. apply foundational concepts of interpersonal communication in multiple contexts;	Learning Objectives 1.2	Assignments 1.2	Explanation 1.2
		conceptualize communication in complex and meaningful ways. recognize, name, and analyze effective and ineffective/unethical communication behaviors in multiple contexts.	1. Positive Communication Video a. Development Worksheet b. Video Peer-Critique 2. Informative Service Speech a. Post-service Reflection Worksheet b. Written Formal Outline c. Video Self-Critique d. In-class Peer Critiques e. Video Peer-Critique 3. Interpersonal Communication Paper a. Peer Paper Workshop b. Formal Paper	Throughout the major assignments in SPCH 1300, students are repeatedly asked to identify and analyze relevant interpersonal (as well as group, if applicable) communication concepts. In the Positive Communication Video, students are asked to choose a person who has positively influenced them through his/her communication. We ask students to tell a story that illustrates this person's positive communication behaviors. Students then identify and analyze the specific communication concepts, principles, and ethical implications that make this particular person a positive influence on them. In the Informative Service Speech, students are asked, yet again, to identify and analyze specific communication concepts, principles, and ethical implications they used and/or observed during their service experience. In the Interpersonal Communication Paper, students are asked to identify an interpersonal relationship they are involved with that is experiencing tension. This relationship needs to be with an adult and can be with a family member, co-worker, friend, significant other, etc. Students again identify and analyze specific communication concepts, principles, and ethical implications at play in the relationship.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 2 – Critical Thinking	1. analyze rhetorical situations and adapt messages appropriately;	**Learning Objectives 2.1** conceptualize communication in complex and meaningful ways. present speeches in an organized manner. recognize, name, and analyze effective and ineffective/unethical communication behaviors.	**Assignments 2.1** 1. Positive Communication Video Positive Communication Video Video Peer-Critique 2. Informative Service Speech Informative Service Speech Video Peer-Critique 3. Interpersonal Communication Paper Peer Paper Workshop	**Explanation 2.1** All three major assignments require students to understand and adapt to the assigned context of the assignment. In the Positive Communication Video, students must speak to a webcam (but knowing that their peers and instructor will be watching and critiquing the video). In the Informative Service Speech, students must speak to a live audience (knowing that feedback from the audience is inevitable and will need to be managed appropriately). In the Interpersonal Communication Paper, students must write for their intended audience (knowing that what they choose to self-disclose about the relationship will be read and critiqued by peers and the instructor in person as well as on paper). Additionally, each major assignment has a critique component, where students are asked to identify both the strengths and weaknesses of how well their peers are able to adapt each respective message to the assigned context.
	2. demonstrate an understanding of communication principles and dynamics by making recommendations for improving a given example;	**Learning Objectives 2.2** conceptualize communication in complex and meaningful ways. generate communication-based solutions to problematic/unethical behaviors for a given example.	**Assignments 2.2** 1. Positive Communication Video 2. Informative Service Speech 3. Interpersonal Communication Paper	**Explanation 2.2** All three major assignments require students to identify specific communication concepts that create positive and effective communication interactions. These concepts serve as the foundation for providing communication-based suggestions for improving communication in the community, within relationships, or with themselves personally.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 3 – Information Technology	1. use current technology for drafting, reviewing, revising, editing, and sharing presentations;;	**Learning Objectives 3.1** use technology to draft and share components of a presentation.	**Assignments 3.1** 1.Informative Self-Introduction Speech a. Preparation Outline b. Speaking Outline 2. Positive Communication Video a. Development Worksheet 3. Informative Service Speech a. Post-Service Reflection Worksheet b. Written Formal Outline c. PowerPoint Document d. Formal Presentation e. Speaking Outline Notes	**Explanation 3.1** SPCH 1300 curriculum is firmly grounded in current technology. All face-to-face sections (and, of course, online sections) use Blackboard for posting the syllabus, major assignment descriptions as well as serve as the platform for Reading Quizzes, Discussion Boards, and submission of development work related to each major assignment. Students are required to use a recording device (smart phone, iPad, webcam, etc.) to create the video for the Positive Communication Video. Students then need to be familiar with how to upload a video file to Kaltura on Blackboard. Instructors will not grade a video that is not submitted appropriately, so students have to master this form of technology to move forward in the class. With regard to the specific development of a presentation, students are required to use Microsoft Word for typing their formal outline for the Informative Service Speech and the formal paper for the Interpersonal Communication Paper. Additionally, students are required to use Microsoft PowerPoint or Keynote for their presentational aid. Students need to know how to attach a document to an email in order to send their PowerPoint or Keynote file to the instructor prior to their presentation day. Students also have to know how to integrate the presentational aid seamlessly into the presentation by understanding how to start the slide show on a laptop computer, navigate through slides, and reveal and conceal slides as appropriate.
	2. locate, evaluate, organize, and use research materials from electronic sources.	**Learning Objectives 3.2** locate, evaluate, and integrate online research into a presentation.	**Assignments 3.2** Informative Service Speech	**Explanation 3.2** Students are required to conduct online research and orally cite at least one online source to support the content of the Informative Service Speech.

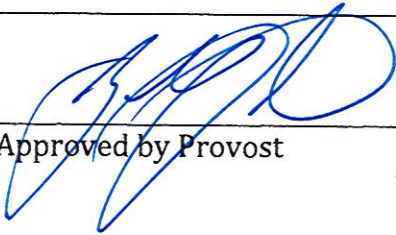|	Will...	students will be able to...		
Values 1 – Ethical and Personal Responsibil ity	1. assess the ethical implications of communication in a variety of contexts.	**Learning Objectives 1.1** recognize, name, and analyze effective and ineffective/unethical communication behaviors. generate communication-based solutions to problematic/unethical communication behavior.	**Assignments 1.1** 1. Positive Communication Video 2. Informative Service Speech 3. Interpersonal Communication Paper	**Explanation 1.1** All three major assignments require students to identify and apply ethical implications of communication to the assigned context. The ethical implications of communication SPCH 1300 students work with all semester are: trustworthiness, integrity, concern for community, fairness, respect, responsibility, restraint, and caring with grace. Additionally, students are required to provide communication-based recommendations for navigating problematic/unethical communication contexts.
Educational Goals	**Learning Outcomes students will—**	**Learning Objectives: At the end of the course students will be able to...**	**Assignments**	**Explanation**
Values 2 – Civic Responsibil ity	1. understand the power of communication to influence a community positively or negatively.	**Learning Objectives 2.1** articulate the relationship between communication and positive community change	**Assignments 2.1** 1. Service-Learning Requirement a. Pre-service Reflection b. Four-hours of instructor approved service c. Post-service Reflection Worksheet 2. Informative Service Speech	**Explanation 2.1** Before students complete their four-hours of required service, we ask them to reflect on their past volunteer/service experiences as well as the connection between service and communication in the Pre-service Reflection assignment. Students then identify a service location and await instructor approval. Once approved, students serve for a minimum of four hours with the same service site (and complete a Service Verification Form). After completing their service hours, students then process and reflect on their service experience using the Post-service Reflection Worksheet. The worksheet is designed to help students develop content for the Informative Service Speech. Specifically, students are asked to reflect on the ethical implications of communication and positive community change in the third main point of the speech. Students identify and explain two ethical implications of communication that have informed their understanding of how communication helps us improve our community.

Additional Comments:

SPCH 1300 also uses a Pre/Post-test that identifies student understanding of foundational communication principles, self-reported communication apprehension levels in public speaking, one-on-one interactions, and group communication, as well as self-reported engagement with ethical communication practices.

In addition to the major assignments (which are used for formal assessment), students are practicing achievement of the course learning objectives through online reading quizzes, online and in-class discussions, online and in-class application activities, as well as constant small group interactions and group and individual impromptu presentations.

Belinda Blevins-Knabe	_3-28-16_
Approved by Core Curriculum Committee	Date

Approved by Provost	_4/7/2016_
Approved by Provost	Date

Anderson	_4/7/16_
Approved by Chancellor	Date