

Redesign: Opportunities & Complexities

Presented by: Dr. Jessica McCall & Jacquie Downing
Case Study-Introduction to Communication Studies

Background

Redesign efforts for Introduction to Communication Studies, CST 105, began early in 2015. While the course is designated as an introductory course for undergraduate students, the expanse of information covered is vast. The Communication Studies Department recognized a need to limit the amount of information covered within one course in an effort to better serve the student population. The goal of the CST 105 redesign was to develop a curriculum that was more manageable for instructors, more meaningful to students and other departments, and reflective of the changes in the discipline. The intent is to align the course with the General Education Council requirements for GRD and SI markers, assessment, and emerging disciplinary norms. Faculty, students, experts in the field, and other constituents were surveyed for feedback on assignments and future directions. While constituents recognized the importance of public presentations, they alluded to the importance of students' ability to communicate confidently in the classroom setting and with one another. This redesign focused on communication competence generally and will have more time to focus on interpersonal/group dialogue instead of primarily focusing on "public speaking".

Faculty Information:

UTLC Faculty Fellow and Project Manager: Jessica McCall

Redesign Committee and RCO Pilot Instructors:

Bethany Barnes (Adjunct Faculty)

Jenni Simon (Adjunct Faculty)

Sarah Dunning (Full-time Faculty)

Project Intern: Jacquie Downing

Course Information

Title: Introduction to Communication Studies

Credits: 3:3

Prerequisites/Corequisites: None

Basic Course Director: Dr. Jessica D. McCall

Bulletin Description: This course is designed to help students become competent communicators. Through various speaking opportunities students will learn to evaluate and construct clear and coherent arguments for diverse contexts. Through reflection and analysis, students will be introduced to the principles and basic skills necessary to build and sustain relationships in society. Digital recording will allow students to evaluate and enhance communication skills.

Student Learning Outcomes

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.* [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN]

GEC-Reasoning and Discourse: Students gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively.

SLO1: Critically evaluate written, oral, and/or visual arguments (LG1)

SLO2: Construct cogent, evidence-based arguments (LG1)

SI-Speaking Intensive: In a course in any subject, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication, or presentational speaking), and enhanced opportunities to practice improvement or oral communication skills.

SLO1: Students will be able to speak in genres appropriate to the discipline(s) of the primary subject matter of the course.

Communication Studies SLOs (Inclusive of GRD, SI, and Critical Thinking):

SLO: A- Create persuasive cogent evidence-based arguments for diverse contexts and audiences by effectively using logical reasoning and credible evidence.

SLO: B- Demonstrate competent communication by identifying and applying ethical and social responsibilities.

SLO: C- Assess communication skills and develop goals for continuous improvement

SLO: D- Identify principles and skills necessary to build and sustain relationships in various contexts.

SLO: E- Evaluate information before accepting or formulating an opinion or conclusion

Teaching Methods

While there are several different formats in which CST 105 is taught, all students taking the course can expect to engage in an active and experiential learning process through presentations, scenarios, dialogue, exams, and reflection prompts. This course will be taught as:

- 1) LEC (large lecture and breakout sessions)
- 2) LEC (independent)
- 3) WEB
- 4) WLC

Evaluation and Grading

Reflection Prompts/Additional Assignments/Participation	25%
Introductory Speech	5%
Persuasive Speech	20%
Persuasive Roundtable Dialogue	20%
Exams (3 @ 10% each)	30%

References and Resources

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