

Course Enhancement Rationale

Course Dept/Number: CMAT 100
Instructor: Welch-Hamill
Total Credits: 4

Course Name: Introduction to Communication
Gen Ed Cr: Yes or No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

| Enhancement | COMAR Requirements |
|---|---|
| <input checked="" type="checkbox"/> Increased course content and/or collateral readings | Additional 45 hours per semester of supervised, documented learning. |
| <input type="checkbox"/> Undergraduate Research and Information Literacy | Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums. |
| <input checked="" type="checkbox"/> Technology | Supervised instruction and documented learning through appropriate technology mediums. |
| <input type="checkbox"/> Higher Level Critical Thinking Exercises | Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums. |
| <input type="checkbox"/> Service Learning/Civic Engagement | Additional 45 hours per semester of supervised, document learning. |
| <input checked="" type="checkbox"/> International Education/Cultural Enrichment | Additional 45 hours per semester of supervised, documented learning. |
| <input type="checkbox"/> Additional hour(s) in class | Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below) |
| <input type="checkbox"/> Additional hour(s) in lab or studio | Additional 30 hours per semester of supervised, documented learning. |

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

Increased Content/Collateral Reading – 10 hrs.: The students will be required to read *Boxing Plato's Shadow* which is an additional textbook. This addition text will enable the student to get a more complete introduction to the study of Human Communication. The additional content cannot be covered in the traditional 3 credit course. With this addition, students will be able to study the history of the field from the Greeks to the present and be introduced to more complex and varied theories. This collateral reading will require not only outside of class reading but will be assessed through online quizzes and discussion. It should take the students a total 10 hrs to complete the 100pg reading assignment, quizzes and discussion.

Technology-20 hrs: This enhancement will be accomplished with the use of the "MyClasses" platform here at SU. The instructor will create a blog. For the Fall 2008, it will be an Election Communication Blog. Each student will pick a Presidential Candidate from a hat. The students will follow their candidate from speech to speech, debate to debate, and interviews which will be assigned to them on a handout with the candidate's speaking schedule. The students will have to analyze their candidate's communication competence and overall communication ability. This is a critique of their communication and not their politics. The students will examine the candidate's body language, posture, appearance, word choice, inflection, diction, delivery, and paralanguage. This assignment will be fully explained with

detailed instructions and a critique guideline. Both the instructor and students will post to the blog. The blog will be assessed based on the correct number of blogs and their quality. This enhancement should take the students 20 hrs to complete.

Cultural Enrichment- 15hrs: Students will attend two speakers on campus outside of the classroom. They will have to write a 3-5 page critique of the speaker and their speech. Overall there will be two essays, one for each speech. They will have to critique the speaker on their communication competence and overall communication ability. The students will examine the speaker's body language, posture, appearance, word choice, inflection, diction, delivery, and paralanguage. This assignment will be given in a complete handout with instruction and a critique guideline. This enhancement should take the students 15 hrs to complete.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

Increased Content/Collateral Reading will be assessed through online quizzes and discussion chapter by chapter. The students' knowledge from the collateral reading will also be important because it will enhance our regular in-class discussion and their overall understanding of Human Communication. The assignment will be given in a complete handout with specific instructions at the beginning of the reading assignment. This assignment will be 5% of their grade

Technology will be fully explained with detailed instructions and a critique guideline. Both the instructor and students will post to the blog. The blog will be assessed based on the correct number of blogs and their quality. This enhancement will allow the students to truly study the speaking process and learn how to accurately critique public speaking. In turn, the students will be able to learn how to become better public speakers through this process. This assignment will be worth 10% of their grade.

Cultural Enrichment will be assessed by two essays of 3-5 pages each. This assignment will be given in a complete handout with instruction and a critique guideline. This assignment will allow the students to experience a real world speaking environment and study both the challenges of a speaker and an audience. This enhancement will be 10% of their grade.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

Increased Content/Collateral Reading – 10 hrs.: It should take the students a total 10 hrs to complete the 100pg reading assignment, quizzes and discussion.

Technology-20 hrs: It should take the students **20 hrs** to complete the watching the candidate's speeches, critiquing and blogging.

Cultural Enrichment- 15hrs: It should take the students **15 hrs** to complete attending the two speeches, critiquing, and writing the two essays.

The total time expected for students to complete the enhancements is a minimum of 45 hours.

4. Discuss how the enhancement will be assessed.

Increased Content/Collateral Reading will be assessed through online quizzes and discussion chapter by chapter. The students' knowledge from the collateral reading will also be important because it will enhance our regular in-class discussion and their overall understanding of Human Communication. The assignment will be given in a complete handout with specific instructions at the beginning of the reading assignment. This assignment will be 5% of their grade

Technology will be fully explained with detailed instructions and a critique guideline. Both the instructor and students will post to the blog. The blog will be assessed based on the correct number of blogs and their quality. This enhancement will allow the students to truly study the speaking process and learn how to accurately critique public speaking. In turn, the students will be able to learn how to become better public speakers through this process. This assignment will be worth 10% of their grade.

Cultural Enrichment will be assessed by two essays of 3-5 pages each. This assignment will be given in a complete handout with instruction and a critique guideline. This assignment will allow the students to experience a real world speaking environment and study both the challenges of a speaker and an audience. This enhancement will be 10% of their grade.

The total enhancement will account for an additional 25% of the final grade.

CMAT 100 T/Th 8-9:15 am, 7-8:15 pm
Fundamentals of Communications
Course Syllabus and Policies

Fall 2007

Instructor: Amanda Welch
aswelch@salisbury.edu or awelch@umes.edu

Office: HH335

office hours: t/th 9:30-11:30 am

office phone: 410-548-9181

Required text: Verdeber, R. F. Communicate!. (12th Ed)

Course Description: This course serves as an introduction to Communication Arts. The course is designed to develop a theoretical and practical understanding of the communication process in interpersonal, small group, and public situations. The course begins with the investigation of general concepts of communicative behavior (e.g. listening, nonverbal, verbal). It progresses to more specific concepts such as interpersonal, small group and public speaking. This course includes discussions, reading, texts, formal presentations and activities to involve students in course content. There will be three uninterrupted speeches including one small group presentation.

Course Objectives:

1. Understand and identify contexts and conditions that influence the communication process.
2. Develop knowledge and understanding of your own communicating ability, behaviors and interpersonal style.
3. Develop criteria for analyzing and evaluating your own communicative behaviors and the behaviors of others.
4. Develop and evaluate group dynamics and leadership skills.
5. Develop skills in creativity and critical thinking.
6. Develop the ability to speak competently, confidently and ethically.
7. This course meets the goals of the "Writing Across the Curriculum" program.

At the University Writing Center at Herb's Place (Guerrieri University Center, Room 213), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. All undergraduates are encouraged to make use of this important student service. For more information about the writing center's hours and policies, visit the writing center or its website at www.salisbury.edu/uwc.

Classroom Expectations

1. No gum is allowed during formal speeches.
2. All formal speeches require business casual attire. This will be further discussed in class.
(No jeans, ripped or dirty clothes)

3. Due to the nature of the class, we must create an open and trusting environment where people feel free discussing their opinions and speech topics. Respect is required.

Course Requirements: Written requirements must be turned in on the appointed day at the beginning of class. Late assignments and presentations will be penalized. All written and oral requirements will be explained more fully on handouts distributed during the semester.

| | |
|--------------------------|----------------|
| Test #1 | 100pts |
| Test #2 | 100pts |
| Final | 100pts. |
| Application Journal | 100pts. |
| Impromptu Speech | 30pts. |
| Outlines (2x15pts.) | 30pts. |
| Quizzes | 100pts. |
| Small Group Presentation | 175pts. |
| Informative Speech | 65pts. |
| Persuasive Speech | 100pts. |
| Participation* | <u>100pts.</u> |
| Total | 1000pts. |

* Discussion, classwork, activities, and attendance.

Grading: The following is the grading scale used to compute final grades.

| | | | |
|---|------------|---|---------------|
| A | 1000 – 895 | D | 694 – 595 |
| B | 894 – 795 | F | 594 and below |
| C | 794 – 695 | | |

The instructor reserves the right to make any adjustments at the end of the term to insure equitable grading.

Policies:

1. Attendance: The attendance policy is that all scheduled class meetings are mandatory. If a case arises where you are unable to attend class, it would be in your best interest to provide some kind of documentation (e.g. doctor's note/receipt, court order, job interview letter). Documented absences are illness, hospitalization, death of a family member, and SU approved activities. The instructor reserves the final right to determine what constitutes a documented absence. If an illness or special circumstance prevents you from attending class or arriving promptly, please contact me prior to the absence/tardiness. It is the student's responsibility to make up any missed work. Make-up tests will be given at a time mutually convenient to the student and the instructor. Make-up work for speeches and formal presentations will only be considered in cases of documented absences. Documented absences must be reported immediately. No credit will be given to students who try to document absences at the end of the semester. Absences will affect your grade. After 3 undocumented absences your grade will be lowered 1 letter grade.

2. All written assignments must be typed and must reflect, in form and appearance, the guidelines of an appropriate college-level style manual. It would be in your best interest to keep a copy of all work turned into the instructor.
3. Quizzes: The instructor reserves the right to give quizzes (announced or unannounced). They are necessary to insure student participation and comprehension.
4. Academic Integrity: Policy on Academic Misconduct: Cheating, plagiarism, illicit collaboration and all other forms of academic misconduct are dealt with in accordance with University regulations. Please consult the Student Policy on Academic Integrity in your SU student handbook for more information regarding student misconduct (www.salisbury.edu/Students/handbook/welcome.html). The CMAT department expects that all students have read and understand the University's policy and thereby agree to honor these standards. The CMAT department considers academic dishonesty as a serious offense and ALL incidences are subject to disciplinary action including, but not limited to, separation from the university.

** TENTATIVE COURSE SCHEDULE

| | | | Reading Assignment |
|-------------|-------|--------------------|--------------------|
| Week One: | 8/28 | Intro to Course | Ch. 1 |
| | 8/30 | Ch.1 | Ch.2 |
| Week Two: | 9/4 | Ch. 2 | Ch. 3 |
| | 9/6 | Ch. 3 | Ch.4 |
| Week Three: | 9/11 | Ch. 4 | Ch. 7 |
| | 9/13 | Ch.7 | Ch. 12 |
| Week Four: | 9/18 | Ch. 12 | Study |
| | 9/20 | test #1 | Ch.13 |
| Week Five: | 9/25 | Ch.13 | Ch. 14 |
| | 9/27 | Ch. 14 | Ch. 15 |
| Week Six: | 10/2 | Ch. 15 | Ch. 16 |
| | 10/4 | Ch. 16 | Ch 9 |
| Week Seven: | 10/9 | Ch. 9 | |
| | 10/11 | form small groups | |
| Week Eight: | 10/16 | Test # 2 | |
| | 10/18 | Group work day | |
| Week Nine: | 10/23 | Informative Speech | |
| | 10/25 | Informative Speech | |
| Week Ten: | 10/30 | Informative Speech | Ch.17 |
| | 11/1 | Ch. 17 | Ch.10 |

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|--------------------|------------------------------|--------------|
| Week Eleven: | 11/6 Ch. 10 | Ch. 11 |
| | 11/8 Ch. 11 | Ch. 5 |
| Week Twelve: | 11/13 Ch. 5 | |
| | 11/15 persuasive speech | |
| Week Thirteen: | 11/20 persuasive speech | |
| | 11/22 Thanksgiving –No class | Ch. 6 |
| Week Fourteen: | 11/27 Ch. 6 | Ch. 8 |
| | 11/29 Ch. 8 | Journals Due |
| Week Fifteen: 12/4 | Group Presentations | |
| | 12/6 Group Presentations | |

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|------------------|---------------|--------|-----------|
| Final Exam Week: | t/th 8-9:15am | Dec 10 | 8-10:30am |
| | t/th 7-8:15pm | Dec 11 | 7-9:30pm |

*This schedule is subject to change due to class specific needs. There will be sufficient notice of any changes.

CMAT 100 - Enhanced
Fundamentals of Communications
Course Syllabus and Policies

T/Th 8-9:15 am, 7-8:15 pm
Fall 2007

Instructor: Amanda Welch
aswelch@salisbury.edu or awelch@umes.edu

Office: HH335
office hours: t/th 9:30-11:30 am
office phone: 410-548-9181

Fundamentals of Communication is an "enhanced" course; that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed Communication Arts program and the Fulton School's overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All "enhanced," 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and "enhanced" courses, and what both mean to you, as a student, please visit the Fulton reform student website at <http://www.salisbury.edu/fulton/currref-students.html>.

Required texts: Verdeber, R. F. Communicate!. (12th Ed)
Dues, Michael & Brown, Mary Boxing Plato's Shadow

Course Description: This course serves as an introduction to Communication Arts. The course is designed to develop a theoretical and practical understanding of the communication process in interpersonal, small group, and public situations. The course begins with the investigation of general concepts of communicative behavior (e.g. listening, nonverbal, verbal). It progresses to more specific concepts such as interpersonal, small group and public speaking. This course includes discussions, reading, texts, formal presentations and activities to involve students in course content. There will be three uninterrupted speeches including one small group presentation.

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| | |
|---|----------------|
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| Test #2 | 50pts |
| Final | 100pts. |
| Application Journal | 50pts. |
| Impromptu Speech | 20pts. |
| Outlines (2x10pts.) | 20pts. |
| In Class Quizzes | 50pts. |
| Boxing Plato's Shadow Quizzes | 50pts |
| Blog Entries/Assignments | 100pts |
| Speech critique papers (2x50pts) | 100pts |
| Small Group Presentation | 150pts. |
| Informative Speech | 60pts. |
| Persuasive Speech | 100pts. |
| Participation* | <u>100pts.</u> |
| Total | 1000pts. |

* Discussion, classwork, activities, and attendance.

Grading: The following is the grading scale used to compute final grades.

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**** TENTATIVE COURSE SCHEDULE**

| | | | Reading Assignment |
|-------------|------|--------------------------------|--------------------|
| Week One: | 8/26 | Intro to Course | Ch. 1 |
| | 8/28 | Ch.1 Election Blog 1 | Ch.2 |
| Week Two: | 9/2 | Ch. 2 | Ch. 3 |
| | 9/4 | Ch. 3 Plato Ch.1 Quiz | Ch.4 |
| Week Three: | 9/9 | Ch. 4 | Ch. 7 |
| | 9/11 | Ch.7 Election Blog 2 | Ch. 12 |
| Week Four: | 9/16 | Ch. 12 | Study |
| | 9/18 | test #1 Election Blog 3 | Ch.13 |

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|------------------|-------|---|--------------|
| Week Five: | 9/23 | Ch.13 | Ch. 14 |
| | 9/25 | Ch. 14 Plato Ch.2 Quiz | Ch. 15 |
| Week Six: | 9/30 | Ch. 15 | Ch. 16 |
| | 10/2 | Ch. 16 Election Blog 4 | Ch 9 |
| Week Seven: | 10/7 | Ch. 9 Speech Critique #1 due | |
| | 10/9 | form small groups Election Blog 5 | |
| Week Eight: | 10/14 | Test # 2 | |
| | 10/16 | Group work day Election Blog 6 | |
| Week Nine: | 10/21 | Informative Speech | |
| | 10/23 | Informative Speech Election Blog 7 | |
| Week Ten: | 10/28 | Informative Speech | Ch.17 |
| | 10/30 | Ch. 17 Election Blog 8 | Ch.10 |
| Week Eleven: | 11/4 | Ch. 10 Plato Ch.3 Quiz | Ch. 11 |
| | 11/6 | Ch. 11 Election Blog 9 | Ch. 5 |
| Week Twelve: | 11/11 | Ch. 5 | |
| | 11/13 | persuasive speech Election Blog 10 | |
| Week Thirteen: | 11/18 | persuasive speech Plato Ch.4 Quiz | |
| | 11/20 | Thanks giving –No class | Ch. 6 |
| Week Fourteen: | 11/25 | Ch. 6 | Ch. 8 |
| | 11/27 | Ch. 8 Plato Ch.5 Quiz | Journals Due |
| Week Fifteen: | 12/2 | Group Presentations Speech Critique #2 due | |
| | 12/4 | Group Presentations | |
| Final Exam Week: | TBA | | |

*This schedule is subject to change due to class specific needs. There will be sufficient notice of any changes.