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I. Summary of Modification(s).

SPCM 1090 Interpersonal: Changing SPCM to COMM as prefix

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

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<td>Department Prefix &amp; Number</td>
<td>SPCM 1090</td>
<td>COMM 1090</td>
</tr>
<tr>
<td>Title</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>Description (Changes require completion of a Course Submission Form for the appropriate goal area(s) if the changes also affect the student learning outcomes/competences—see III below)</td>
<td>This course is designed to help students become more aware of the processes and theories of interpersonal communication within and about relationships. Interpersonal communication skills are real-world skills that can guide students positively in their life and career choices within our global society. Students will examine the influence of communicative behaviors on groups and society through self-analysis, practical application, and critique of cultural practices. Some concepts include perception, ethics, emotion, conflict, cultural awareness, power, technology, language, nonverbal communication, and listening. Liberal Education Goal Areas 7 &amp; 9.</td>
<td></td>
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I. Summary of Modification(s).

SPCM 1100 Public Speaking: Changing SPCM to COMM as prefix

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<tr>
<td>Department Prefix &amp; Number</td>
<td>SPCM 1100</td>
<td>COMM 1100</td>
</tr>
<tr>
<td>Title</td>
<td>Public Speaking</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>This course emphasizes the preparation and delivery of individual and group presentations. Students will learn to research, construct, and deliver informed and ethical presentations for various audiences, as well as understand the fundamental principles of written and public communication. Liberal Education Goal Area 1.</td>
<td></td>
</tr>
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<td>Prerequisite(s)</td>
<td>none</td>
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I. Summary of Modification(s).  SPCM 2100
   Changing Lib Ed Goal Areas from 6 and 11 to Goal Area 1.
   Changing prefix from SPCM to COMM
   Changing title
   Changing description
   Eliminating prerequisite classes
   Changing from 2 credits to 3 credits
   Changing frequency to annually

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

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<td>Department Prefix &amp; Number</td>
<td>SPCM 2100</td>
<td>COMM 2100</td>
</tr>
<tr>
<td>Title</td>
<td>Special Topics in Oral Communication</td>
<td>Career and Professional Communication</td>
</tr>
<tr>
<td>Description</td>
<td>Applied topics provide customized training and discussion. Students learn a variety of skills, from interviewing to delivering a manuscript speech. Visits to the oral communication lab are an important supplement to the course. Prerequisite: THSP 1090 and THSP 1100, or consent of instructor. Liberal Education Goal Areas 6 &amp; II (Might not be offered every year)</td>
<td>This course emphasizes oral and written communication, as well as relational skills utilized in professional settings. Students will learn fundamental concepts and principles of communication used in the workplace, develop skills for individual and group business presentations, learn how to</td>
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generate messages for a variety of diverse and professional audiences through appropriate electronic and face-to-face communication, develop critical listening and problem-solving skills, and engage in effective and ethical interpersonal communication in the workplace. This course is designed to help individuals learn how to work productively with others and present themselves professionally in any career. Liberal Education Goal Area 1.

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<td>Credits</td>
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<td>3</td>
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<tr>
<td>Frequency of offering</td>
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II. Explanation for proposed modification(s). Please use the space below for the explanation.

With regard to title and description, as described, the course and description are outdated. It is more appropriate to make it a stand-alone course related to communication in career and professional communication that is taught on a consistent basis. The course will provide students with necessary oral and written communicating skills utilized in career and professional settings. Regardless of any student’s major or career, this course will be beneficial for students to understand communication interactions in the workplace, and provide the opportunity to practice oral and written communication in individual and group presentations.

The prereqs used to be with Theatre/Speech, which no longer exists as a department. THSP 1090 was Interpersonal Communication (and changed to the current label as SPCM 1090) and THSP1100 was 1100 Public Speaking (and changed to the current label as SPCM 1100). This modified proposed course does not need a prerequisite class.

The change from 2 to 3 credits is to align with other courses in the proposed minor program (and across the state), as well as more appropriate for the necessary required work in the course. It is seldom that communication courses in this area are less than 3 credits. In addition to becoming more proficient in writing and delivering presentations, repeated exposure to speaking opportunities (via presentations-in-brief) helps students to reduce communication anxiety in a variety of speaking contexts in their academic and professional careers. Thus the work required for the course is more on par with a 3-credit course.
Currently, the course is oddly placed in 6 & 11. The change from Lib Ed 6 & 11 to goal area 1 is because the outcomes of the course are to prepare students for developing, organizing, critiquing, writing and presenting individual and group public presentations in an organizational setting. Thus, the course is more aligned with learning outcomes in goal area 1. This change also makes this course more in line with other MN SCSU institutions that have presentational courses in goal area 1 and will make the transferring of courses easier for students.

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LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 1: COMMUNICATION*

This form should be completed for the following circumstances:
• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Career and Professional Communication
Course prefix and number: COMM 2100
Credits: 3
Course description:
This course emphasizes oral and written communication, as well as relational skills utilized in professional settings. Students will learn fundamental concepts and principles of communication used in the workplace, develop skills for individual and group business presentations, learn how to generate messages for a variety of diverse and professional audiences through appropriate electronic and face-to-face communication, develop critical listening and problem-solving skills, and engage in effective and ethical interpersonal communication in the workplace. This course is designed to help individuals learn how to work productively with others and present themselves professionally in any career. Liberal Education Goal Area 1.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.
No

Reasons for creating this course:
The course will provide students with necessary oral and written communicating skills utilized in career and professional settings. Regardless of any student’s major or career, this course will be beneficial for students to understand communication interactions in the workplace, and provide the opportunity to practice oral and written communication in individual and group presentations.

How often will this course be offered? Annually
What is the projected maximum class size (cap)? 22

* All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 1: Communication
The overall goal for this goal area is to develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for 51%, or four of the seven listed competencies (A-G) listed below. Please checkmark the four or more competencies met by the course under consideration.

___X__ A. Students will be able to understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.

___X_ B. Students will be able to
   - Demonstrate effective listening in group situations.
   - Demonstrate critical and reflective thinking in group situations.
   - Demonstrate effective responses to group participants.

___X__ C. Students will be able to
   - Locate material from diverse sources and points of view,
   - Evaluate material from diverse sources and points of view, and
   - Synthesize in a responsible manner, material from diverse sources and points of view.

___X__ D. Students will be able to select appropriate communication choices for specific audiences.

___X__ E. Students will be able to
   - Construct logical arguments.
   - Construct coherent arguments.

___X__ F. Students will be able to
   - Use authority in their writing and speaking.
   - Use point-of-view in their writing and speaking.
   - Use individual voice in their writing and speaking.
   - Use style in their writing and speaking.

___X__ G. Students will be able to employ syntax and usage appropriate to academic disciplines and the professional world.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can
give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 1 and 2) will be assessed in this course.

The following course outcomes, Lib Ed Core outcomes and assignments reflect how students will be assessed throughout the course.

1. Identify and explain communication concepts and principles used in organizational settings (LOC 1C-E; 2C-D) (exams, pres-in-brief, group project, chapter activities)
2. Demonstrate day-to-day relational communication (e.g., listening, giving and receiving feedback, critical thinking, problem-solving, conflict management, cultural sensitivity, team decision-making) utilized in the workplace (LOC 1A-B-D-F; 2A-B) (pres-in-brief, group project, chapter activities)
3. Create business emails and documents that are effective, professional, ethical, and use appropriate business style for diverse audiences (e.g., positive and negative messages, executive reports, memos, etc.) (LOC 1A-D-E-F-G; 2 (exams, pres-in-brief, dept pres, group project, chapter activities)
4. Critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner (LOC 1B-D; 2C-D) (pres-in-brief, dept pres, group pres, chapter activities)
5. Present business messages in appropriate formats and venues (e.g., business meetings, small group discussions) (LOC 1A-B-C-D-G; 2A-B-C-D) (pres-in-brief, dept pres, group pres, chapter activities)
6. Research, evaluate and synthesize contemporary workplace communication issues from various points of view (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (pres-in-brief, dept pres, group project, chapter activities)
7. Design in writing well-organized individual and group presentations used in the workplace with logical arguments and proper source documentation (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (pres-in-brief, dept pres, group project, chapter activities)
8. Deliver professional well-organized individual and group public speaking presentations used in the workplace with logical arguments and proper source documentation (LOC 1A-B-D-F-G) (pres-in-brief, dept pres, group project)

Pre-and post-assessment will also be conducted with students completing the PRPSA (Personal Report of Public Speaking Anxiety) instrument to gauge their comfort level of public speaking.

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Office Hours:  TBD – 10-12 hours per week.  
I am happy to meet with you outside of these times if needed. Please come and visit, I enjoy meeting students outside the classroom.

Liberal Education Categories:  This 3-credit course counts toward liberal education goal area 1.

Required Materials:

Outside readings and materials will be posted on D2L Brightspace (abbreviated as D2L throughout the syllabus).  Please read this material prior to the class period in which discussion will take place.

**Please bring your books to class; we will be working with activities related to your text in most class periods.

Supplemental Materials:
You will need access to the following APA manual for citing sources (communication studies is part of the social sciences discipline, which uses APA as the style guide):


Technology Needs/Uses:  We will use D2L Brightspace (abbreviated as D2L throughout the syllabus) and BSU e-mail during the semester for much of our communication and posting of materials.  Papers/Outlines will be turned in hard copy AND submitted to D2L (look for dropbox folders in the Assignment’s tab under “Assessments”); weekly assignments will vary.  Check D2L and your current BSU e-mail account frequently/daily, or forward your BSU e-mail to the one you check on a daily basis.  Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents (IT folks in Deputy Hall can help you if your computer is not compatible or you want to forward your e-mail).  Do not send attachments via E-mail unless approved – check for a D2L folder first.

Assessment:  As this is one of the core courses in the communication studies minor, you will complete a pre- and post-assessment of your communication apprehension and presentational skills.

Course Description:
*Catalog Description:*
This course emphasizes oral and written communication, as well as relational skills utilized in professional settings.  Students will learn fundamental concepts and principles of communication used in the workplace, develop skills for individual and group business presentations, learn how to generate messages for a variety of diverse and professional audiences through appropriate electronic and face-to-face communication, develop critical listening and problem-solving skills, and engage in effective and ethical interpersonal communication in the workplace.  This course is designed to help individuals learn how to work productively with others and present themselves professionally in any career.  Liberal Education Goal Area 1.
Course Learning Outcomes:
At the end of this course, you should be able to:

1. Identify, explain, and apply communication concepts and principles used in organizational settings (exams, pres-in-brief, group project, chapter activities) (LOC 1 C, D, E; 2 C, D)
2. Demonstrate day-to-day relational communication (e.g., listening, giving and receiving feedback, critical thinking, problem-solving, conflict management, cultural sensitivity, team decision-making) utilized in the workplace (pres-in-brief, group project, chapter activities) (LOC 1 A, B, D, F; 2 A, B)
3. Create business emails and documents that are effective, professional, ethical, and use appropriate business style for diverse audiences (e.g., positive and negative messages, executive reports, memos, etc.) (exams, pres-in-brief, group project, chapter activities) (LOC 1 A, D, E, F, G 2 A, C)
4. Critique self and others’ presentations (orally and in writing) in a thoughtful and thought-filled manner (exams, pres-in-brief, dept pres, group pres, chapter activities) (LOC 1 B, D; 2 C, D)
5. Present business messages in appropriate formats and venues (e.g., business meetings, small group discussions) (pres-in-brief, dept pres, group pres, chapter activities) (LOC 1 A, B, C, D, G; 2 A, B, C, D)
6. Research, evaluate and synthesize contemporary workplace communication issues from various points of view (exams, pres-in-brief, dept pres, group project, chapter activities) (LOC 1 A, B, C, D, E, F, G; 2 A, B, C, D)
7. Design in writing well-organized individual and group presentations used in the workplace with logical arguments and proper source documentation (exams, pres-in-brief, dept pres, group project, chapter activities) (LOC 1 A, B, C, D, E, F, G; 2 A, B, C, D)
8. Deliver professional well-organized individual and group public speaking presentations used in the workplace with logical arguments and proper source documentation (pres-in-brief, dept pres, group project) (LOC 1 A, B, D, F, G)

Course Format:
Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. Come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, being attentive and providing supportive and constructive feedback, having read the material and completing assignments before class, and engaging in classroom group activities.

I encourage you to take notes in class, though it will be important to read materials/chapters, look over ppts, and/or outline the chapters on your own before class. I will highlight some content, but not cover everything "in class" that may be on the exams. I am hoping for collaborative application of content, and practicing skills, not me "lecturing" to you. As a general rule, our classroom should be "second exposure" of the material; you reading the material in advance should be "first exposure." Thus, reading the chapters will be necessary to be successful on exams, participate in class, and apply content to your written work and presentations. Some material may also be added or modified during the semester – so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

The course is front-loaded with chapters so application can be made utilizing skills and strategies later in the semester with presentations. Simultaneous assignments will be taking place throughout the semester. Please be prepared to use your time management skills, as each presentation has a process of steps.

I reserve the right to make changes in the policies, course assignments and the like in this syllabus if it appears to be necessary for effectively meeting the course outcomes and/or benefit for your learning. I will advise you of any changes.

Importance of Communication in your Professional Careers:
A survey of over 300 employers indicated that students having a broad-based education (i.e., liberal education) is important for long-term success; and the ability to "think critically, communicate clearly, and solve complex problems is more important than their undergraduate major” Hart Research Associates (2017). In addition, the National Association of Colleges and Employers Job Outlook Survey (2015) reported that communication was the highest-ranking skill employers look for in new recruits. The 2015 survey puts "ability to make decisions and solve problems," and "ability to verbally communicate with persons inside and outside the organization” as the top two skills they seek when hiring new college graduates.

Hart Research Associates. (2017). It takes more than a major: Employer priorities for college learning and


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Please note that giving presentations is part of your grade in this class; understanding, writing about, and application of communication skills utilized in the workplace are also as important. Your grade is based on exams, presentations, written work, assessment of your speaking, and preparation of chapter activities.

1. Examinations: 30%

There will be two exams over the course of the term. Examinations will be a mixture of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text and any outside notes/materials. You will receive a review sheet for exams. Put all devices/phones away during exams; anyone who uses an electronic device during an exam will have the exam taken away and will earn a zero. Each exam is worth 15%.

- Outcomes assessed: 1-3-4-6-7

Context for Course and Presentations:

As a class, we will become an organization, which will be the basis for most of our presentations throughout the semester. The organization will be realistic and large enough to provide all students with positions/organizational structure for completing assignments. Some examples may be a convention center, city mall, resort, health care facility, airport, etc. As a class, we will create departments and positions, demonstrate professional communication, and determine policies of operation. Becoming an organization will allow us to have a context for the course, emphasize the importance of professional communication, as well as practice simulated presentations.

After creating our organization, you will be in management teams of 4-5 people where you will work together as you would in a typical business setting. These teams will not be a daily focus, but it will be important to work with your team effectively, as you will be conducting business meetings throughout the semester, as well as creating and presenting a final recommendation presentation and written proposal together.

You will also be creating and presenting individual presentations that would be typical for your particular position. For all main presentations, you will use research for support material. You will also be practicing various skills with presentations-in-brief and self-assessments. You will learn the fundamental strategies and methods of formal speech preparation. The overall goal is for you to become comfortable in a variety of professional speaking situations. Regardless of the type of presentation, you should look – act – and speak as if you are presenting yourself in a professional public setting.

Presentations will include written documentation, executive summaries, reports, and/or outlines demonstrating your synthesis of research and ability to organize ideas to incorporate formal public speaking skills into presentations. Written material for presentations will be part of the overall presentation grade, as content, structure and delivery are primary components of public presentations.

You will receive criteria for each presentation in more detail – below identifies brief descriptions of presentations.

Missing either of the two main presentations (departmental issue or group project – see below) will earn you a failing grade for the course, as you have not met primary speaking learning outcomes and you have not demonstrated the culminated oral and written components of the course.

2. Presentations-in-Brief/Analyses of Presentations: 25%

In order to gain confidence and practice communication skills in public presentations, you will prepare a variety of smaller individual presentations and analyses throughout the semester. These will vary in length (1-4 minutes) and criteria; class size will determine final timeframes. Hard copy typed written work (and D2L submissions) will accompany your presentations.

- Outcomes assessed: 1-2-3-4-5-6-7-8
- **Who Am I as a Professional Communicator? (pre-analysis): 5%**
  You will have an opportunity to reflect upon your professional communication skills via two small papers (1 page each) and presentations, one at the beginning and the end of the semester. Your first paper will identify and explain how you see yourself currently as a professional communicator. This reflection may include a few strengths you think you possess, as well as a few goals for becoming a stronger communicator that you want to work on during the semester. As part of this assignment, you will share with the class in a 1-2 minute presentation what you have analyzed in your paper. You will not "read" your paper to us but present your ideas extemporaneously (limited outline notes – lots of eye contact – enthusiasm). Your paper and speaking notes will be turned in for a grade at the end of your presentation.

  In conjunction with this pre-analysis and assessment of your speaking skills, you will complete Communication Anxiety instruments (PRPSA and PRCA) and turn these in with your presentation materials.

- **Who Am I Now as a Professional Communicator? (post-analysis): 5%**
  At the end of the semester, you will write a post-analysis paper based on the perception of your semester’s progress of your professional communication, which will also be shared with the class in a 1-2 minute extemporaneous presentation at the end of the semester. Your paper and speaking notes will be turned in for a grade at the end of your presentation.

  Again, you will complete post-PRPSA/PRCA instruments, which will accompany your materials.

- **Departmental Introduction Presentation: 5%**
  As a new manager/director of your department, you will be introducing your department to the whole organization (to include the Board of Directors) in a 2-3 minute presentation (CEO, CFO, and CIO will also be giving a presentation to highlight their area as a whole/vision for the organization). This should include the current status of your department, its general goals for operation, general details regarding the employees in your department, etc. Thought should be put into this presentation for presenting/showcasing a new department. What do you want your organizational colleagues to know about your department? While you may be creative with your ideas, be realistic also and present professionally. You are representing your whole department with your verbal and nonverbal presentation. Written documentation will also accompany your presentation that will be handed in for a grade. Research is not required for this presentation (unless you want to incorporate something into your presentation to highlight your department).

- **Year-End Departmental Celebration Presentation: 5%**
  By the end of the semester, we will have been in operation for two years as an organization. At this time, you will present a 3-4 minute year-end departmental update for the organization (CEO, CFO, and CIO will also be giving a presentation to highlight their area as a whole/state of the organization). This should include any changes you have done in the department, new areas or positions created, challenges and opportunities, and highlighted successes, etc. Again it is an opportunity to showcase your department to the organization as a whole. Written documentation will also accompany your presentation that will be handed in for a grade. Research is not required for this presentation (unless you want to incorporate something into your presentation to highlight your department).

**PLEASE NOTE that your final for this class is this presentation** – plan accordingly to be present during finals week.

- **Leading a Meeting: 5%**
  One complaint that employees have within organizations is the ineffective way in which meetings are conducted. Regardless of your profession, you will be engaged in meetings throughout your career, and learning how to manage meetings will enhance your organizational communication with others productively. Within your management team, you will have meetings and take turns setting up and facilitating meetings. In doing so, you will be responsible for creating and distributing an agenda, leading the meeting, and creating follow-up minutes. You will have as many meetings as people in your group; thus, everyone will have equal opportunity to practice this communication skill. Each member of the group should also be responsible for reporting or contributing to each meeting discussion. These will take place primarily in class, though out-of-class meetings may be necessary to complete the group project. Groups
will simultaneously conduct meetings while I walk around and observe your meeting interactions. You will also conduct a quick post-meeting analysis to help each other strengthen your meetings as you progress throughout the semester. Grades are based on the professionalism of your written, verbal, and interactive communication.

3. Departmental Issues Presentation: 15%
When working in organizations, you will be called upon to give various individual informative and persuasive presentations in a variety of contexts and for diverse audiences. For this assignment, you will generate a real-life communication scenario/situation/issue within your position to which you will need to respond by persuading your audience to take some action, believe in your ideas, propose a new idea or perhaps provide information and rationale for a new initiative. The topic may be something directly to your department, or presented to Board of Directors on behalf of your department. Regardless of your topic, you will need to research to develop substantive support for your topic (at least four outside research sources to support your ideas – put in outline and stated in speech). For example, perhaps revenue in your department is lacking, and you have thought of ideas to generate more income; perhaps safety is an issue, and you need to ask Board of Directors to implement a new security system; maybe you have discovered a new way to recruit employees for retention; or a new way to conduct performance appraisals that you want to review with your employees, etc. The topic needs to be something that is meaningful and can be researched, relevant to your position, and professional. Depending on the nature of the topic, this presentation may be more informative or persuasive.

*All topics will need prior approval — failure of approval prior to one week of your presentation will result in one letter grade deduction from your overall grade.

Presentations will be 5-7 minutes in length with the question/answer period following, which is not part of the 5-7 minutes (this time frame will be narrowed more specifically pending the number of students in the class).

Written Component: A typed full-content outline (not paragraph or manuscript style) to include an introduction, body, and conclusion, with a reference page (APA format), and speaking notes will be turned in with your presentation. Outlines will be formatted appropriately to the formal outline as discussed in class and per sample on D2L. Outline writing means one full point/sentence per punctuation and that the sub-organization structure logically fits under the main claims and arguments. The goal is that it should be detailed enough so that someone else “could” give your presentation by reviewing your outline. Outlines are due on the day you speak and are bundled with your speech grade, so have your outline ready on the day of your presentation to potentially earn full credit. Full manuscript/paragraph or ill-prepared outlines (ex., hand-written, incomplete thoughts/sentences) will receive ½ credit (and content may not be graded). When presenting, condense your outlines to speaking/presentation notes (not fully written paragraphs) to have the most eye contact with your audience.

Audience Component: As an audience member for these presentations, you will be asked to carry out the role of a particular organizational member. Part of being an audience member is also being active and asking questions; so you will need to be listening and preparing questions to ask the speaker. This assignment will require everyone to write down two questions that could be asked of each speaker with the opportunity to ask at least one question during the whole round of presentations; we should have time for 1-2 after each presentation.

• Outcomes assessed: 4-5-6-7-8

4. Group Project: Recommendation Proposal and Presentation: 15%
The purpose of this assignment is for you to engage in a practical team experience that takes place in the organizational world, to demonstrate how current research/data may influence organizational decisions, and to learn how to communicate with group members on organizational projects. In all professions, there are communication issues that can impede or support the success of the organization (e.g., diversity issues, flow of communication, conflict management, listening, bullying/uncivil communication, understanding communication patterns of culturally diverse employees/clients, working with generational employees, superior/subordinate communication, providing supportive feedback, etc.). This project will allow you to further your knowledge surrounding a particular facet of organizational communication issues, as well as translate your knowledge of collective wisdom to your organizational peers.

Your goal will be to identify an issue for research and analysis within our organization. The topic does not have to be one where there is a negative climate; it may be a topic of importance for all employees to be familiar with to enhance effective communication in the workplace. You will need to be creative and brainstorm for possible
topics. What are those issues you find interesting that impact communication? What communication skills would be essential for employees and managers to know to be successful in any career? How are relationships impacted in the workplace via communication?

You will create one group 8-10 page written report with a references page based upon your research (10 outside sources total) and give a 15-20 minute group presentation, which includes recommendations and implementation stages for your organizational communication topic. You will choose a particular audience within the organization, something that would be realistic for your situation. For example, you may research how technology impacts the communication flow within our organization and recommend how we can improve the use of technology, or research how diversity issues can hinder communication within our organization and provide recommendations on working through diversity issues. Please note that Wikipedia, encyclopedias, quick pop/bus culture ½ page material, and dictionaries are not sources you should utilize for this project. We will discuss this further in class, but use professional research-based sources in this project.

Regardless of the topic or format, the group is responsible for an appropriate professional presentation. You should make part of your presentation interactive amongst yourselves and your audience and not be “talking heads” in the front of the room taking turns talking through ppts! Take turns frequently and be engaging with visuals and informative sound-bites for your audience! Make us interested in what you have to say😊

In addition, each person in the group should have an equal role in the presentation. As experts on your assigned topic, the group presentation should enlighten your organizational colleagues (classmates) with your expertise and demonstrate communication competencies. As indicated, you will have some research embedded in this presentation to support your ideas. Share at least ⅛ of your sources verbally cited in your group presentation. Depending on your presentation, you may also show a 1-2 minute quick video clip or other visuals to add clarity to your presentation.

You will turn in periodic progress reports during your project as well as a final business report/proposal to your instructor to include an executive summary; one that would be similar to what you would turn in to your employer. After your presentation, there will be a brief question/answer session from your organizational audience.

All group members will share the grade for content and the “group” nature of the presentation. In addition, you will be asked to do a personal analysis of working as a “group” on the project by conducting a self-group assessment regarding your experiences throughout your project. You will do this together as a group, as well as individually.

Your group colleagues will confidentially evaluate each group member, including yourself. Peer evaluation will count as 10 percent of your final group project grade. In other words, members of the same group may receive different final grades on the project depending upon individual contributions to the project. I will provide more details about this project on a separate handout.

*All group topics will need prior approval. These topics cannot be similar to your individual presentations, and no two groups will research the same topic.

- Outcomes assessed: 1-2-3-4-5-6-7-8

5. Chapter Activities/Application/Preparation: 15%
Outside and in-class assignments will parallel chapters/readings to help you make connections with, practice skills, and understand the material. Just as within any organization, you are expected to be a contributing member of your work team/department, you are also expected to be an engaged and contributing member of our classroom environment.

Outside activities will include written professional correspondence and applied assignments (e.g., written memos, emails, worksheets, self-assessments, application activities, generated responses from chapter activities, case studies, discussion question response, and journal article responses), which will help you prepare for class and find relevance in workplace communication. In-class activities (e.g., group discussions, individual and group application exercises) will help you apply materials, share ideas and learn from others. In addition, you will receive activity points on all presentation days for thought-filled completion of peer critiques – it is important to be supportive and learn from your classmates on presentation days. Thus, some days may contain multiple opportunities for activities (i.e., in- and
out-of-class assignments). Some assignments will be progressive guiding the development of final projects and papers (e.g., topic ideas, executive summaries, progress reports). Activities are graded and cumulatively worth 15%.

- Outcomes assessed: 1-2-3-4-5-6-7

Assigned activities are to be typed (unless otherwise noted), and brought with you to class in hard copy and/or loaded on D2L prior to the start time of class. Regardless, have physical access to your assignment to engage in class discussion and potentially earn full credit. Keep in mind, using electronics for access does not mean checking FB, IM, email, snap chat, yik yak, or twitter, etc., during the activity or when your group completes the task. Please be respectful to others, use your time wisely, put your phone away and talk to each other after the activity, and keep each other accountable! If you choose hard copy, print two pages to one, and/or print back-to-back.

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity. You may be exempt from in-class points on your free days when absent, anything after that is a zero for any missed in-class activity days. Outside assignments do not get free days. Any outside assignments completed during class or turned in/loaded after the start of class will earn 50% of the earned grade. Anything beyond one calendar week will not be graded and will receive a zero.

**Activity/Preparation Grading:**

While points may be assigned, each in-class and out-of-class activity will be graded based on earned credit/effort using the following general standards:

**Grading Standards** (Full Credit; Partial Credit; No Credit/None)

Full: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based on assignment criteria. Work is typed unless otherwise instructed for assignments. In addition, the response demonstrates critical thought put into the assignment, and it is obvious you have read the chapter. Attention is given to the topic or group during class discussions; active participation is obvious. Discussion demonstrates respectful behavior (gadgets put away; collegiality) for in-class work.

Partial: The response (or participation) is partially complete to complete, but may not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work is completed in class. Cell phone use/texting or working on computer with irrelevant material is observed. It appears that you may not have read the chapter/reading.

None: Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic gadgets are more important than being in class. You must be present to earn these in-class points (beyond your two free days), as they relate to the material at hand and making them up after the fact defeats the applied purpose.

**General Guidelines for All Assignments/Presentations:**

You are responsible for all information and assignments presented in class whether you are present or not. Advance notice of being gone is appreciated, but does not exempt you from in-class points or upcoming assignments. I do not judge when things happen, just know you cannot earn full credit. For extended or documented special situations, please personally discuss it with me.

Any material handed in must be your work; it is plagiarism to turn in the same assignment as a classmate. You may discuss ideas together for understanding, but you must turn in your work for assignments (see more details with academic honesty policies).

**General Guidelines for Speaking Days:** Let’s support each other and be present at the start of class on presentation days to demonstrate credibility, preparation, and cooperative learning. In general, if you miss critiquing some presentations (come late or leave early), you cannot evaluate all the others and get the same credit - missed critiques will earn a zero. Arriving late on the day of your presentation regardless of speaker order demonstrates lack of preparation – just know that you are starting at 90%. Thus, the best classroom climate is for everyone to be on time and prepared as a speaker and/or a listener. Remember to be respectful – no gadgets or working on other items (or your notecards) during presentations.
Dress/physical presentation on speaking days: Keep in mind that you are presenting ideas as a career professional. Printed materials on clothing (logos, pictures...) and/or inappropriate dress (i.e., hats, ripped jeans, clothing that is even remotely revealing, sweats...) takes away from your presentation and will not earn you full credit. Look professional and credible to enhance your delivery. We want to listen to you – not be distracted by your appearance.

*University/Specialized Activities: University activities (or other specialized activities; e.g., military, medical) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel or event prior to the absence. Turn in assignments before you leave for activities to potentially earn full credit; or visit with me for an agreed upon schedule. See policies regarding excused absences: https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Authorized-Excused Absences-Policy.pdf

See more details below in “missed” presentations.

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Course Policies/Expectations/Guidelines for Success

I love what I do and enjoy a fun and educational classroom; however, some policies need to be considered to keep our classroom experiences fair to everyone. Please read the following carefully, so you are informed of the policies and expectations to be successful in this course.

**Attendance:** Attendance is important as we apply much of the content during class activities/discussion. I realize life happens and we may need to miss on occasion. Thus two absences (three for MWF class)/free days will be allowed (e.g., doc appt., sick, traveling, work, conferences, etc.) regarding daily in-class work. Please note that exams or presentation days (as the speaker or audience member) do not count toward these free absences; you must be present on those days to earn credit. Coming late or leaving early will count as one of your free days. Any out-of-class work/assignment still needs to be submitted prior to the start of class to earn full credit. Use these wisely, but don't feel as if you have to take any free days – I would love to see you every day!

Any absences after two, and up to 25% of class, will earn you a zero for in-class points on that particular day and a .5 % deduction every class period (or per hour for night class) missed, which is deducted from your final D2L grade at the end of the term. If you choose to miss 25% of the class (8 for T/TH, 12 for MWF, or 4 for night class), which equates to one month of class, you have earned the right to fail the course regardless of your performance on assignments/exams, as course outcomes are not fully met. Extreme emergencies with documentation will be dealt with on an individual basis.

I appreciate knowing when you may be missing class; however, if you do miss class and an assignment was handed out, it is your responsibility to find out what you missed regardless of the reason for being absent. You may want to line up a classmate for any days you miss regarding materials and assignments. I am pretty good at responding quickly, but not all daily assignments will be on D2L so have a back-up plan – let's help each other be successful in this class!

**PLEASE NOTE that your final time period is a presentation** – plan accordingly to be present during finals week.

I appreciate knowing when you may be missing class; however, if you do miss class and an assignment was handed out, it is your responsibility to find out what you missed regardless of the reason for being absent. You may want to line up a classmate for any days you miss regarding materials and assignments. D2L will be important, but not all daily work will be posted on D2L, nor am I always immediately accessible. I am pretty good at posting materials and responding quickly, but have a back-up plan – let's help each other be successful in this class!

Emergencies or extreme circumstances will be dealt with on an individual basis; however, documentation is required for verification of continued absences. Try to let me know as soon as possible so we can work through situations together. You may also want to contact 755-2075 (Division of Student Affairs, Deputy Hall 313) and they will help you through the process of contacting appropriate university members/faculty of your absence. http://www.bemidjistate.edu/offices/development_enrollment/
**Asking Questions/Visiting with your Professor:** Many times students are hesitant to come and visit with their professors – please know that I am more than happy to discuss with you about assignments, issues in class, clarification of readings, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me email.

If you have a quick question, remember it is possible that your question is already answered in the syllabus or the assignment criteria – check the course documents - it may save you time/stress waiting for a response. With email, I will respond to your concerns at my first opportunity (sometimes within minutes of your email – even at midnight – if I am online and can answer something quickly for you), but ideally, I need reasonable time (minimum of 24 hours) for responding to most questions. Sending an urgent email the night before an assignment is due with “How do I do the assignment?” is not a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fits the situation. For example, I am happy to let you know if you are on the right track via email with a quick question, but do not send me an email a day before with an attached document asking me to pre-grade, correct, or proof your work from top to bottom. You do not typically learn from this experience. If you have more significant or more specific questions, come and visit with me. Face-to-face is always best so we can have a discussion of the topic or assignment at hand. I want you to understand the material; not just have me “correct” your work or fix your mistakes.

**Classroom Environment of Professional and Respectful Behaviors:** Let’s cultivate a space of learning that is cooperative and enjoyable, which requires shared and balanced participation from each of us in the classroom. If you like to share often, consider holding back at times to hear what others have to say; if you are a person who prefers to listen, try to speak up more often than you otherwise would. A shared balance is a great way to learn from everyone.

Respect others’ ideas and their experiences. Your verbal and nonverbal communication should be attentive and considerate toward others. It is not respectful to openly complain or criticize, or produce negative nonverbals toward your classmates or your instructor in the classroom. The Student Code of Conduct prohibits “disruption or obstruction of teaching.”

The code also states "Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility." Civility is "a set of verbal and nonverbal behaviors reflecting fundamental respect for others and generating harmonious and productive relationships" (Grice & Skinner, 2013, p. 33). We will be creating a classroom civility code to promote positive communication. Regardless of the code, profane, inappropriate, ethnic, disrespectful, gendered, racial or lifestyle-related comments or behaviors are unacceptable. Any student who violates this policy may be asked to leave the classroom.

Refer to the code of conduct at this site for further information: [http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/](http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/)

**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics and put them away during class (this means it has no reason to even be on the table or in your hands during class). It interrupts your learning and those around you. Research demonstrates that the use of cell phones/electronics in the classroom can lower your academic performance by approximately ½ of a letter grade (Duncan, Hoekstra, & Wilcox, 2012). Anytime you divert your attention/multitask it lowers your concentration regarding the material at hand. Previous students (via my courses and research) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-safety/tech issue for the class), I will hope for the same courtesy from you 😊 Feel free to share with me if others’ behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers (with permission) for academic purposes for this class (e.g., pulling up assignment from D2L, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone. In such cases, step out of the room for a few minutes to take care of that emergency, or let me know in advance that you need to have your phone out during class.
This respect is especially crucial during others' presentations. ANY gadgets (or typing/writing your notecards) visible or used during presentations in class will, unfortunately, earn you a zero for participation, and will also affect your own presentation grade.

Using Class Materials/Copyrighted Material: The use of electronics also is connected to the use of course materials in any other fashion except for course purposes. Class sessions and materials contain my own and others' intellectual property. Thus, any and all material created for this course is copyrighted. Except when I have granted prior written approval, recording audio or video of class sessions, taking pictures, or re-distribution of any material (to other students or anywhere – social media/friends, etc.) is unlawful. Taking pictures of academic items (group project photo, mind mapping from the board, etc.) is allowable with permission; taking pictures of what someone is wearing/speaking/doing for personal use or for sharing on social media is in poor taste, disrespectful, and prohibited.

Learning Needs/Disability Services/Mental Health Needs: I will mix up your learning with hands-on activities, visuals, and some written materials to adapt to various learning styles. Please visit with me, if you are comfortable doing so, about concerns related to any particular learning styles, special circumstances or needs. I want to make sure that all materials, discussions and activities that are part of the course are accessible to you. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email: Disabilityservices@bemidjistate.edu. Additional information related to these issues can also be found at: http://www.bemidjistate.edu/students/services/disability/

University life is exciting and invigorating, but sometimes "life" happens, we get busy, and it is difficult to balance everything in our lives. You may experience mental health concerns or stressful events that begin to impact your academic performance. Should you ever want to visit with anyone about physical or mental health issues, the Student Center for Health and Counseling located on the first floor in Cedar Hall is staffed with professional counselors available to visit with you about your concerns. Should you want to visit with anyone there, the phone number is (218) 755-2053. Additional information may be found at http://www.bemidjistate.edu/students/services/health_counseling/

The Advising Success Center is also available to help you with academic needs. Their office is Decker 202; phone (218) 755-4226, and information can be found at http://www.bemidjistate.edu/services/advising-success-center/

I encourage you to take advantage of any of the above resources (including me) if you feel like you are getting behind in your work and/or feel you are struggling with any issues. If you live on campus, your Resident Advisor or Peer Academic Assistant can also help guide you in an appropriate direction for support.

Canceling of Class: Should there be any reason you are questioning whether class is canceled (i.e., inclement weather, emergencies), stay tuned to the media outlets for any BSU announcements. Should I need to cancel class for any other particular "emergency" or last-minute reason, I will send an e-mail (via D2L) or have a note put on the classroom door with details.

Late Written Work (work outside of the daily chapter activities section): Work is considered late after the start of class. Load in D2L, if applicable, prior to the start of class and bring hard copy to class to turn in at the beginning of class for full credit. Late work up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late using the following scale: 1 day same day late = 80% earned; 2 days late = 60% earned; 3 days late = 40% earned; 4-7 days late = 20% earned; anything beyond one week/7 calendar days will not be graded and will receive a zero. You may ask “can I turn this is later today/tomorrow?” My response will be “yes – please,” but it will still be considered late. I appreciate knowing you still want to turn in assignments to receive some credit, but fairness will be upheld.

You are responsible for being prepared for the next class period, regardless of your reason for being absent. Not all daily assignments are listed in the syllabus so please keep up with information and assignments.

Missed Presentations: Please don’t do it! Check the syllabus for presentation due dates and plan accordingly. No-show presentations jeopardize your opportunity to learn and may, unfortunately, earn a grade of a zero. Just like in an organization, missing any presentation where you expected to report at a meeting or to
an organizational audience is not likely made up. If any make-up presentation is granted, it will be earned at 50%, and must be presented within one week to earn any credit. Written work associated with presentation will follow policy stated above in Late Work. Emergencies with documentation may be an exception to this policy. Keep in mind that “I’m not ready,” “I had to work,” “It was my birthday last night,” or “I just got sick” are not legit reasons to allow you to make up a presentation for full credit.

- If you know you will be out of town for university activities/sports/surgery/military (with documentation), let me know in advance, and plan accordingly for which days you need for speaking.
- Missing either the two main presentations (departmental issue or group project) will earn you a failing grade for the course, as culminated learning outcomes have not been met.

Please do not skip your presentation because you are nervous or don’t want to present—remember everyone is nervous—it’s human—come and visit with me and I will help you through the process!

Exams: Take exams on the assigned dates. If there are concerns about exam days due to university-related activities or special pre-planned circumstances (again e.g. military, or planned medical), provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, preferably before travel. “I have to leave today” is not advance notice; plan accordingly. No shows for exams or any other reason for missing an exam without valid documentation will potentially earn a zero, or at the very most, 50% of total points earned. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

Incomplete: Not an option, unless extreme/documented circumstances make it impossible to finish the course.

Extra Credit: Not an option, unless given by me to benefit the whole class.

Bottom Line: Let’s stay on track so we can work together and have a good semester 😊 Let me know if you have something happening in your life or we need to chat about anything during the semester!

### Academic Integrity/Plagiarism/Unethical Behavior/Academic Honesty/Writing Helpers

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Doing your own work is important and unethical behavior/plagiarism of any sort is a serious matter; document your source material properly and prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following explanation is a general rule; some of which is directly from the student handbook:

**Plagiarism:** “critical ideas or written narrative that are taken from another author without the proper citation. This applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others’ work as your own with only minor changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms; or multiple submissions of the same work, written or oral, for more than one course without both faculty’s permission, or making minor revisions on work which has received credit and submitting it again as new work” ([https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf](https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf)).

In general, plagiarism also includes using materials from other students from this same course or any other course (currently or from the past) as your work (papers/outlines/presentations…). In addition, you cannot buy papers or outlines online and claim it as your own. In essence, use full and appropriate documentation for material taken from any source including internet/websites. I may submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work. A hardcopy of materials and research articles (regardless of their source) may be asked for to verify your research.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will likely receive a zero for that assignment. Additional disciplinary actions may include failure for the course, and university actions. Specifics of academic conduct can be found in the academic integrity section in policies and procedures in the student handbook: [http://www.bemidjistate.edu/students/handbook/](http://www.bemidjistate.edu/students/handbook/)

No one wants to see these kinds of problems with your work, start assignments early and seek help when you need it.
**Writing Helpers:** We have a Writing Resource Center on campus. Feel free to take advantage of this free resource should you want additional guidance with your writing.

**Writing Resource Center**  
Hagg-Sauer Hall 110  
Phone: (218) 755-3919

**Visit their website for hours!**  
http://www.bemidjistate.edu/students/wrc/
Assignments/Exams are graded with points converted to a percentage. At the end of the term, your overall grade is based on what you have earned as an accumulated percentage. Assignments and grades will be set up in D2L, thus allowing you to track your progress throughout the semester. Out of fairness to everyone, these are explicitly followed as per the grade scale.

Grades are not negotiable. Extra credit or make-up work will not be permitted at the end of semester to improve or change a grade. Thus, sending me an email at the end of the semester (due to any missed assignments, lack of effort during the semester, wanting a higher grade, needing a grade for a particular scholarship, etc.) because you feel you may not earn the grade you want, will not be considered. Your final grade reflects the quality of work submitted during the semester at the time it was due and the accumulated result. If you have concerns about any grades, see me during office hours at the time of the concern with a particular assignment.

I love my job and enjoy my students, but do not grant favors. I take educational ethics seriously and uphold these practices with all students.

### Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>D+</td>
<td>67-67.99</td>
</tr>
<tr>
<td>A</td>
<td>90-96.99</td>
</tr>
<tr>
<td>B</td>
<td>80-86.99</td>
</tr>
<tr>
<td>C</td>
<td>70-76.99</td>
</tr>
<tr>
<td>D</td>
<td>60-66.99</td>
</tr>
<tr>
<td>F</td>
<td>59.99% or below</td>
</tr>
</tbody>
</table>

Students who meet minimum requirements will likely earn a "C" for that work. Students who earn "B" and "A" grades exceed the minimum requirements. Assessment and grading of all assignments reflect the following scale (individual grade sheets will outline more specifics):

- **A range** = EXCELLENT. *Greatly exceeds* requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort in all requirements.
- **B range** = GOOD. *Exceeds* requirements. Shows substantial creativity, skills, initiative, and/or effort in most requirements.
- **C range** = AVERAGE. *Meets* the requirements in *every* respect, but does not exceed requirements.
- **D range** = BELOW AVERAGE. Meets *some* requirements, but *deficient* in others.
- **F** = POOR. Deficient in *most or all* requirements.

After calculating the D2L grade, attendance deductions will be administered. Thus your final percentage on D2L may be altered based on your attendance for an adjusted grade.

For record keeping, it is a good idea to keep a back-up copy of all your work, as well as keep any graded work returned to you.

The table below, returned assignments, and D2L will help you track your percentage points earned.
<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>% POSSIBLE</th>
<th>% EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams</strong></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>• Exam 1 – 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exam 2 – 15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentations-in-Brief/Analyses of Presentations</strong></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>• Who am I – Pre-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Who am I Now</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Departmental Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Year-End Celebration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Leading a meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Individual Presentation</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• Oral Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supporting Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group Project</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>• Group Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supporting Documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Group Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peer Group Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Activities/Application/Preparation</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PERCENTAGE</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
**Tentative “living” Schedule – 2100 Career and Professional Communication**

*Currently based on 15-week semester; schedule will be modified if 16-week schedule is appropriate.*

The following is subject to change if needed due to class progression or emergencies.

** Larger graded assignments (and most chapter activities/asst’s) are listed in the last column. This is subject to change based on the needs of the class so please keep track of what happened in class. Remember that you are accountable for all information and assignments, regardless of your attendance. I don’t judge, but missing class does not exempt you from something due the following class period. **You may want to line up a class colleague to pick up handouts and fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/What is due</th>
</tr>
</thead>
</table>
| Week One   | Introduction to Course/Syllabus  
Chapter 1 – The Communication Process: An Introduction | Self-Assessment  
Creation of Organization |
| Week Two   | Chapter 2 – Organizational Communication: Models and Communication Patterns | Student Data due  
In-class activities with models  
Finalize departments and positions  
**Presentation-in-Brief:** Who am I? |
| Week Three | Chapter 3 – Improving Interpersonal Relationships  
Chapter 4 – Effective Listening | |
| Week Four  | Chapter 5 – Nonverbal Communication in the Organization | **Presentation-in-Brief:** Departmental Introduction |
| Week Five  | Chapter 6 – Overcoming Obstacles to Communicating in Organizations | Group Project Discussion  
Review  
Exam One – Chapters 1-2-3-4-5-6-any outside notes |
| Week Six   | Writing Professional Emails and Memos: Appendix Chapter and outside notes on D2L  
Facilitating Meetings – Pages 279-283 and outside notes | Email sent to Dr. P by Sunday noon: subject should read “Personal Assessment of Course Progress” Email should indicate your semester successes, assessment of course progress, and changes/plans for remaining of semester |
| Week Seven | Chapter 9 – Small Group Communication and Problem Solving  
Chapter 10 – Participation and Leadership in Teams | 20 Minutes: **Presentation-in-Brief:** Leading a Meeting  
*minutes due within three days – to group members and cc to Dr. P  
Topic due for departmental issues presentations - Memo format to Dr. P |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/What is due</th>
</tr>
</thead>
</table>
| Week Eight   | Chapter 11 – Informative Presentations  
Chapter 12 – Researching, Supporting, and Delivering Ideas                                                                                     | 20 Minutes: Presentation-in-Brief: Leading a Meeting  
*minutes due within three days – to group members and cc to Dr. P                     |
|              |                                                                                                                                             |                                                                                 |
| Week Nine    | Chapter 13 – Professional Visual Aids  
Chapter 14 – Persuasive Presentations: Individual or Team                                                                                     | 20 Minutes: Presentation-in-Brief: Leading a Meeting  
*minutes due within three days – to group members and cc to Dr. P                     |
|              |                                                                                                                                             |                                                                                 |
| Week Ten     | Departmental Issues Presentations  
Peer Critiques                                                                                                                                      | Supporting material/outline due on speaking day                                     |
|              |                                                                                                                                             |                                                                                 |
| Week Eleven  | Departmental Issues Presentations  
Peer Critiques                                                                                                                                      | Supporting material/outline due on speaking day                                     |
|              |                                                                                                                                             |                                                                                 |
| Week Twelve  | Professional Writing: Executive Summaries and Report Writing  
|              |  
|              |                                                                                                                                             | 20 Minutes: Presentation-in-Brief: Leading a Meeting  
*minutes due within three days – to group members and cc to Dr. P                     |
| Week Thirteen| Finish any chapter material remaining  
Wrap-up of Course  
Course Evaluations  
Work in Groups                                                                                                                                      | 20 Minutes: Presentation-in-Brief: Leading a Meeting  
*minutes due within three days – to group members and cc to Dr. P                     |
|              |                                                                                                                                             | Presentation-in-Brief: Who am I Now?  
Review  
Exam Two – Chapters 9-10-11-12-13-14-amy outside notes                                  |
| Week Fourteen| Group Recommendation Presentations  
Peer Critiques                                                                                                                                      | All group supporting materials/reports due with presentations                      |
| Week Fifteen/Finals | Group Recommendation Presentations (if Needed)  
LIBERAL EDUCATION PROGRAM
FORM FOR MODIFIED COURSE SUBMISSIONS

This form should be completed if a course is currently in the University Catalog and modifications to the course are desired. Modifications may include addition or deletion of a goal area or student learning outcomes/competencies within a goal area; change to the department prefix and number; title change; and, alteration of a course description, prerequisites, credits, and frequency of offering. A goal area-specific COURSE SUBMISSION FORM may also be required; please see I and III below.

If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A current committee member list is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/). (Click on “Senate and Committees,” then “Faculty Committee Roster,” and then scroll down to Liberal Education Committee.)

I. Summary of Modification(s). SPCM 2925: People and the Environment: Communication Perspective
Changing SPCM to COMM as prefix

In the middle column please provide information on the course as it is currently described in the University Catalog. In the far right column, please provide all proposed modifications. If there is no proposed change to an item (e.g., department prefix and number), the cell in the far right column may remain blank.

<table>
<thead>
<tr>
<th>Type(s) of Course Modification</th>
<th>Current—Complete all cells</th>
<th>Proposed—Complete all cells that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE Goal Area(s)</td>
<td>Goal 10</td>
<td></td>
</tr>
<tr>
<td>(Changes require completion of a Course Submission Form for the appropriate goal area(s)—see III below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Prefix &amp; Number</td>
<td>SPCM 2925</td>
<td>COMM 2925</td>
</tr>
<tr>
<td>Title</td>
<td>People and the Environment: Communication Perspective</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Environmental issues currently being considered in legislative and public venues as they relate to communicating those issues. Students learn how to present information, argue a case, and debate the opposition as they discover their voices and the voice of the environmentalist. Liberal Education Goal Area 10</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>May not be offered every year</td>
<td></td>
</tr>
</tbody>
</table>
II. Explanation for proposed modification(s). Please use the space below for the explanation.
Discipline area is changing from Speech Communication to Communication Studies, only a prefix change is required to align with the new program. When offered, this course can be used as an alternate elective in the minor.

III. Competencies Checklist

If a Liberal Education goal area is being added or deleted, OR if the course description is being changed in such a way that the student learning outcomes/competencies covered are affected, complete a COURSE SUBMISSION FORM for the appropriate goal area. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. Each course submission form describes the student learning outcomes/competencies for that goal area (e.g., Goal Area 1: Communication) and the student learning outcomes/competencies for Goal Area 2: Critical Thinking.

IV. Signatures and Contact Person

Originator: Donna Pawlowski

Name Typed

Donna Pawlowski PhD

Signature

Date: 12-6-17

Department Chair: Lauren Cobb

Name Typed

Lauren Cobb

Signature

Date: 12-6-17

Dean: Colleen Greer

Name Typed

Colleen Greer

Signature

Date: 12-11-17

Person to be contacted for further information:

Name: Donna Pawlowski

Phone: (402) 670-8116 Cell –use cell during sabbatical

E-mail: dpawlowski@bemidjistate.edu

V. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Curriculum Report</td>
<td>Faculty Senate</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Interviewing
Course Prefix and Number (e.g., ENGL 1151): COMM 3100
Credits: 3
Description (from catalog or from curriculum proposal):
This course emphasizes oral and written communication related to interview settings such as employment, job performance, information gathering, health, persuasive, and counseling. Students will learn fundamental concepts and principles of interviewing, develop skills for researching and collecting data relevant to interviews, create interview question guides, practice skills as the interviewee and interviewer in simulated and real settings, deliver presentations related to the interview process, and develop critical listening skills in interview settings. This course is designed to prepare individuals for taking part in various interviews throughout their career.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

___X__ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report ____(#), _________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

___X__ Goal Area 1: Communication (2 courses, 6 credits)

__X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)

_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
_____ Goal Area 7: Human Diversity (1 course, 2 or more credits)
_____ Goal Area 8: Global Perspective (1 course, 3 or more credits)
_____ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
_____ Goal Area 10: People and the Environment (1 course, 3 credits)
_____ Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

Originator:  Donna Pawlowski   Donna Pawlowski PhD   12-6-17
Name Typed  Signature  Date

Department Chair:  Lauren Cobb   Lauren Cobb   12-6-17
Name Typed  Signature  Date

Dean:  Colleen Greer   Colleen Greer   12-11-17
Name Typed  Signature  Date

Person to be contacted for further information:

Name:  Donna Pawlowski   Phone: (402) 670-8116 Cell – use cell during sabbatical #2487 Office
E-mail: dpawlowski@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<tbody>
<tr>
<td>Department Chair</td>
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<td>Dean</td>
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<td>Academic Affairs (for tracking)</td>
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<tr>
<td>Curriculum Coordinator (Records Office)</td>
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<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<tr>
<td>Liberal Education Committee</td>
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<td>Curriculum Report</td>
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<td>Academic Affairs</td>
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This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Interviewing  
Course prefix and number: COMM 3100  
Credits: 3  
Course description:  
This course emphasizes oral and written communication related to interview settings such as employment, job performance, information gathering, health, persuasive, and counseling. Students will learn fundamental concepts and principles of interviewing, develop skills for researching and collecting data relevant to interviews, create interview question guides, practice skills as the interviewee and interviewer in simulated and real settings, deliver presentations related to the interview process, and develop critical listening skills in interview settings. This course is designed to prepare individuals for taking part in various interviews throughout their career. Liberal Education Goal Area 1.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.  
Reasons for creating this course:  
This course is one of the elective presentational courses for the Communication Studies minor. It provides students with necessary oral and written communicating skills utilized in a variety of interview settings. Regardless of students’ major or career, this course will be beneficial for students to understand interview strategies and techniques that will enhance their communication and relationships in their professional and personal lives. Students will also learn to effectively work in pairs and groups in activities related to interview processes.

How often will this course be offered? Annually  
What is the projected maximum class size (cap)? 22

* All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 1: Communication
The overall goal for this goal area is to develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for 51%, or four of the seven listed competencies (A-G) listed below. Please checkmark the four or more competencies met by the course under consideration.

___X___ A. Students will be able to understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.

___X___ B. Students will be able to
  • Demonstrate effective listening in group situations.
  • Demonstrate critical and reflective thinking in group situations.
  • Demonstrate effective responses to group participants.

___X___ C. Students will be able to
  • Locate material from diverse sources and points of view,
  • Evaluate material from diverse sources and points of view, and
  • Synthesize in a responsible manner, material from diverse sources and points of view.

___X___ D. Students will be able to select appropriate communication choices for specific audiences.

___X___ E. Students will be able to
  • Construct logical arguments.
  • Construct coherent arguments.

___X___ F. Students will be able to
  • Use authority in their writing and speaking.
  • Use point-of-view in their writing and speaking.
  • Use individual voice in their writing and speaking.
  • Use style in their writing and speaking.

___X___ G. Students will be able to employ syntax and usage appropriate to academic disciplines and the professional world.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X___ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X___ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 1 and 2) will be assessed in this course.

The following course outcomes, Lib Ed Core outcomes and assignments reflect how students will be assessed throughout the course.

1. Identify and explain theoretical concepts, principles, and communication processes used in interview settings (LOC 1C-E; 2C-D) (exams, professional gathering, job performance, chapter activities)
2. Identify functions, strategies, and techniques for the opening, body, and closing components of interviews (LOC 1D-F; 2C-D) (exams, chapter activities)
3. Demonstrate appropriate communication skills (e.g., listening, giving and receiving feedback, critical thinking, cultural sensitivity,) utilized in interviews and group discussions (LOC 1A-B-C-D-F; 2A-B) (mini-interviews, employment interview, situational interview, professional interview, job performance interview, chapter activities)
4. Prepare written interview documents (i.e., job description, resume, application letter, organization fact sheet, thank you letters) and question protocols as interviewee and interviewer that are effective, professional, ethical, and use appropriate language for diverse audiences (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (mini-interviews, employment interview, situational interview, professional interview, job performance interview, chapter activities)
5. Conduct formal professional well-organized interviews as interviewee and interviewer in simulated and real settings demonstrating proper use of EEO laws, relational communication, and technical elements of interviews (LOC 1A-B-D-E-F-G; 2C-D) (mini-interviews, employment interview, situational interview, professional interview, job performance interview)
6. Critique and assess self and others’ interviews and presentations (orally and in writing) in a thoughtful and thought-filled manner (LOC 1B-D-F-G; 2B-C-D) (mini-interviews/analysis, employment interview, situational interview, professional interview, job performance interview, chapter activities)
7. Research, evaluate and synthesize interview resources and processes from various points of view (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (pres-in-brief, employment interview, situational interview, professional interview, job performance interview, chapter activities)
8. Create documents, problem solve, critically think, and make decisions in pairs and groups related to interview processes and strategies (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (mini-interviews, employment interview, situational interview, chapter activities)
9. Design and deliver formal presentation related to interview experience that reflects logical arguments and proper source documentation (LOC 1A-C-D-E-F-G; 2C-D) (professional interview)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Instructor: Dr. Donna Pawlowski, Ph.D., Professor of Communication Studies
E-mail: DPawlowski@bemidjistate.edu (best way to reach me outside the office)
Office: Hagg-Sauer #348
Phone: (218) 755-2487 – O

Office Hours: TBD – 10-12 hours per week will be identified
I am happy to meet with you outside of these times if needed. Please come and visit, I enjoy meeting students outside
the classroom.

Liberal Education Categories: This 3-credit course counts toward liberal education goal area 1.

Required Materials:

Outside readings and materials will be posted on D2L Brightspace (will be abbreviated as D2L throughout the
syllabus). Please read this material prior to the class period in which discussion will take place.
**Please bring your books to class; we will be working with activities related to your text in most class periods.

Supplemental Materials:
You will need access to the following APA manual for citing sources (communication studies is part of the social
sciences discipline, which uses APA as the style guide):

Technology Needs/Uses: We will use D2L Brightspace (abbreviated as D2L throughout the syllabus) and BSU e-mail
during the semester for much of our communication and posting of materials. Papers/Outlines will be turned in hard copy
AND submitted to D2L (look for dropbox folders in the Assignment’s tab under “Assessments”); weekly assignments will
vary. Check D2L and your current BSU e-mail account frequently/daily, or forward your BSU e-mail to the one you check
on a daily basis. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file
documents (IT folks in Deputy Hall can help you if your computer is not compatible or you want to forward your e-mail). Do
not send attachments via E-mail unless approved – check for a D2L folder first.

Assessment: As this is one of the core courses in the communication studies minor, you will complete a pre- and post-
assessment of your communication apprehension and presentational skills.

Course Description:
Catalog Description:
This course emphasizes oral and written communication related to interview settings such as employment, job
performance, information gathering, health, persuasive, and counseling. Students will learn fundamental concepts
and principles of interviewing, develop skills for researching and collecting data relevant to interviews, create
interview question guides, practice skills as the interviewee and interviewer in simulated and real settings, deliver
presentations related to the interview process, and develop critical listening skills in interview settings. This course
is designed to prepare individuals for taking part in various interviews throughout their career. Liberal Education
Goal Area 1.
**Course Learning Outcomes:**
At the end of this course, you should be able to:

1. Identify and explain theoretical concepts, principles, and communication processes used in interview settings (exams, professional gathering, job performance, chapter activities) (LOC 1C-E; 2C-D)
2. Identify functions, strategies, and techniques for the opening, body, and closing components of interviews (LOC 1D-F-G; 2C-D) (exams, chapter activities)
3. Demonstrate appropriate communication skills (e.g., listening, giving and receiving feedback, critical thinking, cultural sensitivity) utilized in interviews and group discussions (LOC 1A-B-C-D-F; 2A-B) (mini-interviews, employment interview, situational interview, professional interview, job performance interview, chapter activities)
4. Prepare written interview documents (i.e., job description, resume, application letter, organization fact sheet, thank you letters) and question protocols as interviewee and interviewer that are effective, professional, ethical, and use appropriate language for diverse audiences (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (mini-interviews, employment interview, situational interview, professional interview, job performance interview, chapter activities)
5. Conduct formal professional well-organized interviews as interviewee and interviewer in simulated and real settings demonstrating proper use of EEO laws, relational communication, and technical elements of interviews (LOC 1A-B-D-E-F-G; 2C-D) (mini-interviews, employment interview, situational interview, professional interview, job performance interview)
6. Critique and assess self and others' interviews and presentations (orally and in writing) in a thoughtful and thought-filled manner (LOC 1B-D-F-G; 2B-C-D) (mini-interviews/analysis, employment interview, situational interview, professional interview, job performance interview, chapter activities)
7. Research, evaluate and synthesize interview resources and processes from various points of view (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (pres-in-brief, employment interview, situational interview, professional interview, job performance interview, chapter activities)
8. Create documents, problem solve, critically think, and make decisions in pairs and groups related to interview processes and strategies (LOC 1A-B-C-D-E-F-G; 2A-B-C-D) (mini-interviews, employment interview, situational interview, chapter activities)
9. Design and deliver formal presentation related to interview experience that reflects logical arguments and proper source documentation (LOC 1A-C-D-E-F-G; 2C-D) (professional interview)

**Course Format:**
Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. Come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, being attentive and providing supportive and constructive feedback, having read the material and completing assignments before class, and engaging in classroom group activities.

I encourage you to take notes in class, though it will be important to read materials/chapters, look over ppts, and/or outline the chapters on your own before class. I will highlight some content, but not cover everything "in class" that may be on the exams. I am hoping for collaborative application of content, and practicing skills, not me "lecturing" to you. As a general rule, our classroom should be "second exposure" of the material; you reading the material in advance should be “first exposure.” Thus, reading the chapters will be necessary to be successful on exams, participate in class, and apply content to your written work and presentations. Some material may also be added or modified during the semester – so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

The course is front-loaded with chapters so application can be made utilizing skills and strategies later in the semester with presentations. Simultaneous assignments will be taking place throughout the semester. Please be prepared to use your time management skills, as each presentation has a process of steps.

I reserve the right to make changes in the policies, course assignments and the like in this syllabus if it appears to be necessary for effectively meeting the course outcomes and/or benefit for your learning. I will advise you of any changes.

While this course will provide you with several resources for a variety of interview settings, I encourage you to also visit with our Career Services Department to further your knowledge and exploration of employment and interview
opportunities. Career Services is located in Decker 202 and/or at the following website: http://www.bemidjistate.edu/students/services/career/

Course Requirements and Major Assignments

Please note that conducting interviews and giving brief presentations are part of your grade in this class; understanding, writing about, and application of communication skills utilized in interviewing settings are also as important. Your grade is based on exams, real and simulated interviews, written work, assessment of your communication, and preparation of chapter activities.

1. Examinations: 20%
There will be two exams over the course of the term. Examinations will be a mixture of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text and any outside notes/materials. You will receive a review sheet for exams. Put all devices/phones away during exams; anyone who uses an electronic device during an exam will have their exam taken away and will earn a zero. Each exam is worth 10%.

- Outcomes assessed: 1-2-3

The following outlines the major assignments, interviews and presentations for the semester – I will provide detailed criteria and grade sheets in D2L.

2. Mini-Interviews and Analyses of Communication Skills: 15%
You will prepare and engage in smaller interviews and self-analyses during the semester. These will give you an opportunity to become more comfortable with interviewing and communication skills. These will vary in length (2-5 minutes) and criteria; class size will determine final timeframes. Hard copy typed written work (and D2L submissions) will accompany your interviews.

- Outcomes assessed: 1-2-3-4-5-6-7-8

- Pre-Assessment Interview of Communication Skills: 5%
You will have an opportunity to reflect upon your communication and interviewing skills via two small papers (1page each) and interviews, one at the beginning and the end of the semester. Your first paper will identify and explain how you see yourself currently as a communicator in interview settings. This may include a few strengths you think you possess, as well as a few goals for becoming a stronger communicator and interviewer that you want to work on during the semester. As part of this assignment, you will engage in a 2-3 minute public news report interview with a partner who will prompt you with questions allowing you to verbally assess your communication skills. Your paper, interview questions, and speaking notes will be turned in for a grade at the end of your presentation.

In conjunction with this pre-analysis and assessment of your speaking skills, you will complete Communication Anxiety instruments (PRPSA and PRCA) and turn these in with your presentation materials.

- Post-Assessment Celebration Interview of Communication Skills: 5%
At the end of the semester, you will write a post-analysis paper based on the perception of your semester’s progress of your communication and interview skills, which will also be shared with the class in a 2-3 minute public news report interview with a partner at the end of the semester. Again, your partner will prompt you with questions allowing you to verbally assess your communication skills. Your paper, interview questions, and speaking notes will be turned in for a grade at the end of your presentation.

Again, you will complete post-PRPSA/PRCA instruments, which will accompany your materials.

**PLEASE NOTE that your final is this presentation** – plan accordingly to be present during finals week.

- Interview Self-Analysis: 5%
You will have the opportunity to complete a self-analysis of your interview presentation. Upon watching your interviews, you will write a 2-3 page paper where you will examine your verbal, nonverbal, assessment of responses, and identify opportunities for future interviews. If class parameters exist, interviews will be taped for more effective self-analysis.
3. Employment Interview: 20%

The purpose of this assignment is to provide you with an “employment” interview experience, as both employer/interviewer and applicant/interviewee. As an applicant/interviewee, you will interview for a position that makes sense in your life right now or the next step in your career. You may be applying for law school, grad school, job position, internship; you chose, but it should be something that is challenging for you and relevant to your life. If you just accepted a position as an accountant for a firm, then you should be looking at something else for your interview. What would be another company that would interest you to work? Broaden your horizon and think of something else or the next step of your career. These should be useful and helpful; not repetitive!

You will be playing each role (interviewer and interviewee), but not with the same person; thus, providing exposure to various interviewing styles.

In the applicant/interviewee role, you will create a job description for your organizational position from information you gather, in part, from the Occupational Outlook Handbook (where applicable). If you are applying for graduate school you may use your endpoint profession as your “position” or create a profile for your institution/school. You will create a one-page fact sheet related to this organization, which will be helpful for you in understanding the organization, make you sound intelligent in your interview since you will already know something about the organization, and help you in creating interview questions that are not redundant from their website. You will also write a resume and a cover letter/personal statement to apply for the position based upon the job description you created. You will give these materials to your employer/interviewer (so he/she can interview you for that position). Prior to your interview (and bringing with you to your interview) you will create a list of questions that you could potentially ask the perspective employer/interviewer (you will have the opportunity to ask a few of these during your interview). The interviewer will then interview you for the position you have specified. Following your interview, you will write a thank you note to your interviewer.

As an employer/interviewer, you will take the information provided to you by the applicant/interviewee, which includes the job description, resume, cover letter/statement, and organizational fact sheet, and create an interview protocol/question guide that you will use while you are actually interviewing the applicant/interviewee. This interview protocol will include the full opening, minimum of 25 questions to ask the applicant/interviewee, and the closing. You will also be responsible for guiding the interview using the proper steps in conducting interviews, as well as providing an opportunity for the applicant/interviewee to ask questions whereby you will be responsible for answering questions appropriately.

All of these elements for both interviewer and application/interviewee will be typed and turned in as part of your interview grade; though some smaller aspects may be considered activity points.

Regardless of your position, all information on your resume must be factual information; it should be written as if you could turn it into a prospective employer. Your cover letter will also contain factual information. Providing false information defeats the purpose of being able to use this information and is a great waste of all our time – I spend hours correcting these documents to help you in your professions with material you can actually use in the future. Falsifying information will affect your grade. Do not indicate you have worked 10 years as an Account Manager for Western Bank unless you can prove it. Sell yourself with real information.

Each employment interview will be approximately 8-10 minutes in length; time will be more defined as we work out details of the interviews and pairs.

4. Situational Interview: 10%

On many occasions, we are called upon to be involved in interview situations that may require special considerations by the interviewer and interviewee. Some situations may provide less lead-time in preparation, may require additional rhetorical sensitivity with appropriate communication skills, or may generate more emotional energy. Such examples may be a health issue in the family that prompts a conversation with a health care professional, a friend or colleague with an problem or a sensitive issue that requires a type of counseling interview, an employee who violated company policy that requires a performance problem interview, or perhaps a proposal that you want considered by your employer or client.

In order to prepare and practice various interviews, you will be conducting an interview related to a particular setting; counseling – persuasive – health care – performance appraisal. These interviews take place frequently in our personal and professional lives but when they happen, we are many times at a loss on how to approach them.
or what questions to ask. Practicing your interviewing and communication skills and assessing others’ interviews will enhance your rhetorical choices when encountering similar situations in the future.

You and a partner will draw for interview scenarios and have 2-3 days to prepare for the interview. You will choose who would like to be the interviewer and the interviewee. You will be able to work together in creating interview questions and flush out the scenario to present to the class. You should not write out word for word the interview, or have a script, but have some general idea with questions in how you would approach this situation. Interviews will be approximately 6-8 minutes. Written protocol and any speaking notes will accompany your interviews.

These interviews will also include post-class discussion for assessment (successes and opportunities) in order to help us all become more proficient in such interviews.

5. Professional Information Gathering Interview and Presentation: 15%
In order to practice your interviewing skills outside of the classroom, you will personally interview a professional (face-to-face; Skype possibly with permission) and gather information about the department/organization/position for which he/she works. This interview should also include the communication/importance of communication used in this profession. After your interview, you will choose 2-3 highlighted areas from the interview to share with the class in a 3-4 minute formal public presentation.

This will be a primary opportunity to apply interviewing techniques through the actual experience of preparing and conducting a "real" interview. In addition, you will learn a great deal about the organization or profession in which you are interested. Keep in mind this is an information-gathering interview, not a job interview. Remember you are the interviewer, not the interviewee.

You cannot interview someone you know, or at a place in which you are already familiar, especially if you work there! The person also needs to have been in this position (or out of school) for at least 5 years. No exceptions! This is your opportunity to network and interview someone new who has breadth and depth of experience to share with you.
You will need time to identify the organization/professional for your interview, so start early! Several steps are included in this interview so it will be important to be fully prepared for this interview (full details will be provided on D2L).

In brief, you are to find out what you can about the organization (create a org. fact sheet), carefully prepare an interview question guide, interview the individual, turn in a written analysis report of the interview (4-5 pages examining all facets of interviewing including verbal and nonverbal communication), and present your findings to the class through a presentation. Verification of this interview will also be necessary. While a personally written thank you note is ideal, electronic thank you notes have become acceptable in many organizational settings. You will be sending this professional a thank you email and then forwarding this email to me. Thus, the interview must take place for this assignment during this semester.

This interview assignment will take much of the semester for preparation and lead-time. You will need to contact your interviewee and set up an interview in advance—explaining the purpose of the interview; setting a time, date, and place for the interview; and obtain consent from the interviewee to tape-record the interview, if you choose to do so (taping is not required). Set up your interview in a professional manner. Keep in mind people are busy—you may have to contact more than one individual who is willing and available to be interviewed. You should tell the interviewee the interview might take up to 30 minutes. Clear your professional with me prior to your interview—you are responsible for advanced approval of your professional. Do not ask the day before your interview to find out it will not be appropriate for the assignment. Everyone must adhere to deadlines—set your interview up early in case you need to re-schedule or need to find someone else to interview.

Again, upon completion of your interview, you will present your findings to the class in a 3-4 minute presentation. Outlines will be created for your presentation and turned in on the day of your presentation. When presenting, condense your outline to speaking/presentation notes (not fully written paragraphs) in order to have the most eye contact with your audience.

This will be a great learning experience! In many cases, students have been offered internships and/or jobs as a result of this interview. Learn about a profession and take advantage of your networking opportunities.
6. Job Performance Interview Assignment: 10%

In order to determine how companies conduct performance appraisals, you are to conduct a phone (or Skype) interview with two professionals to ask how they conduct performance appraisals within their company. These can be with someone you know, but you must interview individuals who actually conduct the job performance interviews in his/her organization; thus, think of those individuals who have been in the organization for a while and will have substantive knowledge of this process. Professions need to be from two different organizations and different from your informational gathering professional. These cannot be done via email as the dynamics are different – practice those face-to-face/voice-to-voice interviewing skills.

In brief, you will create 10 questions to ask your professional regarding how they conduct job performance appraisals. You will contact your professionals and ask if/when they may have time for a 15-minute phone interview. Your initial contact to set up the interviews may be via phone or email. It is possible they may have time if you initially contact them by phone; thus, you want to have your questions prepared in advance. Again, utilize time management in preparing and conducting these interviews.

During the interviews, take notes or try to remember what the professional said so you have their answers immediately after the interviews. Provide your questions and their answers with your paper.

After the interviews, you will analyze their responses in a 2-3-page paper linking their responses to text/class material. In your paper, you will provide information about each interviewee, summarize information they provided, discuss their performance method used and how it connects with text/class material, assess how you would approach performance interviews in the future, and conclude with what you learned from conducting these interviews.

Results from your interviews will be shared in groups; accumulate your best practices of interviews by learning from others.

Outcomes assessed: 1-2-3-4-5-6-7-8

7. Chapter Activities/Application/Preparation: 10%

Outside and in-class assignments will parallel chapters/readings in order to help you make connections with, practice skills, and understand the material.

Outside activities will include written professional correspondence and applied assignments (e.g., self-assessments, practice interview protocols, worksheets, application activities, generated responses from chapter activities, discussion question response), which will help you prepare for class and find relevance in workplace communication. In-class activities (e.g., group discussions, peer critiques of resumes and cover letters, analysis of sample interviews/cases individual, partner practice of skills, and group application exercises) will help you apply materials, share ideas and learn from others. In addition, activity points will be given on all presentation days for thought-filled completion of peer critiques – it is important to be supportive and learn from your classmates on presentation days. Thus, some days may contain multiple opportunities for activities (i.e., in- and out-of class assignments). Some assignments will be progressive assignments guiding the development of final projects and papers (e.g., approvals, drafts of resumes/cover letters). Activities are graded and cumulatively worth 10%.

Outcomes assessed: 1-2-3-4-5-6-7-8

Assigned activities are to be typed (unless otherwise noted), and brought with you to class in hard copy and/or loaded on D2L prior to the start time of class. Regardless, have physical access to your assignment to engage in class discussion and potentially earn full credit. Keep in mind, using electronics for access does not mean checking FB, IM, email, snap chat, yik yak, or twitter, etc., during the activity or when your group completes the task. Please be respectful to others, use your time wisely, put your phone away and talk to each other after the activity, and keep each other accountable! If you choose hard copy, print two pages to one, and/or print back-to-back.

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity. You may be exempt from in-class points on your free days when absent, anything after that is a zero for any missed in-class activity days. Outside assignments do not get free days. Any outside assignments completed during class or turned in/loaded after the start of class will earn 50% of the earned grade. Anything beyond one calendar week will not be graded and will receive a zero.
Activity/Preparation Grading:
While points may be assigned, each in-class and out-of-class activity will be graded based on earned credit/effort using the following general standards:

Grading Standards (Full Credit; Partial Credit; No Credit/None)

Full: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based on assignment criteria. Work is typed unless otherwise instructed for assignments. In addition, the response demonstrates critical thought put into the assignment, and it is obvious you have read the chapter. Attention is given to the topic or group during class discussions; active participation is obvious. Discussion demonstrates respectful behavior (gadgets put away; collegiality) for in-class work.

Partial: The response (or participation) is partially complete to complete, but may not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work is completed in class. Cell phone use/texting or working on computer with irrelevant material is observed. It appears that you may not have read the chapter/readings.

None: Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic gadgets are more important than being in class. You must be present to earn these in-class points (beyond your two free days), as they relate to the material at hand and making them up after the fact defeats the applied purpose.

General Guidelines for All Assignments/Presentations:
You are responsible for all information and assignments presented in class whether you are present or not. Advance notice of being gone is appreciated, but does not exempt you from in-class points or upcoming assignments. I do not judge when things happen, just know you cannot earn full credit. For extended or documented special situations, please personally discuss it with me.

Any material handed in must be your work; it is plagiarism to turn in the same assignment as a classmate. You may discuss ideas together for understanding, but you must turn in your work for assignments (see more details with academic honesty policies).

General Guidelines for Speaking Days: Let’s support each other and be present at the start of class on presentation days to demonstrate credibility, preparation, and cooperative learning. In general, if you miss critiquing some presentations (come late or leave early), you cannot evaluate all the others and get the same credit - missed critiques will earn a zero. Arriving late on the day of your presentation regardless of speaker order demonstrates lack of preparation – just know that you are starting at 90%. Thus, the best classroom climate is for everyone to be on time and prepared as a speaker and/or a listener. Remember to be respectful – no gadgets or working on other items (or your notecards) during presentations.

Dress/physical presentation on speaking days: Keep in mind that you are presenting ideas as a career professional. Printed materials on clothing (logos, pictures…) and/or inappropriate dress (i.e., hats, ripped jeans, clothing that is even remotely revealing, sweats…) takes away from your presentation and will not earn you full credit. Look professional and credible to enhance your delivery. We want to listen to you – not be distracted by your appearance.

*University/Specialized Activities: University activities (or other specialized activities; e.g., military, medical) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel or event prior to the absence. Turn in assignments before you leave for activities to potentially earn full credit; or visit with me for an agreed upon schedule. See policies regarding excused absences: https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Authorized-Excused Absences-Policy.pdf

See more details below in “missed” presentations/interviews.
I love what I do and enjoy a fun and educational classroom; however, some policies need to be considered to keep our classroom experiences fair to everyone. Please read the following carefully so you are informed on the policies and expectations to be successful in this course.

**Attendance:** Attendance is important, as we apply much of the content during class activities/discussion. I realize life happens and we may need to miss on occasion, thus two absences (three for MWF class)/free days will be allowed (e.g., doc appt., sick, traveling, work, conferences, etc.) regarding daily in-class work. Any out-of-class work/assignment still needs to be submitted prior to the start of class to potentially earn full credit. Exams or presentation days (as the speaker or audience member) do not count toward these free absences. Use these wisely; but don’t feel as if you have to take any free days — I would love to see you every day! Documented university (or other specialized) activities (e.g., sports, academic travel, military) will be added up to account for one of your days.

Any absences after two (or three) and up to eight (or 12 on MWF class) total (which includes your free days), will earn you a zero for in-class points on that particular day and a .5% deduction every class period missed, which is deducted from your final D2L grade at the end of the term.

If you choose to miss beyond 25% of the class (anything beyond 8 or 12 absences), which equates to a month of class, you have earned the right to fail the course regardless of your performance on assignments/exams (extreme emergencies with documentation will be dealt with on an individual basis).

**Please note that interviews affect two people in class on presentation days.** We do not have time to re-schedule interviews and a no-show partner will receive a zero. The exception to this is with extreme situations where official documentation can be provided for the absence.

**Please note that your final time period is a presentation** – plan accordingly to be present during finals week.

I appreciate knowing when you may be missing class; however if you do miss class and an assignment was handed out, it is your responsibility to find out what you missed regardless of the reason for being absent. You may want to line up a classmate for any days you miss regarding materials and assignments. I am pretty good at responding quickly, but not all daily assignments will be on D2L so have a backup plan — let’s help each other be successful in this class!

**Emergencies or extreme circumstances** will be dealt with on an individual basis; however, documentation will be required for verification of continued absences. Try to let me know as soon as possible so we can work through situations together. You may also want to contact 755-2075 (Division of Student Affairs, Deputy Hall 313) and they will help you through the process of contacting appropriate university members/faculty of your absence.

http://www.behindjistate.edu/offices/development_enrollment/

**Asking Questions/Visiting with your Professor:** Many times students are hesitant to come and visit with their professors – please know that I am more than happy to discuss with you about assignments, issues in class, clarification of readings, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me email.

If you have a quick question, remember it is possible that your question is already answered in the syllabus or the assignment criteria – check the course documents - it may save you time/stress waiting for a response. With email, I will respond to your concerns at my first opportunity (sometimes within minutes of your email – even at midnight – if I am online and can answer something quickly for you), but ideally I need reasonable time (minimum of 24 hours) for responding to most questions. Sending an urgent email the night before an assignment is due with “How do I do the assignment?” is not likely a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fits the situation. For example, I am happy to let you know if you are on the right track via email, but do not send me an email a day before with an attached document asking me to pre-grade, correct, or proof your work from top to bottom. You do not typically learn from this experience. If you have larger or more specific questions, come and visit with me, face-to-face is
always best so we can have a discussion of the topic or assignment at hand. I want you to understand the material in order to successfully accomplish the assignments; not just have me "correct" your work or fix your mistakes.

**Classroom Environment of Professional and Respectful Behaviors:** Let’s cultivate a space of learning that is cooperative and enjoyable, which requires shared and balanced participation from each of us in the classroom. If you like to share often, consider holding back at times to hear what others have to say. If you are a person who prefers to listen, try to speak up more often than you otherwise would. A nice shared balance is a great way to learn from everyone.

Respect others’ ideas and their experiences. Your verbal and nonverbal communication should be attentive and considerate toward others. It is not respectful to openly complain or criticize, challenge, or produce negative nonverbals toward your classmates or your instructor in the classroom. The Student Code of Conduct prohibits “disruption or obstruction of teaching.”

The code also states “Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility.” Civility is “a set of verbal and nonverbal behaviors reflecting fundamental respect for others and generating harmonious and productive relationships” (Grice & Skinner, 2013, p. 33). We will be creating our own classroom civility code to promote positive communication. Regardless of the code, profane, inappropriate, ethnic, disrespectful, gendered, racial or lifestyle-related comments or behaviors are unacceptable. Any student who violates this policy may be asked to leave the classroom.

Refer to the code of conduct at this site for further information: [http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/](http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/)

**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics and put them away during class (this means it has no reason to even be on the table or in your hands during class). It interrupts your learning and those around you. Research demonstrates that the use of cell phones/electronics in the classroom can lower your academic performance by approximately ½ of a letter grade (Duncan, Hoekstra, & Wilcox, 2012). Anytime you divert your attention/multitask, it lowers your concentration regarding the material at hand. Previous students (in my courses and in research) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from their own learning (Sana, Weston, & Cepeda, 2013). I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-safety/tech issue for the class), I will hope for the same courtesy from you ☺ Feel free to share with me if others’ behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers (with permission) for academic purposes for this class (e.g., pulling up assignment from D2L, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone. In such cases, step out of the room for a few minutes to take care of that emergency, or let me know in advance that you need to have your phone out during class.

This respect is especially important during others’ presentations. ANY gadgets (or typing/writing your notecards) visible or used during presentations in class will unfortunately earn you a zero for participation, and will also affect your own presentation grade.

**Using Class Materials/Copyrighted Material:** The use of electronics is also connected to the use of course materials in any other fashion except for course purposes. Class sessions and materials contain my own and others’ intellectual property. Thus, any and all material created for this course is copyrighted. Except when I have granted prior written approval, recording audio or video of class sessions, taking pictures, or re-distributing any material (to other students or anywhere – social media/friends, etc.) is unlawful. Taking pictures of academic items (group project photo, mind mapping from the board, etc.) is allowable with permission; taking photos of what someone is wearing/speaking/doing for personal use or to put on social media is in poor taste, disrespectful, and prohibited.

**Learning Needs/Disability Services/Mental Health Needs:** I will mix up your learning with hands-on activities, visuals, and some written materials to adapt to various learning styles. Please visit with me, if you are comfortable doing so, about concerns related to any particular learning styles, special circumstances or needs. I would like to make sure that all materials, discussions and activities that are part of the course are accessible to you. Upon
request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email: Disabilityservices@bemidjistate.edu. Additional information related to these issues can also be found at: http://www.bemidjistate.edu/students/services/disability/

University life is exciting and invigorating, but sometimes “life” happens, we get busy and it is difficult to balance everything in our lives. You may experience mental health concerns or stressful events that begin to impact your academic performance. Should you ever want to visit with anyone about physical or mental health issues, the Student Center for Health and Counseling located on first floor in Cedar Hall is staffed with professional counselors available to visit with you about your concerns. Should you want to visit with anyone there, the phone number is (218) 755-2053. Additional information may be found at: http://www.bemidjistate.edu/students/services/health_counseling/

The Advising Success Center is also available to help you with academic needs. Their office is Decker 202; phone (218) 755-4226, and information can be found at http://www.bemidjistate.edu/services/advising-success-center/

I encourage you to take advantage of any of the above resources (including me) if you feel like you are getting behind in your work and/or feel you are struggling with any issues. If you live on campus, your Resident Advisor or Peer Academic Assistant can also help guide you in an appropriate direction for support.

**Canceling of Class:** Should there be any reason you are questioning whether class is cancelled (i.e., inclement weather, emergencies), please stay tuned to the media outlets for any BSU announcements. Should I need to cancel class for any other particular “emergency” or last minute reason, I will send an e-mail (via D2L) or have a note put in the classroom with details.

**Late Work (work outside of the daily chapter activities section):** Work is considered late after the start of class. Load in D2L, if applicable, prior to the start of class and bring hard copy to class to turn in at the beginning of class for full credit. Late work up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late using the following scale: 1 day/same day late = 80% earned; 2 days late = 60% earned; 3 days late = 40% earned; 4-7 days late = 20% earned; anything beyond one week/7 calendar days will not be graded and will receive a zero. You may ask “can I turn this is later today/tomorrow?” My response will be “yes – please,” but it will still be considered late. I appreciate knowing you still want to turn in assignments to receive some credit, but fairness will be upheld.

**Missed Interviews/Presentations:** Please don’t do it! Check the syllabus for interview/presentation due dates and plan accordingly. No-show presentations jeopardize your opportunity to learn and may unfortunately earn a grade of a zero. If any make-up presentation is granted, it will be earned at 50%; and must be presented within one week to earn any credit. Written work associated with presentation will follow policy stated above in Late Work. Emergencies with documentation may be an exception to this policy. “I’m not ready,” “I had to/have to work,” “It was my birthday last night,” or “I just got sick” are not legit reasons to allow you to make up a presentation for full credit.

- If you know you will be out of town for university activities/sports/surgery/military (with documentation), let me know in advance, and plan accordingly for which days you need for speaking.
- Missing either of the two main interviews/presentations (employment or professional interview) will earn you a failing grade for the course, as culminated learning outcomes have not been met.

**Exams:** Take exams on the assigned dates. If there are concerns about exam days due to university-related activities or special pre-planned circumstances (again e.g. military, or planned medical), provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, preferably before travel. “I have to leave today” is not advance notice; plan accordingly. No shows for exams or any other reason for missing an exam without valid documentation will potentially earn a zero, or at the very most, 50% of total points earned. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

**Incompletes:** Not an option, unless extreme/documentated circumstances make it impossible to finish the course.

**Extra Credit:** Not an option, unless given by me to benefit the whole class.
**Bottom Line:** Let’s stay on track so we can work together and have a good semester 😊 Let me know if you have something happening in your life or we need to chat about anything during the semester!

**Academic Integrity/Plagiarism/Unethical Behavior/Academic Honesty**

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Doing your own work is important and unethical behavior/plagiarism of any sort is a serious matter; document your source material properly and prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following explanation is a general rule; some of which is directly from the student handbook:

**Plagiarism:** “critical ideas or written narrative that are taken from another author without the proper citation. This applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others’ work as your own with only minor changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms; or multiple submissions of the same work, written or oral, for more than one course without both faculty’s permission, or making minor revisions on work which has received credit and submitting it again as new work” ([https://www.bemidjistate.edu/offices/president/polices/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf](https://www.bemidjistate.edu/offices/president/polices/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf)).

In general, plagiarism also includes using materials from other students from this same course or any other course (currently or from the past) as your work (papers/outlines/presentations...). In addition, you cannot buy papers or outlines online and claim it as your own. In essence, material taken from any source including internet/websites must be appropriately and fully documented. I may submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work. A hardcopy of materials and research articles (regardless of their source) may be asked for to verify your research.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will likely receive a zero for that assignment. Additional disciplinary actions may include failure for the course, and university actions. Specifics of academic conduct can be found in the academic integrity section in policies and procedures in the student handbook: [http://www.bemidjistate.edu/students/handbook/](http://www.bemidjistate.edu/students/handbook/)

No one wants to see these kinds of problems with your work, start assignments early and seek help when you need it.

**Writing Helpers:** We have a Writing Resource Center on campus. Feel free to take advantage of this free resource should you want additional guidance with your writing.

**Writing Resource Center**
Hagg-Sauer Hall 110
Phone: (218) 755-3919

Visit their website for hours! [http://www.bemidjistate.edu/students/wrc/](http://www.bemidjistate.edu/students/wrc/)

**Grading Procedures and Policies**

Assignments/Exams are graded with points converted to a percentage. At the end of the term, your overall grade will be based upon what you have earned as an accumulated percentage. Assignments and grades will be set up in D2L, thus allowing you to track your progress throughout the semester. Out of fairness to everyone, these are explicitly followed as per the grade scale.

Grades are not negotiable. Extra credit or make-up work will not be permitted at the end of the semester to improve or change a grade. Thus, sending me an email at the end of the semester (due to any missed assignments, lack of effort during the semester, wanting a higher grade, needing a grade for a particular scholarship, etc.) because you feel you may not earn the grade you want will not be considered. Your final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated result. If you have concerns about any grades see me during office hours at the time of the concern with a particular assignment.
I love my job and enjoy my students, but do not grant favors. I take educational ethics seriously and uphold these practices with all students.

**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.0 - 100.0</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 - 89.99</td>
</tr>
<tr>
<td>C+</td>
<td>77.0 - 79.99</td>
</tr>
<tr>
<td>D+</td>
<td>67.0 - 67.99</td>
</tr>
<tr>
<td>A</td>
<td>90.0 - 96.99</td>
</tr>
<tr>
<td>B</td>
<td>80.0 - 86.99</td>
</tr>
<tr>
<td>C</td>
<td>70.0 - 76.99</td>
</tr>
<tr>
<td>D</td>
<td>60.0 - 69.99</td>
</tr>
<tr>
<td>F</td>
<td>59.99% or below</td>
</tr>
</tbody>
</table>

Students who meet minimum requirements will likely earn a "C" for that work. Students who earn “B” and “A” grades exceed the minimum requirements. Grades for all assignments will be assessed on the following general scale.

- **A range** = EXCELLENT. *Greatly exceeds* requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort in all requirements.
- **B range** = GOOD. *Exceeds* requirements. Shows substantial creativity, skills, initiative, and/or effort in most requirements.
- **C range** = AVERAGE. *Meets* the requirements in *every* respect, but does not exceed requirements.
- **D range** = BELOW AVERAGE. Meets *some* requirements, but *deficient* in others.
- **F** = POOR. Deficient in *most or all* requirements.

Attendance deductions will be administered after D2L grade is calculated; thus your final percentage on D2L may be altered based upon your attendance for an adjusted grade.

For record keeping, it is a good idea to keep a back-up copy of all your work, as well as keep any graded work returned to you.

The table below, returned assignments, and D2L will help you track your percentage points earned.

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS (includes most linked sub-asst's)</th>
<th>% POSSIBLE</th>
<th>% EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exam 1 – 10%</td>
<td></td>
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<tr>
<td>• Exam 2 – 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mini-Interviews and Analyses of Communication Skills</td>
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<tr>
<td>• Pre-assessment Interview and Paper</td>
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<tr>
<td>• Post-assessment Interview and Paper</td>
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<tr>
<td>• Employment Interview Self-Analysis</td>
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<tr>
<td>Employment Interview Assignment</td>
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<tr>
<td>• Job Description</td>
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<tr>
<td>• Organizational Fact Sheet</td>
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<tr>
<td>• Cover Letter/Personal Statement</td>
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<tr>
<td>• Resume</td>
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<tr>
<td>• Interview Presentation as Applicant/interviewee/interviewee</td>
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<td></td>
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<tr>
<td>• Interview Presentation as Employer/interviewer</td>
<td></td>
<td></td>
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<tr>
<td>• Interview guides (for both)</td>
<td></td>
<td></td>
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<tr>
<td>• Thank You Note</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Components</td>
<td>Score</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| Situational Interview                                          | • Interview guides  
• Interview presentation                                                | 10    |
| Professional Information Gathering Interview and Presentation   | • Interview Guide  
• Oral Presentation  
• Supporting Documentation/Outline  
• Verification of Interviewer  
• Thank You Note                                                  | 15    |
| Job Performance Interview                                       | • Interview protocol  
• Written Paper  
• Group Discussion of Results  
• Thank You Note                                                    | 10    |
| Chapter Activities/ Application/Preparation                    | • In-Class  
• Out-of-Class                                                             | 10    |
| TOTAL PERCENTAGE                                                |                                                                            | 100   |
**Tentative “living” Schedule – COMM 3100 Interviewing**

The following is subject to change if needed due to class progression or emergencies.

**Larger graded assignments (and most chapter activities/asst’s) are listed in the last column. This is subject to change based on the needs of the class so please keep track of what happened in class. Remember that you are accountable for all information and assignments, regardless of your attendance. I don’t judge, but missing class does not exempt you from something due the following class period.**

**You may want to line up a class colleague to pick up handouts and fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!**

Remember the course is front-loaded with most of the chapters to practice skills and understand the interview process so application can be made utilizing all interview strategies later in the semester with interviews and presentations.

**PLEASE NOTE that your final time period is a presentation** – plan accordingly to be present during finals week.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/Activities What is due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introduction to Course/Syllabus</td>
<td>Self-assessment of interview experience</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 – An Introduction to Interviewing</td>
<td>Student Data Due</td>
</tr>
<tr>
<td>Week Two</td>
<td>Chapter 2 – An Interpersonal Communication Process</td>
<td>Partner Practice: Rapport Building</td>
</tr>
<tr>
<td>Week Three</td>
<td>Chapter 3 – Questions and Their Uses</td>
<td><strong>Presentation: Pre-Assessment Interview of Communication Skills</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class group activities – creating questions for diverse audiences</td>
</tr>
<tr>
<td>Week Four</td>
<td>Chapter 4 – Structuring the Interview</td>
<td>Be thinking of organizations/positions for employment interviews</td>
</tr>
<tr>
<td>Week Five</td>
<td>Chapter 5 – The Informational Interview</td>
<td>In-class group activity: Analysis of sample interview</td>
</tr>
<tr>
<td></td>
<td>Chapter 9 – The Performance Interview</td>
<td>Discuss assignments related to assignments related to Professional Interview and Performance Interview – be thinking of professionals to interview</td>
</tr>
<tr>
<td>Week Six</td>
<td>Exam One</td>
<td><strong>Exam One – Chapters 1-2-3-4-5-9-any outside notes</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 7 – The Recruiting Interview (Employer)</td>
<td>Interview partners drawn</td>
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<tr>
<td></td>
<td>Chapter 8 – The Employment Interview (Employee)</td>
<td>Discussion of job descriptions - org fact sheet - resumes/cover letters</td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Material Covered/Chapters (reading assignments to be read for this day)</td>
<td>Specific Related Assignments/Activities What is due</td>
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<tr>
<td>Week Seven</td>
<td>Chapter 7 and 8 con’t EEO/Lawful/Unlawful Interviewing – chapters and outside notes</td>
<td>Partner Practice: interview guides and questions</td>
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<td>Be working on resumes and cover letters/profiles – many items due next week</td>
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<td>Potential list of Interview Professionals Due</td>
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<tr>
<td>Week Eight</td>
<td>Chapter 7 and 8 con’t Final Preparation for Employment Interviews – provide interview partner with necessary materials; failure to do so will result in reduction of your own grade – let’s work together and help everyone get prepared for the interviews</td>
<td>Final Job Descriptions/Statements and Org Fact Sheets Due – 2 copies – one for me for a grade; one for your interview partner</td>
</tr>
<tr>
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<td></td>
<td>Peer Critiques: 2 Complete Draft Copies of Resume, Cover Letters Due – one copy goes to your interview partner; one is for in-class peer critiques – drafts loaded on D2L for completion check</td>
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<td></td>
<td>Status check on interview professionals</td>
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<tr>
<td>Week Nine</td>
<td>Employment Interviews *Peer Critique</td>
<td>Final Copy of Resume/Cover Letter for a grade due for EVERYONE TODAY!!</td>
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<td>Interview Guides for Applicant/interviewee and Employer Due on Day of your Interview</td>
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<tr>
<td>Week Ten</td>
<td>Employment Interviews *Peer Critique</td>
<td>Interview Guides for Applicant/interviewee and Employer Due on Day of your Interview</td>
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<tr>
<td>Week Eleven</td>
<td>Chapter 10 – The Persuasive Interview</td>
<td>In-class group activity: Analysis of sample interview</td>
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<td></td>
<td>Professionals for professional informational gathering and job performance should be conducted by this week</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Chapter 11 – The Counseling Interview Chapter 12 – The Health Care Interview</td>
<td>In-class group activity: Analysis of sample interview</td>
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<td>Job Performance Gathering Interview Due</td>
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<td>- Supporting material due</td>
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<td></td>
<td>Group Discussions on results</td>
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<td></td>
<td>Employment Self-Analysis Due</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Finish any remaining chapter discussion Chapter 6: The Survey Interview (not on exam)</td>
<td>Exam Two – Chapters 7-8-10-11-12-any outside notes</td>
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<td></td>
<td></td>
<td>In-class group work – developing surveys</td>
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<tr>
<td>Date</td>
<td>Topic/Material Covered/Chapters (reading assignments to be read for this day)</td>
<td>Specific Related Assignments/Activities What is due</td>
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<tr>
<td>Week Fourteen</td>
<td>Presentations: Professional Information Gathering Interview</td>
<td>Presentations: Professional Information Gathering Interview Supporting materials due Draw for Situational Interviews</td>
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<td></td>
<td>Wrap-up of Course</td>
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<td></td>
<td>Course Evaluations</td>
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<tr>
<td>Week Fifteen</td>
<td>Situational Interviews</td>
<td>Presentations: Situational Interviews Supporting materials due</td>
</tr>
<tr>
<td>Week Sixteen/Finals</td>
<td>Finals Time Period: Presentation: Post-Assessment Celebration Interview of Communication Skills</td>
<td>Presentations: Post-Assessment Celebration Interview of Communication Skills Supporting materials due</td>
</tr>
</tbody>
</table>
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

   Name of course: Organizational Communication
   Course Prefix and Number (e.g., ENGL 1151): COMM 3110
   Credits: 3
   Description (from catalog or from curriculum proposal):
   This course emphasizes oral and written communication related to interview settings such as employment, job performance, information gathering, health, persuasive, and counseling. Students will learn fundamental concepts and principles of interviewing, develop skills for researching and collecting data relevant to interviews, create interview question guides, practice skills as the interviewee and interviewer in simulated and real settings, deliver presentations related to the interview process, and develop critical listening skills in interview settings. This course is designed to prepare individuals for taking part in various interviews throughout their career.

   What is the official status of the course at the present time? Check one of the following.

   _____ This course is already in the University catalog.
   _____X____ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.
   _____ This course has been approved by the Curriculum Committee and is in Curriculum Report _____(#) , __________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

   All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

   _____ Goal Area 1: Communication (2 courses, 6 credits)
   _X___ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)
   _____ Goal Area 3: Natural Science (2 courses, 7 or more credits)
   _____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
   _____X____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
   _____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
Goal Area 7: Human Diversity (1 course, 2 or more credits)
Goal Area 8: Global Perspective (1 course, 3 or more credits)
Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
Goal Area 10: People and the Environment (1 course, 3 credits)
Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, 3-11.

III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Donna Pawlowski</th>
<th>Donna Pawlowski PhD</th>
<th>12-6-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
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<tr>
<th>Department Chair:</th>
<th>Lauren Cobb</th>
<th>12-6-17</th>
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<td>Name Typed</td>
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<tr>
<th>Dean:</th>
<th>Colleen Greer</th>
<th>12-11-17</th>
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<td>Name Typed</td>
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</table>

Person to be contacted for further information:

Name: __Donna Pawlowski____________________ Phone: (402) 670-8116 Cell—use cell during sabbatical #2487 Office
E-mail: dpawlowski@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
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<td>Dean</td>
<td>X</td>
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<td>Academic Affairs (for tracking)</td>
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<tr>
<td>Curriculum Coordinator (Records Office)</td>
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<td>X</td>
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<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<td>X</td>
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<tr>
<td>Liberal Education Committee</td>
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<tr>
<td>Curriculum Report</td>
<td>X</td>
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<tr>
<td>Faculty Senate</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tbody>
</table>
This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

**STEP ONE: GENERAL INFORMATION**

Name of course: Organizational Communication  
Course prefix and number: 3110  
Credits: 3  
Course description: This course examines historical and contemporary organizational communication models, theories, and processes within organizational environments. Students will learn how and why organizations operate the way they do by focusing on communication processes and messages such as organizational change, decision-making, socialization, gendered identities, leadership, civility, emotion, technology, and conflict management. Implications of organizational messages on employees, employers, and external publics will be explored. Overall, this course prepares students to critique social practices and develop effective communication behaviors for being successful in their organizational lives. Liberal Education Goal Area 5.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.  
Reasons for creating this course:  
This course is an elective course to the communication studies minor. It provides students with the foundational contexts, processes, and practical application of organizational communication behaviors they will encounter in their daily organizational life. Course is applicable to students entering any profession.

How often will this course be offered? Annual offering

What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2
Critical Thinking.

**STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE**

**Goal Area 5: History and the Social and Behavioral Sciences**

- Students need to take two courses and earn six credits.

The overall goal of this goal area is to Increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.
According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. Please checkmark the competencies met by the course under consideration.

___X__ A. Students will be able to
- Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
- Employ the data that historians and social and behavioral scientists use to investigate the human condition.

_____ B. Students will be able to
- Examine social institutions across a range of historical periods and cultures.
- Examine social processes across a range of historical periods and cultures.

___X___ C. Students will be able to
- Use alternative explanatory systems or theories.
- Critique alternative explanatory systems or theories.

___X___ D. Students will be able to
- Develop alternative explanations or solutions for contemporary social issues.
- Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.

1. Identify, explain, and compare theories and models of organizational communication (exams,
2. Critique communication behaviors in organizations via historical and contemporary theoretical perspectives (e.g., human relations, human resources, systems, classical, critical, cultural) (exams, case analysis, papers, activities) (LOC 2 C, D; 5 A, C)

3. Survey current literature and articulate how relevant communication processes are studied differently based on diverse theoretical assumptions and organizational identities (papers, activities) (LOC 2 A-C; 5 C, D)

4. Recognize and articulate the effects of and solutions for problematized organizational communication behaviors (e.g., power, bullying, conflict, etc.) on employers, employees, and external publics (exams, case analysis, papers, activities) (LOC 2 A-D; 5 A, C, D)

5. Examine and evaluate the implications of contemporary social issues (e.g., diversity, identity, gender, power, muted communication, etc.) on organizational members’ lives (exams, case analysis, papers, activities) (LOC 2 B, C, D; 5 A, C, D)

6. Critique and critically analyze organizational communication messages in various contexts using the appropriate theories and tools for analysis (case analysis, papers, activities) (LOC 2 A-D; 5 A, C, D)

7. Apply analytical methods for describing, critiquing, and improving organizational communication across various organizational institutions (case analysis, papers, activities) (LOC A-D; 5 A, C, D)

8. Examine one’s role in enacting appropriate communication to influence change in organizational life (papers, activities) (LOC 2 D; 5 D)

9. Create appropriate organizational communication messages for internal and external audiences (case analysis, papers, activities) (LOC 2 C, D; 5 D)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Professor: Dr. Donna Pawlowski, Ph.D., Professor of Speech Communication
Office: Hagg-Sauer #348
E-mail: DPawlowski@bemidjistate.edu (best way to reach me outside of the office)
Phone: (218) 755-2487 – O

Office Hours: TBD – 10-12 hours per week will be identified
I am happy to meet with you outside of these times if needed. Please come and visit, I enjoy meeting students outside
the classroom.

Liberal Education: This course meets requirements for Liberal Education goal area 5.

Required Materials:

Outside readings and materials will be posted on D2L Brightspace (will be abbreviated as D2L throughout the
syllabus). Please read this material prior to the class period in which discussion will take place.

**Please bring your books to class; we will be working with activities related to your text in most class periods.

Supplemental Materials:
You will need access to the following APA manual for citing sources (communication studies is part of the social
sciences discipline, which uses APA as the style guide):
ed.).
Washington, DC: Author.

Technology Needs/Uses: We will use D2L Brightspace (abbreviated as D2L throughout the syllabus) and BSU e-mail
during the semester for much of our communication and posting of materials. Papers/Outlines will be turned in hard copy
AND submitted to D2L (look for dropbox folders in the Assignment’s tab under “Assessments”); weekly assignments will
vary. Check D2L and your current BSU e-mail account frequently/daily, or forward your BSU e-mail to the one you check
on a daily basis. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file
documents (IT folks in Deputy Hall can help you if your computer is not compatible or you want to forward your e-mail). Do
not send attachments via E-mail unless approved – check for a D2L folder first.

Course Description:
Catalog Description:
This course examines historical and contemporary organizational communication models, theories, and
processes within organizational environments. Students will learn how and why organizations operate the way
they do by focusing on communication processes and messages such as organizational change, decision-
making, socialization, gendered identities, leadership, civility, emotion, technology, and conflict management.
Implications of organizational messages on employees, employers, and external publics will be explored. Overall,
this course prepares students to critique social practices and develop effective communication behaviors for being
successful in their organizational lives.

Course Learning Outcomes:
At the end of this course, you should be able to:
1. Identify, explain, and compare theories and models of organizational communication (exams, papers,
activities) (LOC 2, B C; 5 C)
2. Critique communication behaviors in organizations via historical and contemporary theoretical
perspectives (e.g., human relations, human resources, systems, classical, critical, cultural) (exams, case
analysis, papers, activities) (LOC 2 C, D; 5, A, C)
3. Survey current literature and articulate how relevant communication processes are studied differently based on diverse theoretical assumptions and organizational identities (papers, activities) (LOC 2 A-C; 5, C, D)

4. Recognize and articulate the effects of and solutions for problematized organizational communication behaviors (e.g., power, bullying, conflict, etc.) on employers, employees, and external publics (exams, case analysis, papers, activities) (LOC 2 A-D; 5 A, C, D)

5. Examine and evaluate the implications of contemporary social issues (e.g., diversity, identity, gender, power, muted communication, etc.) on organizational members’ lives (exams, case analysis, papers, activities) (LOC 2 B, C, D; 5 A, C, D)

6. Critique and critically analyze organizational communication messages in various contexts using the appropriate theories and tools for analysis (case analysis, papers, activities) (LOC 2 A-D; 5 A, C, D)

7. Apply analytical methods for describing, critiquing, and improving organizational communication across various organizational institutions (case analysis, papers, activities) (LOC A-D; 5 A, C, D)

8. Examine one’s role in enacting appropriate communication to influence change in organizational life (papers, activities) (LOC 2 D; 5 D)

9. Create appropriate organizational communication messages for internal and external audiences (case analysis, papers, activities) (LOC 2 C, D; 5 D)

Course Format:
Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. Come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, being attentive and providing supportive constructive feedback, having read the material and completing assignments prior to class, and engaging in classroom group activities.

You will want to take notes in class; but it will be important to read the chapters, look over ppts, and/or outline the chapters on your own prior to class. I will highlight some content, but not cover everything “in class” that may be on the exams. I am hoping for collaborative application of content, and practicing skills, not me “lecturing” to you. As a general rule, our classroom should be “second exposure” of the material; you reading the material in advance should be “first exposure.” Thus, reading the chapters will be necessary in order to be successful on exams, participate in class, and apply content to your papers and presentations. Some material may also be added or modified during the semester – so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for effectively meeting the course outcomes and/or benefit for your learning. You will be advised of any changes.

Course Requirements and Major Assignments
The following are brief explanations of your course requirements. Please refer to individual handouts with assignment details and grading criteria.

1. Examinations: 30%
There will be three exams over the course of the term. Examinations will be a mixture of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text and any outside notes/materials. You will receive a review sheet for exams. Put all devices/phones away during exams; anyone whose electronic device is seen during an exam will have their exam taken away and will earn a zero. Each exam is worth 10%.
- Outcomes assessed: 1-2-4-5

2. Case Study Analysis: 20%
You will be examining two in-depth case studies throughout the semester (10% each). You will have a choice in various cases that explore problematized communication in organizations. Some cases revolve around organizational civility/bullying, conflict, power, diversity, interpersonal relationships, gendered identities, and other communicative behaviors that impact organizational members.

Each case study report should be written in a professional manner and typed, double-spaced, as though you were a consultant hired by the organization to help solve problems described in the case. There should be four major
sections in the case study report, which are clearly labeled. Your case study analysis should be 3-4 pages in length – 250 words per page, with step 2 and 3 being the bulk of your paper.

One of the cases you select may be completed with a partner from class, but no more than two total people. You may; however, complete both individually. You choose!

A. **Statement of the problem(s)/The Who and What.** Who are the players and what are their roles in the situation? How would you describe their personalities/behaviors? Succinctly state what you decide are the most pressing issues facing the individuals in the case. Explain why you think these are the major issues. What information presented in the case leads you to identify these issues? Be careful to look for the root issues causing problems in the case. Often the most obvious problems in a case are merely symptoms of more basic underlying problems. Thus, you should clearly identify both main issues and sub-issues. What’s really going on here? As the observer, tell what is happening.

B. **Analysis/The Why and How.** Based on your knowledge of the nature of communication, explain why you think the problems you have identified (in the first section) are occurring. How does what’s going on affect the current operations of the organization and relationships? What theories or models help to determine what is happening in the situation? Why do you think problems like the ones relating to the real issues in the case occur with human communication in the workplace? How do the issues you identify specifically affect the organizational climates? Don’t rehash case facts; interpret them. Find answers and reasons.

C. **Recommendations/The What Now/How to Solve.** Develop realistic communication strategies for alleviating the problems you have identified and analyzed. What are specific strategies for the resolving the issues you identified? Indicate how the recommendations you suggest may be implemented in the organization. How can your recommendations repair the relationships in the organization or the health of the organization as a whole? Be sure to differentiate and identify strategies to help the organization cope with the existing problems and strategies to keep these problems from occurring again. Think about how the members can be more proactive in resolving these issues through communication. Do not just repeat the wording you used in prior sections. What specific activities and communication behaviors should organizational members engage in to initiate the recommendations you suggest? Think in terms of if you were the main player(s), how you would handle/respond to the situation. I am looking for more than a one sentence suggestion.

D. **Personal Insights/Conclusion/The Lessons Learned.** Make some concluding remarks about what this has to say overall about organizational communication. In other words, what did you learn from this experience? Step away from the paper (figuratively and/or perhaps literally) and think. What does all this mean and why should we care about this issue? How can this help you in future interactions with others? What should we remember when communicating with others in organizational settings? What organizational communication messages should we be telling others?

USE TEXT MATERIALS THROUGHOUT THE CASE – Use at least 10 concepts used throughout your case analysis to help understand ides and connect with the case.

- Outcomes assessed: 2-4-5-6-7-9

3. **Organizational Communication Theory Comparison Paper: 10%**

This assignment allows you to integrate the information you have learned about organizational communication theories. First, you will articulate how you see your identity in the "world" of historical and contemporary organizational communication theory: in other words, do you see yourself thinking in terms of human relations, human resources, systems, classical, critical, cultural approaches? Then to practice being a theorist from three perspectives, you will analyze an organization with which you are familiar...it might be the place you work, a service organization, your place of worship, a student organization, a sports team, etc.

- **Introduction:** Provide a brief introduction (one to two paragraphs) that identifies and describes the organization under study (and your role in it) and previews the rest of the paper.
- **Identification of your theoretical perspective:** Based on your knowledge of contemporary perspectives (human relations, human resources, systems, classical, critical, cultural), if you had your choice, which makes the most sense to you as a beginning scholar in organizational communication and a member of this organization? How do you see your identity in the "world" of organizational communication theory...do you see yourself relating most to the systems approach? to the cultural approach? to the critical approach? Why? Make a clear argument as to why you relate most to the _______ perspective.
- **Comparison of three theoretical perspectives:** With regard to your organization of analysis, make a comparison of three theoretical perspectives. For example, what would a systems theorist say about your
organization? Or a cultural theorist, etc. Select three of the perspectives and provide a brief analysis of each theory to your organization. Think of items such as, What aspects of your organization stand out from this perspective? What assumptions would be made about the effectiveness of your organization? What suggestions might “this” theorist make about your organization?

- **Conclusion**: Finish the analysis with a brief conclusion. Review your main points, and close with a statement of how easy or difficult it was to analyze to your organization. What insights did your “lenses” provide that you may have otherwise overlooked? Make sure your final sentences indicate the paper is coming to a close.

The paper will be 5-6 double-spaced pages. Proofread carefully for spelling and grammatical errors. This project is worth 10 percent of your course grade.

- **Outcomes assessed**: 1-2-3-4-5-6-7-8-9

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**4. Organizational Communication Literature Review: 20%**

The purpose of this assignment is to provide you with an opportunity to gain expertise in a specific aspect of organizational communication. This paper allows you to conduct research to learn more in depth about an organizational process. Your topic should not be the same as your theoretical paper. For example, you could look at leadership, organizational climate, motivation, voice/empowerment, work-life policies, decision-making practices, working with generational employees, emotion in the workplace, etc. There are a great number of topics you could explore.

For this assignment, you will need to complete a thorough review of the literature in relevant journals, books, and edited books on the topic (not textbooks—completing a literature review via a textbook is superficial).

You will first choose an aspect of organizational communication that you would like to further examine. You will then conduct library research to find at least **eight** scholarly articles/chapters on your topic. These sources should be within the last 15 years—one should always try to have the most updated research in papers. If you use other historical pieces that you feel are necessary to demonstrate your argument, they need to be in addition to your original eight.

**Topic Approval:**
As a topic approval, you will turn in a one-page justification for your topic, why you have an interest in this topic and why important to study, and provide rational for three potential articles related to your topic. You will cite three articles in APA with a brief description as to how these articles contribute to your chosen topic. This process will help you determine if this is an appropriate topic, and one in which you find enough interest and research to continue.

**Literature Review General Overview:**
Building from your article abstracts and gathered articles, you will complete a literature review that summarizes AND synthesizes the current research in your chosen topic area (i.e., you will be reviewing and evaluating the scholarly research that is currently written about your subject). You will need to organize the research in some meaningful pattern. Your literature review should be more than just a list or summary of each source; you should integrate and find common themes in the literature (creating an argument/claim about your topic). For example, if you are talking about listening in organizations, you may find that the literature focuses on topics like (a) how co-communicators respond to strong eye contact, (b) the impact of using summary statements, (c) the impact of appropriate feedback in conversations and (d) strategies for improving listening.

**Specifics:**
1. After reading your articles, think about what makes them alike and different and figure out how to put them into categories with common themes. A literature review synthesizes what we know about a topic and breaks it all down into categories. A literature review looks across the articles to integrate them for common themes and groupings of ideas.
2. In the beginning of your literature review, you will write a general page **introduction** that will set up your entire literature review section by establishing the importance of the topic. This would include a general orientation to the topic as a whole, discussing perhaps the history of the topic, arguing for why it is crucial that we study it in the first place (your rationale for choosing this) and a preview of what your paper entails (i.e., telling the reader what areas will be covered in the rest of the paper).
3. The main **body/review of actual literature** will be divided into sections (these parallel your preview points from your introduction). You will want to think about what the articles within a category have in common, what makes each article distinct (different methods, different theoretical perspectives, slightly different approaches, studying different populations, etc.). Find such themes/categories/arguments you can make within sections as you synthesize your research. You should not list one article or piece of research at a time, but intermingle your research to back your claims and ideas.
   - Sometimes it is easier to do the main parts of the body before completing the introduction...

5. After you do this for all the categories/themes, then it’s time to think about **advancing research** by figuring out what are the trends and the gaps in the literature. What kind of things DON’T we know about the topic? Is there an up and coming approach that you think is worthy of further study? What is the agenda you recommend for future research in this area?

6. You will conclude your paper with a list of **references** written in APA 6th edition.

7. Thus, in general, you will organize the paper into the following sections:

   **Introduction**: 1 page
   - Catch the reader’s attention
   - Orient reader to the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature – why is this issue important to study?
   - State your thesis/purpose, establishing your reason for reviewing the literature

   **Body/Review of Literature**: 8-9ish pages
   - Divided into sections and maybe even subsections that reflect the categories or themes you have found in the literature; organized either chronologically, thematically, or methodologically
   - Summarize individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature; however, keep in mind that just a paragraph probably is not significant enough to make something a stand-alone section. Each section should be substantive enough to make some argument/claim for what you are studying
   - Provide the reader with strong “umbrella” sentences at beginnings of paragraphs, “signposts” throughout, and brief “so what” summary sentences at intermediate points in the review to aid in understanding comparisons and analyses

   **Agenda for Future Research and Conclusion**: 1 page
   - Restate thesis and summarize of the paper
   - Summarize major conclusions or implications of your research – what did you learn? What can we take away from this information?
   - Include your ideas for future research. What might be next steps in studying this topic? Discuss what you have drawn from reviewing literature so far. Where might the discussion proceed?

**Formatting:**
Papers will be no more than 12 pages in length with a minimum of 8 scholarly sources.

- Papers must be 11-12 pt font, one-inch margins, (flush left only), page numbered, include headers (labeled areas), and typed. Estimate approximately 250 words per page (tiny print is hard to read). Formal APA is *Times New Roman* 12 pt font – you may use that if you want or something similar in font (in terms of words on a page). Use appropriate APA headers, running heads… where necessary.

Type and format your reference page using APA style/formatting.

Go back through the whole paper and make sure you have sufficient transitions and internal previews and summaries to tie everything together. Proofread!

As stated above, the final paper should have an introduction, literature review (divided in relevant sections), a research agenda/conclusion, and a references page.

**Submitted in D2L as well as print a hard copy and bring to class.**

- Outcomes assessed: 1-2-3-4-5-6-7-8-9

5. **Chapter Activities/Application/Preparation (20%)**:
Outside and in-class assignments will parallel chapters/readings in order to help you make connections with and understand the material. Outside assignments (e.g., asking you to reflect upon the readings, integrating your own
experiences with readings, topic approvals, worksheets, self-assessments, case studies, discussion question responses, etc.) will help you prepare for class and find relevance to the course content. In-class activities may include such things as group application activities, case studies, chapter discussions and sharing of your outside assignments, brainstorming sessions, among others. Some assignments may be progressive assignments guiding the development of final projects and papers (e.g., topic ideas, analysis of outside articles…). Activities are graded and cumulatively worth 20%.

Assigned activities are to be typed (unless otherwise noted), and brought with you to class in hard copy and/or loaded on D2L prior to the start time of class. Regardless, have physical access to your assignment in order to engage in class discussion and potentially earn full credit. Keep in mind, using electronics for access does not mean checking FB, IM, email, snap chat, yik yak, or twitter, etc., during the activity or when your group completes the task. Please be respectful to others, use your time wisely, put your phone away and talk with each other after the activity, and keep each other accountable! If you choose hard copy, print two pages to one, and/or print back-to-back.

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity. You may be exempt from in-class points on your free days when absent, anything after that is a zero for any missed in-class activity days. Outside assignments completed during class or turned in/loaded after the start of class (regardless of free days), will earn 50% of the earned grade. Anything beyond one calendar week will not be graded and will receive a zero.

Activity/Preparation Grading:
While points may be assigned, each in-class and out-of-class activity will be graded based on earned credit/effort using the following general standards:

Grading Standards  (Full Credit; Partial Credit; No Credit/None)

Full: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based on assignment criteria. Work is typed unless otherwise instructed for assignments. In addition, the response demonstrates critical thought put into the assignment, and it is obvious you have read the chapter. Attention is given to the topic or group during class discussions; active participation is obvious. Discussion demonstrates respectful behavior (gadgets put away; collegiality) for in-class work.

Partial: The response (or participation) is partially complete to complete, but may not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work is completed in class. Cell phone use/texting or working on computer with irrelevant material is observed. It appears that you may not have read the chapter/readings.

None: Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic gadgets are more important than being in class. You must be present to earn these in-class points (beyond your free days), as they relate to the material at hand and making them up after the fact defeats the applied purpose.

Outcomes assessed: 1-2-3-4-5-6-7-8-9

General Guidelines for All Assignments:
You are responsible for all information and assignments presented in class whether you are present or not. Advance notice of being gone is appreciated, but does not exempt you from in-class points or upcoming assignments. I don’t judge when things happen, just know full credit cannot be earned. For extended or documented special situations, please personally discuss it with me.

Remember that any material handed in must be your work; it is plagiarism to turn in the same assignment as a classmate. You may discuss ideas together for understanding, but you must turn in your work for assignments (see more details with academic honesty policies).

*University/Specialized Activities: University activities (or other specialized activities; e.g., military, medical) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel or event prior to the absence. Turn in assignments before you leave for activities to potentially earn full credit; or visit with me for an agreed upon schedule. See policies regarding excused absences:
Course Policies/Expectations/Guidelines for Success

I love what I do and enjoy a fun and educational classroom; however, some policies need to be considered to keep our classroom experiences fair to everyone. Please read the following items carefully so you are informed on the policies and expectations to be successful in this course.

Attendance: Attendance is important as we apply much of the content during class activities/discussion. I realize life happens and we may need to miss on occasion. Thus one week of absences/free days will be allowed (e.g., doc appt., sick, traveling, work, conferences, etc.) regarding daily in-class work. Please note that exams or presentation days (as the speaker or audience member) do not count toward these free absences; you must be present on those days to earn credit. Coming late or leaving early will count as one of your free days. Any out-of-class work/assignment still needs to be submitted prior to the start of class to earn full credit. Use these wisely, but don't feel as if you have to take any free days – I would love to see you every day!

Documented university (or other specialized) activities (e.g., sports, academic travel, military) will be added up to account for one of your days.

Any absences after one week, and up to 25% of class, will earn you a zero for in-class points on that particular day and a .5% deduction every class period (or per hour for night class) missed, which is deducted from your final D2L grade at the end of the term. If you choose to miss 25% of the class (8 for T/TH, 12 for MWF, or 4 for night class), which equates to one month of class, you have earned the right to fail the course regardless of your performance on assignments/exams, as course outcomes are not fully met. Extreme emergencies with documentation will be dealt with on an individual basis.

**PLEASE NOTE that we will be finishing group project presentations during finals – plan accordingly to be present during finals week.

Emergencies or extreme circumstances will be dealt with on an individual basis; however, documentation is required for verification of continued absences. Try to let me know as soon as possible so we can work through situations together. You may also want to contact 755-2075 (Division of Student Affairs, Deputy Hall 313) and they will help you through the process of contacting appropriate university members/faculty of your absence.

http://www.bemidjistate.edu/offices/development_enrollment/

Asking Questions/Visiting with your Professor: Many times students are hesitant to come and visit with their professors – please know that I am more than happy to discuss with you about assignments, issues in class, clarification of readings, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me email.

If you have a quick question, remember it is possible that your question has already been answered in the syllabus or the assignment criteria – check the course documents - it may save you from added stress waiting for a response. With email, I will respond to your concerns at my first opportunity (sometimes within minutes of your email – even at midnight – if I am online and can answer something quickly for you), but ideally, I need reasonable time (minimum of 24 hours) for responding to most questions. Sending an urgent email the night
before an assignment is due with “How do I do the assignment?” is not a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fits the situation. For example, I am happy to let you know if you are on the right track via email with a quick question, but do not send me an email a day before with an attached document asking me to pre-grade, correct, or proof your work from top to bottom. You do not typically learn from this experience. If you have more significant or more specific questions, come and visit with me. Face-to-face is always best so we can have a discussion of the topic or assignment at hand. I want you to understand the material; not just have me “correct” your work or fix your mistakes.

Classroom Environment of Professional and Respectful Behaviors: Let’s cultivate a space of learning that is cooperative and enjoyable, which requires shared and balanced participation from each of us in the classroom. If you like to share often, consider holding back at times to hear what others have to say; if you are a person who prefers to listen, try to speak up more often than you otherwise would. A shared balance is a great way to learn from everyone.

Respect others’ ideas and their experiences. Your verbal and nonverbal communication should be attentive and considerate toward others. It is not respectful to openly complain or criticize, or produce negative nonverbals toward your classmates or your instructor in the classroom. The Student Code of Conduct prohibits “disruption or obstruction of teaching.”

The code also states “Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility.” Civility is “a set of verbal and nonverbal behaviors reflecting fundamental respect for others and generating harmonious and productive relationships” (Grice & Skinner, 2013, p. 33). We will be creating our own classroom civility code to promote positive communication. Regardless of the code, profane, inappropriate, ethnic, gendered, racial or lifestyle-related comments or behaviors are unacceptable. Any student who violates this policy may be asked to leave the classroom.

Refer to the code of conduct at this site for further information: http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/

Electronic Respectful Behaviors: To create cooperative learning, turn off and/or silence electronics (ipads, computers, cell phones) and put them away during class. It interrupts your learning and those around you. Research demonstrates that the use of cell phones/electronics in the classroom can lower your academic performance by approximately ½ of a letter grade (Duncan, Hoekstra, & Wilcox, 2012). Anytime you divert your attention/multitask it lowers your concentration regarding the material at hand. Previous students (via my courses and research) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-safety/tech issue for the class), I will hope for the same courtesy from you ☺️ Feel free to share with me if others’ behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone. In such cases, step out of the room for a few minutes to take care of that emergency, or let me know in advance that you need to have your phone out during class.

This respect is especially crucial during any presentations. ANY gadgets (or typing/writing your notecards) visible or used during presentations in class will, unfortunately, earn you a zero for participation, and will also affect your own presentation grade.

Using Class Materials/Copyrighted Material: The use of electronics also is connected to the use of course materials in any other fashion except for course purposes. Class sessions and materials contain my own and others’ intellectual property. Thus, any and all material created for this course is copyrighted. Except when I have granted prior written approval, recording audio or video of class sessions, taking pictures, or re-distribution of any material (to other students or anywhere – social media/friends, etc.) is unlawful. Taking pictures of academic items (group project photo, completed group worksheet, etc.) is allowable with permission; taking pictures of what someone is wearing/speaking/doing for personal use or for sharing on social media is in poor taste, disrespectful, and prohibited.
Learning Needs/Disability Services/Mental Health Needs: I will mix up your learning with hands-on activities, visuals, and some written materials to adapt to various learning styles. Please visit with me, if you are comfortable doing so, about concerns related to any particular learning styles, special circumstances or needs. I want to make sure that all materials, discussions and activities that are part of the course are accessible to you. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email: Disabilityservices@bemidjistate.edu. For additional information related to these issues, go to http://www.bemidjistate.edu/students/services/disability/

University life is exciting and invigorating, but sometimes “life” happens, we get busy and it’s difficult to balance everything in our lives. You may experience mental health concerns or stressful events that begin to impact your academic performance. Should you ever want to visit with anyone about physical or mental health issues, the Student Center for Health and Counseling located on first floor in Cedar Hall is staffed with professional counselors available to visit with you about your concerns. Should you want to visit with anyone there, the phone number is (218) 755-2053. Additional information may be found at: http://www.bemidjistate.edu/students/services/health_counseling/

The Advising Success Center is also available to help you with academic needs. Their office is Decker 202 and information can be found at http://www.bemidjistate.edu/services/advising-success-center/

I encourage you to take advantage of any of the above resources (including me) if you feel like you are getting behind in your work and/or feel you are struggling with any issues. If you live on campus, your Resident Advisor or Peer Academic Assistant can also help guide you in an appropriate direction for support.

Canceling of Class: Should there be any reason you are questioning whether class is cancelled (i.e., inclement weather, emergencies), stay tuned to the media outlets for any BSU announcements. Should I need to cancel class for any other particular “emergency” or last minute reason, I will send an e-mail (via D2L) or have a note put in the classroom with details.

Late Work (work outside of the daily chapter activities section): Work is considered late after the start of class. Load in D2L, if applicable, prior to the start of class and bring hard copy to class to turn in at the beginning of class for full credit. Late work up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late using the following scale: 1 day/same day late = 80% earned; 2 days late = 60% earned; 3 days late = 40% earned; 4-7 days late = 20% earned; anything beyond one week/7 calendar days will not be graded and will receive a zero. You may ask “can I turn this is later today/tomorrow?” My response will be “yes – please,” but it will still be considered late. I appreciate knowing you still want to turn in assignments to receive some credit, but fairness will be upheld.

You are responsible for being prepared for the next class period, regardless of your reason for being absent. Not all daily assignments are listed in the syllabus so please keep up with information and assignments.

Exams: Take exams on the assigned dates. If there are concerns about exam days due to university-related activities or special pre-planned circumstances (again e.g. military, or planned medical), provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, preferably before travel. "I have to leave today" is not advance notice; plan accordingly. No shows for exams or any other reason for missing an exam without valid documentation will potentially earn a zero, or at the very most, 50% of total points earned. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

Incompletes: Not an option, unless extreme/documented circumstances make it impossible to finish the course.

Extra Credit: Not an option, unless given by me to benefit the whole class.

Bottom Line: Let’s stay on track so we can work together and have a good semester 😊 Let me know if you have something happening in your life or we need to chat about anything during the semester!
BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Doing your own work is important and unethical behavior/plagiarism of any sort is a serious matter; document your source material properly and prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following explanation is a general rule; some of which is directly from the student handbook:

**Plagiarism:** “critical ideas or written narrative that are taken from another author without the proper citation. This applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others’ work as your own with only minor changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms; or multiple submissions of the same work, written or oral, for more than one course without both faculty’s permission, or making minor revisions on work which has received credit and submitting it again as new work” (https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf).

In general, plagiarism also includes using materials from other students from this same course or any other course (currently or from the past) as your work (papers/outlines/presentations…). In addition, you cannot buy papers or outlines online and claim it as your own. In essence, use full and appropriate documentation for material taken from any source including internet/websites. I may submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work. A hardcopy of materials and research articles (regardless of their source) may be asked for to verify your research.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will likely receive a zero for that assignment. Additional disciplinary actions may include failure for the course, and university actions. Specifics of academic conduct can be found in the academic integrity section in policies and procedures in the student handbook: http://www.bemidjistate.edu/students/handbook/

*No one wants to see these kinds of problems with your work, start assignments early and seek help when you need it.*

<table>
<thead>
<tr>
<th>Writing Helpers: We have a Writing Resource Center on campus. Feel free to take advantage of this free resource should you want additional guidance with your writing.</th>
<th>Writing Resource Center</th>
<th>Visit their website for hours!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hagg-Sauer Hall 110</strong></td>
<td><strong>Phone: (218) 755-3919</strong></td>
<td><strong><a href="http://www.bemidjistate.edu/students/wrc/">http://www.bemidjistate.edu/students/wrc/</a></strong></td>
</tr>
</tbody>
</table>

**Grading Procedures and Policies**

Assignments/Exams are graded with points converted to a percentage. At the end of the term, your overall grade is based on what you have earned as an accumulated percentage. Assignments and grades will be set up in D2L, thus allowing you to track your progress throughout the semester. Out of fairness to everyone, these are explicitly followed as per the grade scale.

Grades are not negotiable. Extra credit or make-up work will not be permitted at the end of semester to improve or change a grade. Thus, sending me an email at the end of the semester (due to any missed assignments, lack of effort during the semester, wanting a higher grade, needing a grade for a particular scholarship, etc.) because you feel you may not earn the grade you want, will not be considered. Your final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated result. If you have concerns about any grades, see me during office hours at the time of the concern with a particular assignment.

I love my job and enjoy my students, but do not grant favors. I take educational ethics seriously and uphold these practices with all students.

| A+ = 97-100 | B+ = 87-89.99 | C+ = 77-79.99 | D+ = 67-67.99 |
| A = 90-96.99 | B = 80-86.99 | C = 70-76.99 | D = 60-69.99 |
Students who meet minimum requirements will likely earn a "C" for that work. Students who earn “B” and “A” grades exceed the minimum requirements. Assessment and grading of all assignments reflect the following scale (individual grade sheets will outline more specifics):

A range = EXCELLENT. Greatly exceeds requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort in all requirements.

B range = GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort in most requirements.

C range = AVERAGE. Meets the requirements in every respect, but does not exceed requirements.

D range = BELOW AVERAGE. Meets some requirements, but deficient in many others.

F = POOR. Deficient in most or all requirements.

After calculating the D2L grade, attendance deductions will be administered. Thus your final percentage on D2L may be altered based on your attendance for an adjusted grade.

For record keeping, it is a good idea to keep a back-up copy of all your work, as well as keep any graded work returned to you.

The table below, returned assignments, and D2L will help you track your percentage points earned.

<table>
<thead>
<tr>
<th>Graded Assignments and Percentages – keep track of your percentages t/o the semester</th>
<th>Percent Possible</th>
<th>Percent Earned</th>
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<tbody>
<tr>
<td><strong>Exams - 30%</strong></td>
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<tr>
<td>Exam 1</td>
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<td>Exam 2</td>
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<td>Exam 3</td>
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<td><strong>Case Study Analysis - 20%</strong></td>
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<td>Case 1</td>
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<td>Case 2</td>
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<tr>
<td><strong>Organizational Communication Theory Comparison Paper - 10%</strong></td>
<td>Paper</td>
<td>10</td>
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<tr>
<td><strong>Organizational Communication Literature Review - 20%</strong></td>
<td>Paper</td>
<td>20</td>
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<tr>
<td><strong>Chapter Activities/Application/Preparation - 20%</strong></td>
<td>Daily work</td>
<td>20</td>
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<tr>
<td><strong>OVERALL Total Percentage</strong></td>
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<td>100</td>
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Tentative Schedule – COMM 3110 Organizational Communication

*Currently based on 15-week semester; schedule will be modified if 16-week schedule is appropriate.

The following is a tentative schedule and is subject to change based upon class progression or emergencies.

** Each day there will be chapter assignments and content-applied group activities. Larger graded assignments (and some chapter activities/assst’s) are listed in the last column. This is subject to change based on the needs of the class so please keep track of what happened in class. Remember that you are accountable for all information and assignments, regardless of your attendance. I don’t judge, but missing class does not exempt you from something due the following class period. **You may want to line up a class colleague to pick up handouts and fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/What is Due</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Introduction to Course and Organizational Communication</td>
<td>Organizational Communication Assessment</td>
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<td></td>
<td>Chapter 1 – The Challenges of Organizational Communication</td>
<td>Personal Data</td>
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<td>Week Two</td>
<td>Chapter 2 – Classical Approach to Organizational Communication</td>
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<td>Week Three</td>
<td>Chapter 3 – Human Relations and Human Resources Approaches to Organizational</td>
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<td></td>
<td>Communication</td>
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<tr>
<td>Week Four</td>
<td>Chapter 4 – Organizations as Communication Systems</td>
<td>Review</td>
</tr>
<tr>
<td>Week Five</td>
<td>Chapter 5 – Communication and Cultural Approaches</td>
<td>Exam One – Chapters 1-2:3-4-any outside notes</td>
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<tr>
<td>Week Six</td>
<td>Chapter 6 – Critical Approaches to Organizational Communication</td>
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<td>Week Seven</td>
<td>Chapter 7 – Socialization Processes</td>
<td>DUE: Case Study 1</td>
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<td>Outside Notes: Work-Life Balance</td>
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<tr>
<td>Week Eight</td>
<td>Chapter 8 – Decision-Making Processes</td>
<td>Due: Theory Comparison Paper (hard copy in class and D2L prior to start of class)</td>
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<tr>
<td>Week Nine</td>
<td>Chapter 9 – Conflict Management Processes</td>
<td>Exam Two – Chapters 5-6-7-8-any outside notes</td>
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<td></td>
<td>Outside Notes: Civility and Bullying in Organizational Communication</td>
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<tr>
<td>Date</td>
<td>Topic/Material Covered/Chapters (reading assignments to be read for this day)</td>
<td>Specific Related Assignments/What is Due</td>
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| Week Ten             | Finish Chapter 9  
Begin Chapter 10 (if time)                                                                                                   | DUE: Case Study 2                                                             |
| Week Eleven          | Chapter 10 – Organizational Change and Leadership Processes  
Outside Notes: Leadership Communication  
Outside Notes: Communication During Organizational Transitions and Organizational Exists |                                                                 |
| Week Twelve          | Chapter 11 – Processes of Emotion in the Workplace  
Outside Notes: Communicating Power and Resistance at Work                                                                            |                                                                 |
| Week Thirteen        | Chapter 12 – Organizational Diversity Processes  
Outside Notes: Communicating Gender at Work                                                                                      | Due: Org Com Literature Review Paper (hard copy in class and D2L prior to start of class) |
| Week Fourteen        | Chapter 13 – Technological Processes  
Chapter 14 – The Changing Landscape of Organizations                                                                                | Group sharing of lit review                                                    |
| Week Fifteen/Finals  | Review  
Organizational Communication Celebration                                                                                       | Exam Three – Chapters 9-10-11-12-13-14-any outside notes                      |
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Family Communication
Course Prefix and Number (e.g., ENGL 1151): COMM 3130
Credits: 3
Description (from catalog or from curriculum proposal):
This course examines how communication functions to develop, maintain, enrich, or limit family relationships. Topics covered include the meaning of narratives and stories, family roles and rules, decision-making, conflict resolution, exploration of family types, cultural implications of family functioning, societal influences on family functioning, and examining communication changes throughout the family life cycle. Overall, this course is designed to develop understanding of, and ability to analyze, communication within families.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

_____X__ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report _____ (#), __________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)

_____X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)

_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

_____X__ Goal Area 7: Human Diversity (1 course, 2 or more credits)
Goal Area 8: Global Perspective (1 course, 3 or more credits)
Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
Goal Area 10: People and the Environment (1 course, 3 credits)
Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator: Donna Pawlowski</th>
<th>Donna Pawlowski PhD</th>
<th>12-6-17</th>
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<td>Name Typed</td>
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<tr>
<th>Department Chair: Lauren Cobb</th>
<th>Lauren Cobb</th>
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<th>Dean: Colleen Greer</th>
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Person to be contacted for further information:

Name: Donna Pawlowski
Phone: (402) 670-8116 Cell – use cell during sabbatical
E-mail: dpawlowski@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<td>Department Chair</td>
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<td>Dean</td>
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<td>Academic Affairs (for tracking)</td>
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<td>Curriculum Coordinator (Records Office)</td>
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<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<td>Academic Affairs</td>
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This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Family Communication
Course prefix and number: COMM 3130
Credits: 3 credits
Course description:
This course examines how communication functions to develop, maintain, enrich, or limit family relationships. Topics covered include the meaning of narratives and stories, family roles and rules, decision-making, conflict resolution, exploration of family types, cultural implications of family functioning, societal influences on family functioning, and examining communication changes throughout the family life cycle. Overall, this course is designed to develop understanding of, and ability to analyze, communication within families.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. N/A

Reasons for creating this course:
This course is one of the elective courses for the Communication Studies minor. The course provides the foundation for understanding of how communication impacts and influences family functioning. This course is also a service-learning course, which provides students the opportunity to engage in the community to create relationships and gain real-life understanding of course materials through various perspectives of family communication.

How often will this course be offered? annually
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 7: Human Diversity

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.
According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency categories, A-E. Please checkmark the competencies met by the course under consideration.

_____ A. Students will be able to
- Understand the development of group identities in the United States, history and culture.
- Understand the changing meanings of group identities in the United States, history and culture.

_x_ B. Students will be able to
- Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
- Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.

_x_ C. Students will be able to
- Analyze their own attitudes regarding diversity, racism, and bigotry.
- Analyze their own behaviors regarding diversity, racism, and bigotry.
- Analyze their own concepts regarding diversity, racism, and bigotry.
- Analyze their own beliefs regarding diversity, racism, and bigotry.

_x_ D. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

_x_ E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

_x_ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

_x_ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

_x_ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

_x_ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED
As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.

**Course Learning Outcomes:**
Based upon the aforementioned goals and completion of this course, you should be able to

1. Describe the role of communication and how it affects family functioning throughout the lifespan of a family (exams, s-l project, activities) (LOC 2 D)
2. Explain and apply communication theories and issues relating to family development and their application to family interactions (exams, s-l project, papers, activities) (LOC 2 C; 7 B-E)
3. Utilize course concepts and family communication theories to analyze societal issues that affect diverse families (exams, s-l project, papers, activities) (LOC 2 C, D; 7 B-E)
4. Identify family types and describe how communication interactions and issues differ among diverse and marginalized families (exams, s-l project, activities) (LOC 2 C, D; 7 B, D, E)
5. Analyze class concepts and research with regard to your personal perceptions regarding family communication patterns and experiences (s-l project, papers) (LOC 2 A-D; 7 C, E)
6. Conduct in-depth family communication history interviews in an ethical, culturally sensitive, and respectful manner (s-l project; activities) (LOC 2 B, C, D; 7 B-E)
7. Engage in discussions and write about family communication that interprets and challenges stereotypes, cultural issues, policy implications, and social injustices throughout family life development (s-l project, papers, activities) (LOC 2 A-D; 7 B-E)
8. Construct a communication statement (personal or other-oriented) of social responsibility and involvement with family and community elders (s-l project; papers) (LOC 2 D; 7 B-E)

Please attach a course syllabus and any other relevant material.

**THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!**
COMM 3130: Family Communication
Sample Policy Sheet and Syllabus

Professor: Dr. Donna Pawlowski, Ph.D., Professor of Speech Communication  
E-mail: DPawlowski@bemidjiSTATE.edu (best way to reach me outside of the office)  
Office: Hagg-Sauer #348  
Phone: (218) 755-2487 – O

Office Hours: TBD – 10-12 hours per week will be identified 
I am happy to meet with you outside of these times if needed. Please come and visit, I enjoy meeting students outside the classroom.

Liberal Education: This course meets requirements for Liberal Education goal area 7.

Required Textbook:  

Outside readings and materials will be posted on D2L Brightspace (will be abbreviated as D2L throughout the syllabus). Please read this material prior to the class period in which discussion will take place.

Supplemental Materials:  
You will need access to the following APA manual for citing sources (communication studies is part of the social sciences discipline, which uses APA as the style guide):  
Washington, DC: Author.

Technology Needs/Uses: We will use D2L Brightspace (abbreviated as D2L throughout the syllabus) and BSU e-mail during the semester for much of our communication and posting of materials. Papers/Outlines will be turned in hard copy AND submitted to D2L (look for dropbox folders in the Assignment’s tab under “Assessments”); weekly assignments will vary. Check D2L and your current BSU e-mail account frequently/daily, or forward your BSU e-mail to the one you check on a daily basis. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents (IT folks in Deputy Hall can help you if your computer is not compatible or you want to forward your e-mail). Do not send attachments via E-mail unless approved – check for a D2L folder first.

Course Description:  
This course examines how communication functions to develop, maintain, enrich, or challenge family relationships.  
Topics covered include the meaning of narratives and stories, family roles and rules, decision-making, conflict resolution, exploration of family types, cultural implications of family functioning, societal influences on family functioning, and examining communication changes throughout the family life cycle. Overall, this course is designed to develop understanding of, and ability to analyze, communication within families through theory, research, and experiential application of concepts.

Service-Learning Emphasis:  
This class has a service-learning component. Service-learning is synthesizing course content with experiences learned from the community partners. You are not “serving” the community, you are learning from and sharing with individuals in hopes of creating community relationships and gaining real-life understanding of course materials through various perspectives. Credit is given for accomplishing the learning outcomes in relation to the course goals and assignments, not for the service alone. Think of your community partner as a live textbook for the course.
Course Learning Outcomes:
Based upon the aforementioned goals and completion of this course, you should be able to
1. Describe the role of communication and how it affects family functioning throughout the lifespan of a family (exams, s-l project, activities) (LOC 2 D)
2. Explain and apply communication theories and issues relating to family development and their application to family interactions (exams, s-l project, papers, activities) (LOC 2 C; 7 B-E)
3. Utilize course concepts and family communication theories to analyze societal issues that affect diverse families (exams, s-l project, papers, activities) (LOC 2 C, D; 7 B-E)
4. Identify family types and describe how communication interactions and issues differ among diverse and marginalized families (exams, s-l project, activities) (LOC 2 C, D; 7 B, D, E)
5. Analyze class concepts and research with regard to your personal perceptions regarding family communication patterns and experiences (s-l project, papers) (LOC 2 A-D; 7 C, E)
6. Conduct in-depth family communication history interviews in an ethical, culturally sensitive, and respectful manner (s-l project; activities) (LOC 2 B, C, D; 7 B-E)
7. Engage in discussions and write about family communication that interprets and challenges stereotypes, cultural issues, policy implications, and social injustices throughout family life development (s-l project, papers, activities) (LOC 2 A-D; 7 B-E)
8. Construct a communication statement (personal or other-oriented) of social responsibility and involvement with family and community elders (s-l project; papers) (LOC 2 D; 7 B-E)

Course Format:
Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. Come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, being attentive and providing supportive constructive feedback, having read the material and completing assignments prior to class, and engaging in classroom group activities.

You will want to take notes in class; but it will be important to read the chapters, look over ppts, and/or outline the chapters on your own prior to class. I will highlight some content, but not cover everything “in class” that may be on the exams. I am hoping for collaborative application of content, and practicing skills, not me “lecturing” to you. As a general rule, our classroom should be “second exposure” of the material; you reading the material in advance should be “first exposure.” Thus, reading the chapters will be necessary in order to be successful on exams, participate in class, and apply content to your papers and presentations. Some material may also be added or modified during the semester – so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for effectively meeting the course outcomes and/or benefit for your learning. You will be advised of any changes.

Course Requirements and Major Assignments
The following are brief explanations of your course requirements. Please refer to individual handouts with assignment details and grading criteria.

1. Examinations: (30%)
There will be three exams over the course of the term. Examinations will be a mixture of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text and any outside notes/materials. You will receive a review sheet for exams. Put all devices/phones away during exams; anyone who uses an electronic device during an exam will have the exam taken away and will earn a zero. Each exam is worth 10%.
- Outcomes assessed: 1-2-3-4-5

2. Service-Learning Project: (30%)
General Overview:
You will be involved in a family communication history project that will include time spent with a community partner. Many of you may or may have not had the opportunity to interact with your elder family members or families outside your own family type/background. This experience will enlighten you on the valuable contributions of these sometimes neglected or diverse populations, as well as provide you with the opportunity to create a nurturing relationship with your community.
member. One important element of being in a community is a sense of self as a contributing part of the community in which you live; this opportunity will provide you with that contribution in your life. It will give you a chance to, in essence, "adopt a grandparent."

It will be important to be respectful and aware of different perspectives of your partners. Intergenerational issues, cultural diversity, social injustices, prejudices… may be issues you encounter within your community. It is important to understand and appreciate the nuances of that community. Struggling with any issues and sharing your thoughts about service-learning before and during your experiences will provide a more enriching partnership. I will provide you an overview of your communities, partners, and expectations prior to you visiting your service sites. We will be working with elder individuals residing in assisted-living facilities in the local Bemidji communities. You will be working with a classmate when visiting with your community resident partner(s); coordinate schedules so both of you can attend visits together. You are responsible for your own transportation to and from the service site. If you do not have transportation, select a class partner with whom you can share a ride.

**Check with me if you already work with a service site and engage with elder community members; we may be able to work something out with an already established site.**

**Expectations:** You are expected to meet with your community partner at least 8-10 times (this is a minimal requirement, as you can certainly meet with them more frequently) during the semester. Meeting with your community partner is a requirement for completing the project; it is part of the expectations in order to complete the assignments and learn from the community. Your final grade will be penalized 2% points for each missed meeting. Thus, please make sure your coordinate schedules so all parties can attend the meetings. Just as you are expected to spend time with and learn from your texts, you also need to spend time with your community partner in order to learn about family communication dynamics.

**Completed Documentation:** You will complete some forms in order to begin your service-learning project. These forms consist of a waiver/liability form, a student agreement form for the project itself, and timelogs documenting your hours. These forms are done in conjunction with your community partner supervisor, your community partner, and me. All parties will sign these forms and copies kept by respective parties as indicated on your forms. Because of working with community agencies, it is important for respect issues and responsibilities/expectations for all parties to be informed of the project; thus, some logistics are necessary.

**There are three essential outcomes of this service-learning project:**

**Reflections/Analysis Writing/Discussions:** (10%) Based upon your insights from class readings and experiences from your community engagement, you will write reflections regarding your community experiences. Reflections will provide a synthesis between thinking and doing. Some reflections will be more creative free-flowing thoughts you will write in class; others will be more in depth comparing materials from the readings and text combined with your personal experiences with your community partner. Specific questions will guide most reflections; others will be topics of your choosing. Reflection will also take place as class discussion.

Reflections will be assigned throughout the semester and graded on description of specific examples, identification of course concepts, analysis of how families are affected by the concept, personal insights, and critical thinking about what you learned about the issue at hand.

Reflections will be completed after each visit with your community partner. Reflections will be turned in on a "frequent" basis (with in one week after you partner visit) once the project gets underway. This may vary slightly depending upon when you meet with your partners, but you want to keep consistency in continual reflections, rather than writing them all at once.

**Even though you might be working with a class partner on your project, you are writing individual reflections.**

In addition to written reflections, we will engage in open discussion about what you are experiencing in relation to what you are reading, what you are doing in the community, and what questions/concerns you are encountering.

Additional details of this project are outlined on a separate handout.
S-L Family Analysis Paper: (10%) In order to synthesize your overall experiences with the community and based upon your insights from class readings and experiences from your community engagement, you will write an individual analysis paper (5-6 pages) of particular issues related to family communication. You will provide in depth analysis comparing theoretical and research-oriented materials from the readings and text, combined with your personal experiences with your partner.

You will be asked to challenge and engage in issues in a more critical way, experience life issues through the eyes of your partner, question your original perceptions about family communication and family functioning, use theory to organize experiences of others, analyze how interconnected social structures affect individuals, among other topics.

Your paper will consist of a brief introduction, followed by a comprehensive analysis of concepts and theories as they relate to your community partner's life. You will be examining their stories and identifying defining points of their lives; how social, economic, political and historical events shaped their families, how communication changed throughout the life span of the family, among other issues. You will conclude your paper with what you learned about the nature of families, their stories, and what you learned from your partner. In addition, you will identify how it felt to create a partnership with your community resident and reflect upon the nature of how this project may be meaningful to your own life. Finally, you will provide recommendations as to how we as a society can become more effective citizens in remembering the importance of the communication with the elderly throughout our family’s lifetime.

Family History Scrapbook/Showcase and Presentation: (10%) You will be creating (with and for your community partner) a family history consisting of communication, cultural, historical, societal issues among other elements of his/her family development. The goal is for you to compile the community member’s words and oral stories into a “scrapbook” of materials (or some other format) that you will donate to this individual and his/her family. This may include newspaper clippings, photographs, and other memorabilia the partner may want included in the scrapbook. You may also tape record (with your partner’s permission) conversations and transcribe them for the scrapbook. In essence, you will learn about family communication through the eyes and experiences of your community partner. Complete this with your partner; engage him/her in your process.

Some areas to include in your family history scrapbook may be:
- Stories of courtship within the family
- Stressful events and coping strategies of family members
- Turning points for the family
- Roles and rules adopted within the family
- Decision-making in the family
- Holiday traditions
- Communication & how it changed throughout the stages of family development
- Differences between their family of origin and their procreated family
- How society, economics and religion impacted the family
- Health issues and their impact on family functioning and communication
- Births, holidays, favorite memories…

Presentation of scrapbooks and your community partners will take place at the end of the semester. Check daily schedule for due dates. Presentations may be informal in delivery; however formality in structure will be expected. Presentation times will be set after we know how many community partners will be used during the semester. These presentations will highlight what you have learned from your community partner and allow us to “see” who you have been working with during the semester.

As a side note regarding your community projects, you may also potentially be asked to share your service-learning work with members of the community (these may be community residents, faculty, facility administrators…) who want to hear about your projects and experiences.

- Outcomes assessed: 1-2-3-4-5-6-7-8

3. Family Research/Analysis Papers: (30%) You will be completing two research analysis papers; each will be 5-6 pages typed. You will be choosing a family communication topic (for each paper), providing some background research on the topic, linking concepts from class that are related to your topic, and analyzing your own family communication in regard to your chosen topic. You will be using 3 outside research sources for each paper, which must be identified using the APA 5th edition writing style handbook. Your text may also be used but will be considered an additional source.
These papers are different from your service-learning project in that you will examine your own family of origin (for one of the papers) and/or perhaps a tv or a friend’s family. If it is your preference, both papers may be from your personal family. By the end of the semester, you will have multiple perspectives into how communication affects family functioning.

- Outcomes assessed: 2-3-4-5-7-8

4. Chapter Activities/Application/Preparation (10%):
Outside and in-class assignments will parallel chapters/readings to help you make connections with and understand the material. Outside assignments (e.g., asking you to reflect upon the readings, integrating your own experiences with readings, topic approvals, worksheets, self-assessments, case studies, discussion question responses, etc.) will help you prepare for class and find relevance to the course content. In-class activities may include such things as group application activities, case studies, chapter discussions and sharing of your outside assignments, brainstorming sessions, among others. Some assignments may be progressive assignments guiding the development of final projects and papers (e.g., topic ideas, analysis of outside articles…). Activities are graded and cumulatively worth 10%.

Assigned activities are to be typed (unless otherwise noted), and brought with you to class in hard copy and/or loaded on D2L prior to the start time of class. Regardless, have physical access to your assignment in order to engage in class discussion and potentially earn full credit. Keep in mind, using electronics for access does not mean checking FB, IM, email, snap chat, yik yak, or twitter, etc., during the activity or when your group completes the task. Please be respectful to others, use your time wisely, put your phone away and talk with each other after the activity, and keep each other accountable! If you choose hard copy, print two pages to one, and/or print back-to-back.

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity. You may be exempt from in-class points on your free days when absent, anything after that is a zero for any missed in-class activity days. Outside assignments completed during class or turned in/loaded after the start of class (regardless of free days), will earn 50% of the earned grade. Anything beyond one calendar week will not be graded and will receive a zero.

Activity/Preparation Grading:
While points may be assigned, each in-class and out-of-class activity will be graded based on earned credit/effort using the following general standards:

Grading Standards (Full Credit; Partial Credit; No Credit/None)

Full: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based on assignment criteria. Work is typed unless otherwise instructed for assignments. In addition, the response demonstrates critical thought put into the assignment, and it is obvious you have read the chapter. Attention is given to the topic or group during class discussions; active participation is obvious. Discussion demonstrates respectful behavior (gadgets put away; collegiality) for in-class work.

Partial: The response (or participation) is partially complete to complete, but may not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work is completed in class. Cell phone use/texting or working on computer with irrelevant material is observed. It appears that you may not have read the chapter/readings.

None: Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic gadgets are more important than being in class. You must be present to earn these in-class points (beyond your free days), as they relate to the material at hand and making them up after the fact defeats the applied purpose.

Please use this as a checkpoint for your progress and work in class; whether I say anything to you personally during class, you are still responsible for your behaviors (electronic or otherwise) and work completed on time. Attendance and observations are done daily.

- Outcomes assessed: 1-2-3-4-5-6-7-8-9

General Guidelines for All Assignments:
You are responsible for all information and assignments presented in class whether you are present or not. Advance notice of being gone is appreciated, but does not exempt you from in-class points or upcoming assignments. I don’t judge when things happen, just know full credit cannot be earned. For extended or documented special situations, please personally discuss it with me.

Remember that any material handed in must be your work; it is plagiarism to turn in the same assignment as a classmate. You may discuss ideas together for understanding, but you must turn in your work for assignments (see more details with academic honesty policies).

*University/Specialized Activities:* University activities (or other specialized activities; e.g., military, medical) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel or event prior to the absence. Turn in assignments before you leave for activities to potentially earn full credit; or visit with me for an agreed upon schedule. See policies regarding excused absences: https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Authorized-Excused Absences-Policy.pdf

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**Course Policies/Expectations/Guidelines for Success**

I love what I do and enjoy a fun and educational classroom; however, some policies need to be considered to keep our classroom experiences fair to everyone. Please read the following items carefully so you are informed on the policies and expectations to be successful in this course.

**Attendance:** Attendance is important as we apply much of the content during class activities/discussion. I realize life happens and we may need to miss on occasion. Thus one week of absences/free days will be allowed (e.g., doc appt., sick, traveling, work, conferences, etc.) regarding daily in-class work. Please note that exams or presentation days (as the speaker or audience member) do not count toward these free absences; you must be present on those days to earn credit. Coming late or leaving early will count as one of your free days. Any out-of-class work/assignment still needs to be submitted prior to the start of class to earn full credit. Use these wisely, but don't feel as if you have to take any free days – I would love to see you every day!

Documented university (or other specialized) activities (e.g., sports, academic travel, military) will be added up to account for one of your days.

Any absences after one week, and up to 25% of class, will earn you a zero for in-class points on that particular day and a .5% deduction every class period (or per hour for night class) missed, which is deducted from your final D2L grade at the end of the term. If you choose to miss 25% of the class (8 for T/TH, 12 for MWF, or 4 for night class), which equates to one month of class, you have earned the right to fail the course regardless of your performance on assignments/exams, as course outcomes are not fully met. Extreme emergencies with documentation will be dealt with on an individual basis.

I appreciate knowing when you may be missing class; however, if you do miss class and an assignment was handed out, it is your responsibility to find out what you missed regardless of the reason for being absent. You may want to line up a classmate for any days you miss regarding materials and assignments. D2L will be important, but not all daily work will be posted on D2L, nor am I always immediately accessible. I am pretty good at posting materials and responding quickly, but have a back-up plan – let’s help each other be successful in this class!

**Emergencies or extreme circumstances** will be dealt with on an individual basis; however, documentation is required for verification of continued absences. Try to let me know as soon as possible so we can work through situations together. You may also want to contact 755-2075 (Division of Student Affairs, Deputy Hall 313) and they will help you through the process of contacting appropriate university members/faculty of your absence.

[http://www.bemidjistate.edu/offices/development_enrollment/](http://www.bemidjistate.edu/offices/development_enrollment/)

**Asking Questions/Visiting with your Professor:** Many times students are hesitant to come and visit with their professors – please know that I am more than happy to discuss with you about assignments, issues in class, clarification of readings, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me email.
If you have a quick question, remember it is possible that your question has already been answered in the syllabus or the assignment criteria – check the course documents - it may save you from added stress waiting for a response. With email, I will respond to your concerns at my first opportunity (sometimes within minutes of your email – even at midnight – if I am online and can answer something quickly for you), but ideally, I need reasonable time (minimum of 24 hours) for responding to most questions. Sending an urgent email the night before an assignment is due with “How do I do the assignment?” is not a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fits the situation. For example, I am happy to let you know if you are on the right track via email with a quick question, but do not send me an email a day before with an attached document asking me to pre-grade, correct, or proof your work from top to bottom. You do not typically learn from this experience. If you have more significant or more specific questions, come and visit with me. Face-to-face is always best so we can have a discussion of the topic or assignment at hand. I want you to understand the material; not just have me “correct” your work or fix your mistakes.

Classroom Environment of Professional and Respectful Behaviors: Let’s cultivate a space of learning that is cooperative and enjoyable, which requires shared and balanced participation from each of us in the classroom. If you like to share often, consider holding back at times to hear what others have to say; if you are a person who prefers to listen, try to speak up more often than you otherwise would. A shared balance is a great way to learn from everyone. What is said in class should stay in class; it is not appropriate to discuss outside of class others’ comments or personal situations.

Respect others’ ideas and their experiences. Your verbal and nonverbal communication should be attentive and considerate toward others. It is not respectful to openly complain or criticize, or produce negative nonverbal toward your classmates or your instructor in the classroom. The Student Code of Conduct prohibits “disruption or obstruction of teaching.”

The code also states “Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility.” Civility is “a set of verbal and nonverbal behaviors reflecting fundamental respect for others and generating harmonious and productive relationships” (Grice & Skinner, 2013, p. 33). We will be creating our own classroom civility code to promote positive communication. Regardless of the code, profane, inappropriate, ethnic, gendered, racial or lifestyle-related comments or behaviors are unacceptable. Any student who violates this policy may be asked to leave the classroom.

Refer to the code of conduct at this site for further information: http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/

Electronic Respectful Behaviors: To create cooperative learning, turn off and/or silence electronics (ipads, computers, cell phones) and put them away during class. It interrupts your learning and those around you. Research demonstrates that the use of cell phones/electronics in the classroom can lower your academic performance by approximately ½ of a letter grade (Duncan, Hoekstra, & Wilcox, 2012). Anytime you divert your attention/multitask it lowers your concentration regarding the material at hand. Previous students (via my courses and research) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from learning (Sana, Weston, & Cepeda, 2013). I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-safety/tech issue for the class), I will hope for the same courtesy from you ☺️ Feel free to share with me if others’ behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone. In such cases, step out of the room for a few minutes to take care of that emergency, or let me know in advance that you need to have your phone out during class.

This respect is especially crucial during any presentations. ANY gadgets (or typing/writing your notecards) visible or used during presentations in class will, unfortunately, earn you a zero for participation, and will also affect your own presentation grade.

Using Class Materials/Copyrighted Material: The use of electronics also is connected to the use of course materials in any other fashion except for course purposes. Class sessions and materials contain my own and
others' intellectual property. Thus, any and all material created for this course is copyrighted. Except when I have
granted prior written approval, recording audio or video of class sessions, taking pictures, or re-distribution of any
material (to other students or anywhere – social media/friends, etc.) is unlawful. Taking pictures of academic
items (group project photo, completed group worksheet, etc.) is allowable with permission; taking pictures of what
someone is wearing/speaking/doing for personal use or for sharing on social media is in poor taste, disrespectful,
and prohibited.

**Community Hours:** As indicated previously, you are expected to meet with your community partner at least 8-10 times
(this is a minimal requirement, as you can certainly meet with them more frequently) during the semester. Meeting with
your community partner is a requirement for completing the project; it is part of the expectations in order to complete the
assignments and learn from the community. Your final grade will be penalized 2% points for each missed meeting. Thus,
if you are working with a partner in class, please make sure your coordinate schedules so all parties can attend the
meetings.

**Community Behavior:** Please remember that you represent Bemidji State University, our classroom and me, your
service site, and yourself as you visit with your community residents. Your behavior in and out of the classroom reflects
who you are as a person. You are to treat your community residents with respect at all times. Let’s create a respectful
and wonderful relationship between our partners and the university.

**Learning Needs/Disability Services/Mental Health Needs:** I will mix up your learning with hands-on activities,
visuals, and some written materials to adapt to various learning styles. Please visit with me, if you are comfortable
doing so, about concerns related to any particular learning styles, special circumstances or needs. I want to make
sure that all materials, discussions and activities that are part of the course are accessible to you. Upon request
students with a documented disability may receive appropriate and reasonable accommodations in this course
including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email:
Disabilityservices@bemidjistate.edu. For additional information related to these issues, go to
http://www.bemidjistate.edu/students/services/disability/

University life is exciting and invigorating, but sometimes "life" happens, we get busy and it’s difficult to balance
everything in our lives. You may experience mental health concerns or stressful events that begin to impact your
academic performance. Should you ever want to visit with anyone about physical or mental health issues, the
Student Center for Health and Counseling located on first floor in Cedar Hall is staffed with professional
counselors available to visit with you about your concerns. Should you want to visit with anyone there, the phone
number is (218) 755-2053. Additional information may be found at:
http://www.bemidjistate.edu/students/services/health_counseling/

The Advising Success Center is also available to help you with academic needs. Their office is Decker 202 and
information can be found at http://www.bemidjistate.edu/services/advising-success-center/

I encourage you to take advantage of any of the above resources (including me) if you feel like you are getting
behind in your work and/or feel you are struggling with any issues. If you live on campus, your Resident Advisor
or Peer Academic Assistant can also help guide you in an appropriate direction for support.

**Canceling of Class:** Should there be any reason you are questioning whether class is cancelled (i.e., inclement
weather, emergencies), stay tuned to the media outlets for any BSU announcements. Should I need to cancel
class for any other particular “emergency” or last minute reason, I will send an e-mail (via D2L) or have a note put
in the classroom with details.

**Late Work (work outside of the daily chapter activities section):** Work is considered late after the start of
class. Load in D2L, if applicable, prior to the start of class and bring hard copy to class to turn in at the beginning
of class for full credit. Late work up to one week/7 calendar days, will receive 20% deduction of total points earned
each day the paper is late using the following scale: 1day/same day late = 80% earned; 2 days late = 60%
earned; 3 days late = 40% earned; 4-7 days late = 20% earned; anything beyond one week/7 calendar days will
not be graded and will receive a zero. You may ask "can I turn this is later today/tomorrow?" My response will be
"yes – please," but it will still be considered late. I appreciate knowing you still want to turn in assignments to
receive some credit, but fairness will be upheld.

You are responsible for being prepared for the next class period, regardless of your reason for being absent. Not all
daily assignments are listed in the syllabus so please keep up with information and assignments.
Exams: Take exams on the assigned dates. If there are concerns about exam days due to university-related activities or special pre-planned circumstances (again e.g. military, or planned medical), provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, preferably before travel. "I have to leave today" is not advance notice; plan accordingly. No shows for exams or any other reason for missing an exam without valid documentation will potentially earn a zero, or at the very most, 50% of total points earned. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

Incompletes: Not an option, unless extreme/documented circumstances make it impossible to finish the course.

Extra Credit: Not an option, unless given by me to benefit the whole class.

Bottom Line: Let’s stay on track so we can work together and have a good semester 😊 Let me know if you have something happening in your life or we need to chat about anything during the semester!

Academic Integrity/Plagiarism/Unethical Behavior/Academic Honesty/Writing Helpers

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Doing your own work is important and unethical behavior/plagiarism of any sort is a serious matter; document your source material properly and prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following explanation is a general rule; some of which is directly from the student handbook:

Plagiarism: “critical ideas or written narrative that are taken from another author without the proper citation. This applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others’ work as your own with only minor changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms; or multiple submissions of the same work, written or oral, for more than one course without both faculty’s permission, or making minor revisions on work which has received credit and submitting it again as new work” (https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf).

In general, plagiarism also includes using materials from other students from this same course or any other course (currently or from the past) as your work (papers/outlines/presentations…). In addition, you cannot buy papers or outlines online and claim it as your own. In essence, use full and appropriate documentation for material taken from any source including internet/websites. I may submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work. A hardcopy of materials and research articles (regardless of their source) may be asked for to verify your research.

Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will likely receive a zero for that assignment. Additional disciplinary actions may include failure for the course, and university actions. Specifics of academic conduct can be found in the academic integrity section in policies and procedures in the student handbook: http://www.bemidjistate.edu/students/handbook/

No one wants to see these kinds of problems with your work, start assignments early and seek help when you need it.

Writing Helpers: We have a Writing Resource Center on campus. Feel free to take advantage of this free resource should you want additional guidance with your writing.

Writing Resource Center
Hagg-Sauer Hall 110
Phone: (218) 755-3919

Visit their website for hours!
http://www.bemidjistate.edu/students/wrc/
Grading Procedures and Policies

Assignments/Exams are graded with points converted to a percentage. At the end of the term, your overall grade is based on what you have earned as an accumulated percentage. Assignments and grades will be set up in D2L, thus allowing you to track your progress throughout the semester. Out of fairness to everyone, these are explicitly followed as per the grade scale.

Grades are not negotiable. Extra credit or make-up work will not be permitted at the end of semester to improve or change a grade. Thus, sending me an email at the end of the semester (due to any missed assignments, lack of effort during the semester, wanting a higher grade, needing a grade for a particular scholarship, etc.) because you feel you may not earn the grade you want, will not be considered. Your final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated result. If you have concerns about any grades, see me during office hours at the time of the concern with a particular assignment.

I love my job and enjoy my students, but do not grant favors. I take educational ethics seriously and uphold these practices with all students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>90-96.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>80-86.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>70-76.99</td>
</tr>
<tr>
<td>D+</td>
<td>67-67.99</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99</td>
</tr>
<tr>
<td>F</td>
<td>59.99 % or below</td>
</tr>
</tbody>
</table>

Students who meet minimum requirements will likely earn a "C" for that work. Students who earn "B" and “A” grades exceed the minimum requirements. Assessment and grading of all assignments reflect the following scale (individual grade sheets will outline more specifics):

A range = EXCELLENT. Greatly exceeds requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort in all requirements.

B range = GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort in most requirements.

C range = AVERAGE. Meets the requirements in every respect, but does not exceed requirements.

D range = BELOW AVERAGE. Meets some requirements, but deficient in many others.

F = POOR. Deficient in most or all requirements.

After calculating the D2L grade, attendance deductions will be administered. Thus your final percentage on D2L may be altered based on your attendance for an adjusted grade.
For record keeping, it is a good idea to keep a back-up copy of all your work, as well as keep any graded work returned to you.

The table below, returned assignments, and D2L will help you track your percentage points earned.

<table>
<thead>
<tr>
<th>Graded Assignments and Percentages – please keep track of your percentages t/o the semester</th>
<th>Percent Possible</th>
<th>Percent Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams</strong> 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Service-Learning Project</strong> 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections/Analysis Writing/Discussions</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>S-L Analysis Paper</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Presentation of S-L Partner and Scrapbook/Showcase</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Family Research/Analysis Papers</strong> 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper One</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Paper Two</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation/Application Assignments</strong> 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various Activities</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PERCENTAGE</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Tentative Schedule – COMM 3130 Family Communication

*Currently based on 15-week semester; schedule will be modified if 16-week schedule is appropriate.

The following is a tentative schedule and is subject to change based upon class progression or emergencies.

** Each day there will be chapter assignments and content-applied group activities. Larger graded assignments (and some chapter activities/asst's) are listed in the last column. This is subject to change based on the needs of the class so please keep track of what happened in class. Remember that you are accountable for all information and assignments, regardless of your attendance. I don’t judge, but missing class does not exempt you from something due the following class period. **You may want to line up a class colleague to pick up handouts and fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!

** Remember that you need to turn in at least 8 service-learning reflections throughout the semester. Some specific criteria may be given for reflections; others are your own creations (or based on general criteria in the s-l packet). These dates (except for the first one) are not specified in the schedule - it will be your responsibility to turn these in on a consistent basis (within one week of your visit). Stay tuned for anything handed out in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introduction to Course Chapter 1 – Introduction to the Family</td>
<td>Family Diagram Activity Personal Data</td>
</tr>
<tr>
<td>Week Two</td>
<td>Chapter 2 – Framework for Family Communication Outside Readings on Service-Learning</td>
<td>Discussion of Service-Learning Project Pre-Assessment on S-L Due</td>
</tr>
<tr>
<td>Week Three</td>
<td>Chapter 3 – Family Theories Outside readings on elderly/aging</td>
<td>Preparation for service-learning and expectations</td>
</tr>
<tr>
<td>Week Four</td>
<td>Chapter 4 – Communication Patterns and the Creation of Family Identity</td>
<td>Review</td>
</tr>
</tbody>
</table>

Complete your first meeting with your community partner by the end of week four. Turn in all agreement paperwork to Dr. P.

<p>| Week Five  | Chapter 5 – Relational Maintenance within Families                              | Exam One – Chapters 1-2-3-4-any outside notes Initial Reflection Due                                    |
| Week Six   | Chapter 6 – Intimacy with Partnerships and Families                              | Family Research Analysis Paper One Due                                                                |
| Week Seven | Chapter 7 – Communication and Family Roles and Types                             |                                                                                                        |
| Week Eight | Chapter 8 – Power, Influence and Decision-Making in Families                    |                                                                                                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Nine</td>
<td>Chapter 9 – Communication and Family Conflict</td>
<td>Exam Two – Chapters 5-6-7-8-any outside notes</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Outside readings on family and dark side communication</td>
<td>Class discussion of community partners</td>
</tr>
<tr>
<td></td>
<td>Catch up time with community partner</td>
<td></td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Chapter 10 – Communication and Family Developmental Stress</td>
<td>Family Research Analysis Paper Two Due</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Chapter 11 – Family Communication and Unpredictable Stress</td>
<td></td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Chapter 12 – Family Communication and Well-Being Review</td>
<td>Exam Three – Chapters 9-10-11-12-any outside notes</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Workshop for scrapbooks and papers</td>
<td>S-L Family Analysis Paper Due Scrapbooks Due</td>
</tr>
<tr>
<td></td>
<td>Begin presentations of partners and scrapbooks</td>
<td></td>
</tr>
<tr>
<td>Week Fifteen/</td>
<td><strong>S-L Family Paper Presentations/Presentation of scrapbooks to class</strong></td>
<td><strong>S-L Family Paper Presentations/Presentation of scrapbooks to class</strong></td>
</tr>
<tr>
<td>Finals</td>
<td><strong>S-L Family Paper Presentations/Presentation of scrapbooks to class</strong></td>
<td><strong>Post S-L Assessment Due</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Deliver scrapbooks to community partners</strong></td>
<td></td>
</tr>
</tbody>
</table>
LIBERAL EDUCATION PROGRAM  
COVER PAGE FOR NEW COURSE SUBMISSIONS

This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Gender Communication  
Course Prefix and Number (e.g., ENGL 1151): COMM 3150  
Credits: 3  
Description (from catalog or from curriculum proposal):

This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine communication about, and between, women and men in terms of language used, media depictions of gendered identities, and how such language influences our understanding of biological sex and gender as a cultural construction. Contexts include the impact of gender communication in a variety of relationships such as friendships, romantic partners, family life, educational, political, and workplace settings. Overall, this course introduces students to various perspectives on gender and encourages an understanding of, and respect for, all of those perspectives.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.  
_____X__ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.  
_____ This course has been approved by the Curriculum Committee and is in Curriculum Report ____ (#), _________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)  
_____X__ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)  
_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)  
_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)  
_____X__ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
_____ Goal Area 7: Human Diversity (1 course, 2 or more credits)
_____ Goal Area 8: Global Perspective (1 course, 3 or more credits)
_____ Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
_____ Goal Area 10: People and the Environment (1 course, 3 credits)
_____ Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, 3-11.

III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Donna Pawlowski PhD</th>
<th>12-6-17</th>
</tr>
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<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
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<tr>
<th>Department Chair:</th>
<th>Lauren Cobb</th>
<th>12-6-17</th>
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<td>Name Typed</td>
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<tr>
<th>Dean:</th>
<th>Colleen Greer</th>
<th>12-11-17</th>
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<tr>
<td>Name Typed</td>
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Person to be contacted for further information:

Name: _Donna Pawlowski_ Phone: (402) 670-8116 Cell – use cell during sabbatical #2487 Office

E-mail: dpawlowski@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<tbody>
<tr>
<td>Department Chair</td>
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<td>Dean</td>
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<tr>
<td>Academic Affairs (for tracking)</td>
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<td>X</td>
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<tr>
<td>Curriculum Coordinator (Records Office)</td>
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<tr>
<td>Committee</td>
<td>Faculty Senate</td>
<td>Liberal Education Committee</td>
<td>Academic Affairs</td>
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<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<tr>
<td>Liberal Education Committee</td>
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<tr>
<td>Curriculum Report</td>
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<td>Faculty Senate</td>
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<tr>
<td>Academic Affairs</td>
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</table>
This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Gender Communication
Course prefix and number: 3150
Credits: 3
Course description: This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine communication about, and between, women and men in terms of language used, media depictions of gendered identities, and how such language influences our understanding of biological sex and gender as a cultural construction. Contexts include the impact of gender communication in in a variety of relationships such as friendships, romantic partners, family life, educational, political, and workplace settings. Overall, this course introduces students to various perspectives on gender and encourages an understanding of, and respect for, all of those perspectives.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.

Reasons for creating this course:
This course is an elective course to the communication studies minor. It provides students with the understanding of communication about and between gendered individuals. Overall goal is for students to promote effective gender communication in their personal and professional lives.

How often will this course be offered? Annual offering

What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 5: History and the Social and Behavioral Sciences

- Students need to take two courses and earn six credits.

The overall goal of this goal area is to Increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.
According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. Please checkmark the competencies met by the course under consideration.

_____ A. Students will be able to
   • Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
   • Employ the data that historians and social and behavioral scientists use to investigate the human condition.

____ X___ B. Students will be able to
   • Examine social institutions across a range of historical periods and cultures.
   • Examine social processes across a range of historical periods and cultures.

____ X___ C. Students will be able to
   • Use alternative explanatory systems or theories.
   • Critique alternative explanatory systems or theories.

____ X___ D. Students will be able to
   • Develop alternative explanations or solutions for contemporary social issues.
   • Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

____ X___ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

____ X___ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

____ X___ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

____ X___ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.
1. Define and explain key terminology associated with the study of gender communication (exams, papers, activities) (LOC 2 C, D; 5 D; 7 A)

2. Identify and explain historical and contemporary theories, issues, and research trends in gender communication and gender movements (exams, papers, activities) (LOC 2 5 B, C; 7 A, D)

3. Demonstrate and apply gendered concepts to your lives and the lives of others (exams, papers, activities) (LOC 2 D; 7 A, C)

4. Examine one’s own perceptions of gendered identity and communication in personal and professional contexts (exams, papers, activities) (LOC 5 B, 7 C, D)

5. Examine the ways in which communication creates and perpetuates gender roles and identities in contexts such as relational, family, education, organizations, politics, media, and society (exams, papers, group project, activities) (LOC 2 C D; 5 B, C, D; 7 B, D, E)

6. Critique institutions that promote or denigrate gendered identities in our society (papers, group project, activities) (LOC 2 C D; 5 B, C, D; 7 B, D, E)

7. Illustrate ability to gather, analyze, and synthesize research articles related to gendered communication issues (papers, group project) (LOC 2 A, B, C, D; 5 B, C, D; 7 B, D, E)

8. Identify solutions for social issues that impact gender communication and gendered identities (papers, group project, activities) (LOC 2 B, D, E; 5 C, D; 7 C, D, E)

9. Create communication messages that promote effective gender communication in our personal and professional lives (papers, group project, activities) (LOC D; 5 D; 7 C, E)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 7: HUMAN DIVERSITY *

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Gender Communication  
Course prefix and number: COMM 3150  
Credits: 3 credits  
Course description: This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine communication about, and between, women and men in terms of language used, media depictions of gendered identities, and how such language influences our understanding of biological sex and gender as a cultural construction. Contexts include the impact of gender communication in a variety of relationships such as friendships, romantic partners, family life, educational, political, and workplace settings. Overall, this course introduces students to various perspectives on gender and encourages an understanding of, and respect for, all of those perspectives.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. N/A

Reasons for creating this course: This course is an elective course to the communication studies minor. It provides students with the understanding of communication about and between gendered individuals. Overall goal is for students to promote effective gender communication in their personal and professional lives.

How often will this course be offered? annually  
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 7: Human Diversity

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.
According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency categories, A-E. Please checkmark the competencies met by the course under consideration.

___X__ A. Students will be able to
   - Understand the development of group identities in the United States, history and culture.
   - Understand the changing meanings of group identities in the United States, history and culture.

___X__ B. Students will be able to
   - Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
   - Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.

___X__ C. Students will be able to
   - Analyze their own attitudes regarding diversity, racism, and bigotry.
   - Analyze their own behaviors regarding diversity, racism, and bigotry.
   - Analyze their own concepts regarding diversity, racism, and bigotry.
   - Analyze their own beliefs regarding diversity, racism, and bigotry.

___X__ D. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

___X__ E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.

1. Define and explain key terminology associated with the study of gender communication (exams, papers, activities) (LOC 2 C, D; 5 D; 7 A)
2. Identify and explain historical and contemporary theories, issues, and research trends in gender communication and gender movements (exams, papers, activities) (LOC 2 5 B, C; 7 A, D)
3. Demonstrate and apply gendered concepts to your lives and the lives of others (exams, papers, activities) (LOC 2 D; 7 A, C)
4. Examine one’s own perceptions of gendered identity and communication in personal and professional contexts (exams, papers, activities) (LOC 5 B, 7 C, D)
5. Examine the ways in which communication creates and perpetuates gender roles and identities in contexts such as relational, family, education, organizations, politics, media, and society (exams, papers, group project, activities) (LOC 2 C D; 5 B, C, D; 7 B, D, E)
6. Critique institutions that promote or denigrate gendered identities in our society (papers, group project, activities) (LOC 2 C D; 5 B, C, D; 7 B, D, E)
7. Illustrate ability to gather, analyze, and synthesize research articles related to gendered communication issues (papers, group project) (LOC 2 A, B, C, D; 5 B, C, D; 7 B, D, E)
8. Identify solutions for social issues that impact gender communication and gendered identities (papers, group project, activities) (LOC 2 B, D, E; 5 C, D; 7 C, D, E)
9. Create communication messages that promote effective gender communication in our personal and professional lives (papers, group project, activities) (LOC D; 5 D; 7 C, E)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
COMM 3150: Gender Communication  
Sample Policy Sheet and Syllabus

Professor: Dr. Donna Pawlowski, Ph.D., Professor of Speech Communication  
E-mail: DPawlowski@bemidjistate.edu (best way to reach me outside of the office)  
Office: Hagg-Sauer #348  
Phone: (218) 755-2487 – O

Office Hours: TBD – 10-12 hours per week will be identified  
I am happy to meet with you outside of these times if needed. Please come and visit, I enjoy meeting students outside the classroom.

Liberal Education: This course meets requirements for Liberal Education goal areas 5 and 7.

Required Textbook and Readings:  

Outside readings and materials will be posted on D2L Brightspace (will be abbreviated as D2L throughout the syllabus). Please read this material prior to the class period in which discussion will take place.

Supplemental Materials:  
You will need access to the following APA manual for citing sources (communication studies is part of the social sciences discipline, which uses APA as the style guide):  

Technology Needs/Uses: We will use D2L Brightspace (abbreviated as D2L throughout the syllabus) and BSU e-mail during the semester for much of our communication and posting of materials. Papers/Outlines will be turned in hard copy AND submitted to D2L (look for dropbox folders in the Assignment's tab under “Assessments”); weekly assignments will vary. Check D2L and your current BSU e-mail account frequently/daily, or forward your BSU e-mail to the one you check on a daily basis. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents (IT folks in Deput Hall can help you if your computer is not compatible or you want to forward your e-mail). Do not send attachments via E-mail unless approved – check for a D2L folder first.

Course Description: This course is designed to explore the historical and contemporary theory, research, and practice of gender communication. Students will examine communication about, and between, women and men in terms of language used, media depictions of gendered identities, and how such language influences our understanding of biological sex and gender as a cultural construction. Contexts include the impact of gender communication in in a variety of relationships such as friendships, romantic partners, family life, educational, political, and workplace settings. Overall, this course introduces students to various perspectives on gender and encourages an understanding of, and respect for, all of those perspectives.

Course Learning Outcomes - upon completion of this course, you should be able to:  
1. Define and explain key terminology associated with the study of gender communication (exams, papers, activities) (LOC 2 C, D; 5 D; 7 A)  
2. Identify and explain historical and contemporary theories, issues, and research trends in gender communication and gender movements (exams, papers, activities) (LOC 2 C, D; 5 B, C; 7 A, D)  
3. Demonstrate and apply gendered concepts to your lives and the lives of others (exams, papers, activities) (LOC 2 D; 7 A, C)  
4. Examine one’s own perceptions of gendered identity and communication in personal and professional contexts (exams, papers, activities) (LOC 5 B, 7 C, D)
5. Examine the ways in which communication creates and perpetuates gender roles and identities in contexts such as relational, family, education, organizations, politics, media, and society (exams, papers, group project, activities) (LOC 2 C; 5 B, C, D; 7 B, D, E)

6. Critique institutions that promote or denigrate gendered identities in our society (papers, group project, activities) (LOC 2 C D; 5 B, C, D; 7 B, D, E)

7. Illustrate ability to gather, analyze, and synthesize research articles related to gendered communication issues (papers, group project) (LOC 2 A, B, C, D; 5 B, C, D; 7 B, D, E)

8. Identify solutions for social issues that impact gender communication and gendered identities (papers, group project, activities) (LOC 2 B, D, E; 5 C, D; 7 C, D, E)

9. Create communication messages that promote effective gender communication in our personal and professional lives (papers, group project, activities) (LOC D; 5 D; 7 C, E)

The overall goal I have in this class is for you to gain an awareness and understanding of gendered communication. I hope you will leave the semester being more prepared to effectively examine the gendered communication blessings and challenges you face in your relationships, families, and careers.

❖ This type of class discusses various gendered issues (the bright and dark sides); some of which may be more personal to you than others. Please visit with me if a particular topic is “too close to home” and you are having difficulty being involved with class discussion. Discussing and working through issues in class can be very challenging and rewarding; but know that your personal lives are kept in confidence and I respect anyone’s decision who may want to “be excused” from any particular topic during the semester. If material becomes too difficult, you may want to find a different course to pursue.

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**COURSE REQUIREMENTS**

The following will be utilized to accomplish and assess the learning outcomes. Details are briefly outlined below; additional criteria will be provided separately.

1. **Exams: 30%**
   There will be three exams over the course of the term. Examinations will be a mixture of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text and any outside notes/materials. You will receive a review sheet for exams. Put all devices/phones away during exams; anyone who uses an electronic device during an exam will have the exam taken away and will earn a zero. Each exam is worth 10%.
   - Outcomes assessed: 1-2-3-4-5

2. **Personal Gender Communication Research Papers: 30%**
   We cover several gendered communication topics in this class. You will write two papers that are of interest to your personal and/or professional life. For each paper, you will choose a topic, synthesize related research to create a literature review, and make conclusions and implications from what you learned from your research to your personal life. Various topics may spark your interest (i.e., gendered implications of music videos and how it impacts teens’ perceptions of relationships, impact of gendered language/behaviors on self concept, gendered power language in a personal relationship, gendered language in the workplace, impacts of gendered theories experienced in your upbringing, communication with same-sex or cross-sex relationships (friends or romantic), implications of gendered education and learning, etc.). In brief, the paper will be 6-7 total pages (approximately words), 1-inch margins, page numbered, and include at least 5 outside resources from peer-reviewed journals or edited book chapters related to your gendered communication topic. Please be careful to not use too “pop culture” brief articles or non-research materials (i.e., People, GQ, blogs, Wikipedia, someone’s personal advice column website, etc.…). If you cannot make a complete APA citation from what you have researched; chances are it is not an appropriate source for this type of paper. Your text can be used as a source, but should be a 6th source listed in your references page. You may want to consult the reference sections provided in your textbook after each chapter for some potential articles.

   Structure each paper into sections, which include the following (and should be labeled in your paper):
   - Introduction (1/2 page): Include your name and title of the paper at the top. Then introduce the topic, identify your personal interest in the topic, develop your purpose (thesis) and preview for the paper,
and provide a transition into the body of the paper.

- **Literature Review (4ish pages):** Discuss the topic and cite your sources. Summarize/synthesize the information from the research sources.
- **Application/Reflection (1-2 pages):** Identify how your knowledge as changed based on research and class content regarding your topic. Describe how this information can be applied to gender communication in your own life. How does it link to you? How did the research help to understand your gender communication topic? How will you think about this topic in future relationships? What suggestions or recommendations can you make for your (or others) relationships?
- **Conclusion (1/2 page):** Summarize the ideas in the paper succinctly, provide any overall gendered implications (something to consider regarding this topic) and end memorably.
- **References:** List only those sources cited in the paper, following correct and current 6th edition APA style.

These papers will require topic approval and demonstration of finding appropriate articles for your topic. I encourage you to start early so you have plenty of time to make any changes in topics and/or articles.

As a side note, no one else reads these papers but me. I realize some topics may be very personal in nature and confidences will be kept. It is possible that your topic will be covered in class generally, but no identification of individuals will be connected with any topics unless it is your choice to share personal information.

This paper will be turned in hard copy and D2L. Feel free to use back-to-back or two-pages-to-one when printing. I will be grading the hard copies of these research papers.

- Outcomes assessed: 3-4-5-6-7-8-9

3. **Group Gendered Communication Issues Project:** 15%

In groups of three, you will identify a gender communication issue of importance in our society. Your group will examine this issue through a minimum of 9 research-based sources, identify some strategies for improving our gendered communication, and present your ideas to the class.

The presentation (10-12 minutes in length) should be instructional in nature and utilize some form of media or engagement (e.g., film production, ppt, pecha kucha, etc.). Groups will provide some tangible output of projects that will be turned in for a grade. At the end of your presentation you should provide practical solutions to answer the following: With regard to your topic, what is it that we can do to improve gender communication in our personal and/or professional lives?

- Outcomes assessed: 5-6-7-8-9

4. **Chapter Activities/Application/Preparation/Personal Reflections:** 25%

Outside and in-class assignments will parallel chapters/readings to help you make connections with and understand the material. Outside assignments (e.g., asking you to reflect upon the readings, news/media reports, integrating your own experiences with readings, topic approvals, worksheets, self-assessments, case studies, discussion question responses, etc.) will help you prepare for class and find relevance to the course content. In-class activities may include such things as group application activities, case studies, chapter discussions and sharing of your outside assignments, brainstorming sessions, among others. Some assignments may be progressive assignments guiding the development of final projects and papers (e.g., topic ideas, analysis of outside articles…). Activities are graded and cumulatively worth 25% of your overall grade. As this is worth much of your grade, it is important to keep up with class and be prepared for assignments and class discussions.

Some particular assignments will include a historical movements timeline analysis, article reflections, gender in the news analysis, "you’re kidding me" analysis, gendered friendship puzzle, social media analysis, and music video analysis. Stay tuned for details!

Assigned activities are to be typed (unless otherwise noted), and brought with you to class in hard copy and/or loaded on D2L prior to the start time of class. Regardless, have physical access to your assignment to engage in class discussion and potentially earn full credit. Keep in mind, using electronics for access does not mean checking FB, IM, email, snap chat, yik yak, or twitter, etc., during the activity or when your group completes the task. Please be respectful to others, use your time wisely, put your phone away and talk to each other after the activity, and keep each other accountable! If you choose hard copy, print two pages to one, and/or print back-to-back.
Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity. You may be exempt from in-class points on your free days when absent, anything after that is a zero for any missed in-class activity days. Outside assignments do not get free days. Any outside assignments completed during class or turned in/loaded after the start of class will earn 50% of the earned grade. Anything beyond one calendar week will not be graded and will receive a zero.

**Activity/Preparation Grading:**

While points may be assigned, each in-class and out-of-class activity will be graded based on earned credit/effort using the following general standards:

- **Grading Standards (Full Credit; Partial Credit; No Credit/None)**
  
  - **Full:** The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based on assignment criteria. Work is typed unless otherwise instructed for assignments. In addition, the response demonstrates critical thought put into the assignment, and it is obvious you have read the chapter. Attention is given to the topic or group during class discussions; active participation is obvious. Discussion demonstrates respectful behavior (gadgets put away; collegiality) for in-class work.
  
  - **Partial:** The response (or participation) is partially complete to complete, but may not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work is completed in class. Cell phone use/texting or working on computer with irrelevant material is observed. It appears that you may not have read the chapter/readings.
  
  - **None:** Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic gadgets are more important than being in class. You must be present to earn these in-class points (beyond your two free days), as they relate to the material at hand and making them up after the fact defeats the applied purpose.

- Outcomes assessed: 1-2-3-4-5-6-7-8-9

**General Guidelines for All Assignments:**

You are responsible for all information and assignments presented in class whether you are present or not. Advance notice of being gone is appreciated, but does not exempt you from in-class points or upcoming assignments. I don't judge when things happen, just know full credit cannot be earned. For extended or documented special situations, please personally discuss it with me.

Remember that any material handed in must be your work; it is plagiarism to turn in the same assignment as a classmate. You may discuss ideas together for understanding, but you must turn in your work for assignments (see more details with academic honesty policies).

*University/Specialized Activities:* University activities (or other specialized activities; e.g., military, medical) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel or event prior to the absence. Turn in assignments before you leave for activities to potentially earn full credit; or visit with me for an agreed upon schedule. See policies regarding excused absences: https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Authorized-Excused Absences-Policy.pdf

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**Course Policies/Expectations/ Guidelines for Success**

**Attendance:** Attendance is important as we apply much of the content during class activities/discussion. I realize life happens and we may need to miss on occasion. Thus one week of absences/free days will be allowed (e.g., doc appt., sick, traveling, work, conferences, etc.) regarding daily in-class work. Please note that exams or presentation days (as the speaker or audience member) do not count toward these free absences; you must be present on those days to earn credit. Coming late or leaving early will count as one of your free days. Any out-of-class work/assignment still needs to be submitted prior to the start of class to earn full credit. Use these wisely, but don't feel as if you have to take any free days – I would love to see you every day!

Documented university (or other specialized) activities (e.g., sports, academic travel, military) will be added up to account for one of your days.
Any absences after one week, and up to 25% of class, will earn you a zero for in-class points on that particular day and a .5% deduction every class period (or per hour for night class) missed, which is deducted from your final D2L grade at the end of the term. If you choose to miss 25% of the class (8 for T/TH, 12 for MWF, or 4 for night class), which equates to one month of class, you have earned the right to fail the course regardless of your performance on assignments/exams, as course outcomes are not fully met. Extreme emergencies with documentation will be dealt with on an individual basis.

I appreciate knowing when you may be missing class; however, if you do miss class and an assignment was handed out, it is your responsibility to find out what you missed regardless of the reason for being absent. You may want to line up a classmate for any days you miss regarding materials and assignments. D2L will be important, but not all daily work will be posted on D2L, nor am I always immediately accessible. I am pretty good at posting materials and responding quickly, but have a back-up plan – let’s help each other be successful in this class!

Emergencies or extreme circumstances will be dealt with on an individual basis; however, documentation is required for verification of continued absences. Try to let me know as soon as possible so we can work through situations together. You may also want to contact 755-2075 (Division of Student Affairs, Deputy Hall 313) and they will help you through the process of contacting appropriate university members/faculty of your absence.
http://www.bemidjistate.edu/offices/development_enrollment/

Asking Questions/Visiting with your Professor: Many times students are hesitant to come and visit with their professors – please know that I am more than happy to discuss with you about assignments, issues in class, clarification of readings, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me email.

If you have a quick question, remember it is possible that your question has already been answered in the syllabus or the assignment criteria – check the course documents - it may save you from added stress waiting for a response. With email, I will respond to your concerns at my first opportunity (sometimes within minutes of your email – even at midnight – if I am online and can answer something quickly for you), but ideally, I need reasonable time (minimum of 24 hours) for responding to most questions. Sending an urgent email the night before an assignment is due with “How do I do the assignment?” is not a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fits the situation. For example, I am happy to let you know if you are on the right track via email with a quick question, but do not send me an email a day before with an attached document asking me to pre-grade, correct, or proof your work from top to bottom. You do not typically learn from this experience. If you have more significant or more specific questions, come and visit with me. Face-to-face is always best so we can have a discussion of the topic or assignment at hand. I want you to understand the material; not just have me “correct” your work or fix your mistakes.

Classroom Environment of Professional and Respectful Behaviors: Let’s cultivate a space of learning that is cooperative and enjoyable, which requires shared and balanced participation from each of us in the classroom. If you like to share often, consider holding back at times to hear what others have to say; if you are a person who prefers to listen, try to speak up more often than you otherwise would. A shared balance is a great way to learn from everyone. What is said in class should stay in class; it is not appropriate to discuss outside of class others’ comments or personal situations.

Respect others’ ideas and their experiences. Your verbal and nonverbal communication should be attentive and considerate toward others. It is not respectful to openly complain or criticize, or produce negative nonverbals toward your classmates or your instructor in the classroom. The Student Code of Conduct prohibits “disruption or obstruction of teaching.”

The code also states “Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility.” Civility is “a set of verbal and nonverbal behaviors reflecting fundamental respect for others and generating harmonious and productive relationships” (Grice & Skinner, 2013, p. 33). We will be creating our own classroom civility code to promote positive communication. Regardless of the code, profane, inappropriate, ethnic, gendered, racial or lifestyle-related comments or behaviors are unacceptable. Any student who violates this policy may be asked to leave the classroom.
Electronic Respectful Behaviors: To create cooperative learning, turn off and/or silence electronics (ipads, computers, cell phones) and put them away during class. It interrupts your learning and those around you. Research demonstrates that the use of cell phones/electronics in the classroom can lower your academic performance by approximately ½ of a letter grade (Duncan, Hoekstra, & Wilcox, 2012). Anytime you divert your attention/multitask it lowers your concentration regarding the material at hand. Previous students (via my courses and research) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from learning (Sana, Weston, & Cepeda, 2013). I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-safety/tech issue for the class), I will hope for the same courtesy from you ☺️ Feel free to share with me if others’ behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone. In such cases, step out of the room for a few minutes to take care of that emergency, or let me know in advance that you need to have your phone out during class.

This respect is especially crucial during any presentations. ANY gadgets (or typing/writing your notecards) visible or used during presentations in class will, unfortunately, earn you a zero for participation, and will also affect your own presentation grade.

Using Class Materials/Copyrighted Material: The use of electronics also is connected to the use of course materials in any other fashion except for course purposes. Class sessions and materials contain my own and others’ intellectual property. Thus, any and all material created for this course is copyrighted. Except when I have granted prior written approval, recording audio or video of class sessions, taking pictures, or re-distribution of any material (to other students or anywhere – social media/friends, etc.) is unlawful. Taking pictures of academic items (group project photo, completed group worksheet, etc.) is allowable with permission; taking pictures of what someone is wearing/speaking/doing for personal use or for sharing on social media is in poor taste, disrespectful, and prohibited.

Community Hours: As indicated previously, you are expected to meet with your community partner at least 8-10 times (this is a minimal requirement, as you can certainly meet with them more frequently) during the semester. Meeting with your community partner is a requirement for completing the project; it is part of the expectations in order to complete the assignments and learn from the community. Your final grade will be penalized 2% points for each missed meeting. Thus, if you are working with a partner in class, please make sure your coordinate schedules so all parties can attend the meetings.

Community Behavior: Please remember that you represent Bemidji State University, our classroom and me, your service site, and yourself as you visit with your community residents. Your behavior in and out of the classroom reflects who you are as a person. You are to treat your community residents with respect at all times. Let’s create a respectful and wonderful relationship between our partners and the university.

Learning Needs/Disability Services/Mental Health Needs: I will mix up your learning with hands-on activities, visuals, and some written materials to adapt to various learning styles. Please visit with me, if you are comfortable doing so, about concerns related to any particular learning styles, special circumstances or needs. I want to make sure that all materials, discussions and activities that are part of the course are accessible to you. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email: Disabilityservices@bemidjistate.edu. For additional information related to these issues, go to http://www.bemidjistate.edu/students/services/disability/

University life is exciting and invigorating, but sometimes “life” happens, we get busy and it’s difficult to balance everything in our lives. You may experience mental health concerns or stressful events that begin to impact your academic performance. Should you ever want to visit with anyone about physical or mental health issues, the Student Center for Health and Counseling located on first floor in Cedar Hall is staffed with professional counselors available to visit with you about your concerns. Should you want to visit with anyone there, the phone
number is (218) 755-2053. Additional information may be found at:
http://www.bemidjistate.edu/students/services/health_counseling/

The Advising Success Center is also available to help you with academic needs. Their office is Decker 202 and information can be found at http://www.bemidjistate.edu/services/advising-success-center/

I encourage you to take advantage of any of the above resources (including me) if you feel like you are getting behind in your work and/or feel you are struggling with any issues. If you live on campus, your Resident Advisor or Peer Academic Assistant can also help guide you in an appropriate direction for support.

**Canceling of Class:** Should there be any reason you are questioning whether class is cancelled (i.e., inclement weather, emergencies), stay tuned to the media outlets for any BSU announcements. Should I need to cancel class for any other particular “emergency” or last minute reason, I will send an e-mail (via D2L) or have a note put in the classroom with details.

**Late Work (work outside of the daily chapter activities section):** Work is considered late after the start of class. Load in D2L, if applicable, prior to the start of class and bring hard copy to class to turn in at the beginning of class for full credit. Late work up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late using the following scale: 1 day/same day late = 80% earned; 2 days late = 60% earned; 3 days late = 40% earned; 4-7 days late = 20% earned; anything beyond one week/7 calendar days will not be graded and will receive a zero. You may ask “can I turn this in later today/tomorrow?” My response will be “yes – please,” but it will still be considered late. I appreciate knowing you still want to turn in assignments to receive some credit, but fairness will be upheld.

You are responsible for being prepared for the next class period, regardless of your reason for being absent. Not all daily assignments are listed in the syllabus so please keep up with information and assignments.

**Exams:** Take exams on the assigned dates. If there are concerns about exam days due to university-related activities or special pre-planned circumstances (again e.g. military, or planned medical), provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, preferably before travel. "I have to leave today" is not advance notice; plan accordingly. No shows for exams or any other reason for missing an exam without valid documentation will potentially earn a zero, or at the very most, 50% of total points earned. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

**Incompletes:** Not an option, unless extreme documented circumstances make it impossible to finish the course.

**Extra Credit:** Not an option, unless given by me to benefit the whole class.

**Bottom Line:** Let’s stay on track so we can work together and have a good semester ☺ Let me know if you have something happening in your life or we need to chat about anything during the semester!

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**Academic Integrity/Plagiarism/Unethical Behavior/Academic Honesty/Writing Helpers**

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Doing your own work is important and unethical behavior/plagiarism of any sort is a serious matter; document your source material properly and prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following explanation is a general rule; some of which is directly from the student handbook:

**Plagiarism:** “critical ideas or written narrative that are taken from another author without the proper citation. This applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others’ work as your own with only minor changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms; or multiple submissions of the same work, written or oral, for more than one course without both faculty’s permission, or making minor revisions on work which has received credit and submitting it again as new work” (https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf).
In general, plagiarism also includes using materials from other students from this same course or any other course (currently or from the past) as your work (papers/ outlines/presentations…). In addition, you cannot buy papers or outlines online and claim it as your own. In essence, use full and appropriate documentation for material taken from any source including internet/websites. I may submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work. A hardcopy of materials and research articles (regardless of their source) may be asked for to verify your research.

Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will likely receive a zero for that assignment. Additional disciplinary actions may include failure for the course, and university actions. Specifics of academic conduct can be found in the academic integrity section in policies and procedures in the student handbook: http://www.bemidjistate.edu/students/handbook/

No one wants to see these kinds of problems with your work, start assignments early and seek help when you need it.

<table>
<thead>
<tr>
<th>Writing Helpers: We have a Writing Resource Center on campus. Feel free to take advantage of this free resource should you want additional guidance with your writing.</th>
<th>Writing Resource Center</th>
<th>Visit their website for hours! <a href="http://www.bemidjistate.edu/students/wrc/">http://www.bemidjistate.edu/students/wrc/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hagg-Sauer Hall 110</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone: (218) 755-3919</td>
<td></td>
</tr>
</tbody>
</table>

Grading Procedures and Policies

Assignments/Exams are graded with points converted to a percentage. At the end of the term, your overall grade is based on what you have earned as an accumulated percentage. Assignments and grades will be set up in D2L, thus allowing you to track your progress throughout the semester. Out of fairness to everyone, these are explicitly followed as per the grade scale.

Grades are not negotiable. Extra credit or make-up work will not be permitted at the end of semester to improve or change a grade. Thus, sending me an email at the end of the semester (due to any missed assignments, lack of effort during the semester, wanting a higher grade, needing a grade for a particular scholarship, etc.) because you feel you may not earn the grade you want, will not be considered. Your final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated result. If you have concerns about any grades, see me during office hours at the time of the concern with a particular assignment.

I love my job and enjoy my students, but do not grant favors. I take educational ethics seriously and uphold these practices with all students.

<table>
<thead>
<tr>
<th>A+ = 97-100</th>
<th>B+ = 87-89.99</th>
<th>C+ = 77-79.99</th>
<th>D+ = 67-67.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90-96.99</td>
<td>B = 80-86.99</td>
<td>C = 70-76.99</td>
<td>D = 60-69.99</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F = 59.99 % or below</td>
</tr>
</tbody>
</table>

Students who meet minimum requirements will likely earn a "C" for that work. Students who earn “B” and “A” grades exceed the minimum requirements. Assessment and grading of all assignments reflect the following scale (individual grade sheets will outline more specifics):

A range = EXCELLENT. Greatly exceeds requirements. Shows outstanding levels of creativity, skill, initiative, and/or
effort in all requirements.

B range = GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort in most requirements.

C range = AVERAGE. Meets the requirements in every respect, but does not exceed requirements.

D range = BELOW AVERAGE. Meets some requirements, but deficient in many others.

F = POOR. Deficient in most or all requirements.

After calculating the D2L grade, attendance deductions will be administered. Thus your final percentage on D2L may be altered based on your attendance for an adjusted grade.

For record keeping, it is a good idea to keep a back-up copy of all your work, as well as keep any graded work returned to you.

The table below, returned assignments, and D2L will help you track your percentage points earned.

<table>
<thead>
<tr>
<th>Graded Assignments and Percentages – keep track of your percentages t/o the semester</th>
<th>Percent Possible</th>
<th>Percent Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams – 30%</td>
<td>Exam 1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Exam 2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Exam 3</td>
<td>10</td>
</tr>
<tr>
<td>Personal Research Papers – 30%</td>
<td>Paper 1</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Paper 2</td>
<td>15</td>
</tr>
<tr>
<td>Group Project – 15%</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Daily Activities/Preparation – 25%</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td><strong>TOTAL PERCENTAGE</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Material Covered/Chapters (reading assignments to be read for this day)</td>
<td>Specific Related Assignments (turned in, prepared for, in-class activities for this day)</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week One   | Introduction to Course/Syllabus  
Class Introductions/Course Expectations  
Chapter 1: Communication and Gender: The Basics (first half of chapter through definitions) | Introductory Activity  
General discussion of papers                                                            |
| Week Two   | Prologue: The Impact of Social Movements on Gender Communication: You Must Know Where You’ve Been to Know Where You’re Going       | Begin Group Activity w/Historical and Contemporary Movements                         |
| Week Three | Movement Presentations  
Back to finish Chapter 1                                                                                                         | Movement Presentations  
Application/Reflection                                                                    |
| Week Four  | Chapter 2: Gender Identity Development: Biological, Social, and Cultural Influences  
Outside Readings on Theory                                                                | Theory activity in-class  
Last day for topic approval for paper one                                                |
| Week Five  | Chapter 3: Choosing and Using Gendered Language                                                                                   | Present theories in class                                                              |
| Week Six   | Chapter 4: Catching a Clue: Nonverbal Communication and Gender                                                                       | Exam 1 - Chapters Prologue-1-2-3- outside notes                                        |
| Week Seven | **Chapter 5: Gender and Relationships: Developing Potential into Reality**                                                          | Case Study due                                                                       |
| Week Eight | **Chapter 6: Friends and Lovers: Gender Communication in Key Relationships**                                                      | Personal Research Paper One Due  
Gender Friendship Puzzle                                                                    |
| Week Nine  | Chapter 7: Power Abuses in Human Relationships                                                                                      | Last day for topic approval for paper two                                               |
| Week Ten   | Chapter 8: Pictures Porno, and Pop: Gender and Mass Media  
Outside Readings via Sut Jhally                                                       | Exam 2 – Chapters 4-5-6-7-outside notes  
Outside activity and reflection – media analysis                                          |
<p>| Week Eleven| Chapter 8 con’t                                                                                                                     | <a href="http://www.genderads.com/">http://www.genderads.com/</a> (in-class activity)                                           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments (turned in, prepared for, in-class activities for this day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Twelve</td>
<td>Chapter 9: Gender in the Workplace: The Challenges of Talking Shop Outside Reading on Gendered Workplace Communication</td>
<td>Personal Research Paper Two Due Research article reflection</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Chapter 10: A “Class Act”: Gender Communication in Educational Settings</td>
<td>Exam 3 – Chapters 8-9-10-outside notes</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>In-class group work</td>
<td>Begin Group Presentations</td>
</tr>
<tr>
<td>Week Fifteen/Finals</td>
<td>Group Presentations</td>
<td>Group Presentations Group Materials Due</td>
</tr>
</tbody>
</table>
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Health Communication
Course Prefix and Number (e.g., ENGL 1151): COMM 3170
Credits: 3
Description (from catalog or from curriculum proposal):
The course examines health communication through theory, research, and experiential application of concepts in interpersonal, public, mediated, and organizational health care contexts. The course emphasizes issues of ethics and communication variables such as verbal, nonverbal, conflict, listening, and self-disclosure between individuals, health care providers, patients, and families. Overall, this course will help students understand how personal, societal, political, and culture factors impact health communication and healthcare.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.
_____X_____ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report _____ (#), ___________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)
_____X_____ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)
_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)
_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
_____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
_____X_____ Goal Area 7: Human Diversity (1 course, 2 or more credits)
Goal Area 8: Global Perspective (1 course, 3 or more credits)

X Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)

Goal Area 10: People and the Environment (1 course, 3 credits)

Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator: Donna Pawlowski</th>
<th>Signature Pawlowski PhD</th>
<th>Date 12-6-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair: Lauren Cobb</th>
<th>Signature Cobb</th>
<th>Date 12-6-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean: Colleen Greer</th>
<th>Signature Greer</th>
<th>Date 12-11-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

Person to be contacted for further information:

Name: Donna Pawlowski
Phone: (402) 670-8116 Cell – use cell during sabbatical
E-mail: dpawlowski@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
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<tr>
<td>Curriculum Report</td>
<td>X</td>
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<tr>
<td>Faculty Senate</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
**LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM**

**GOAL AREA 7: HUMAN DIVERSITY ***

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

**STEP ONE: GENERAL INFORMATION**

**Name of course:** Health Communication  
**Course prefix and number:** COMM 3170  
**Credits:** 3 credits  
**Course description:**  
The course examines health communication through theory, research, and experiential application of concepts in interpersonal, public, mediated, and organizational health care contexts. The course emphasizes issues of ethics and communication variables such as verbal, nonverbal, conflict, listening, and self-disclosure between individuals, health care providers, patients, and families. Overall, this course will help students understand how personal, societal, political, and culture factors impact health communication and healthcare.

**Are there any prerequisites?** Typically, courses in the Liberal Education Program do not have prerequisites. N/A  
**Reasons for creating this course:**  
This course is an elective course to the communication studies minor. Regardless of profession, experiencing health issues and communicating about health is a part of everyone’s daily life. This course will help students to communicate more effectively and competently when discussing health issues in interpersonal or professional settings.

**How often will this course be offered?** annually  
**What is the projected maximum class size (cap)?** 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

**STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE**

Goal Area 7: Human Diversity  
- Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.
According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency categories, A-E. Please checkmark the competencies met by the course under consideration.

____ A. Students will be able to
- Understand the development of group identities in the United States, history and culture.
- Understand the changing meanings of group identities in the United States, history and culture

__x___ B. Students will be able to
- Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
- Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.

___x___ C. Students will be able to
- Analyze their own attitudes regarding diversity, racism, and bigotry.
- Analyze their own behaviors regarding diversity, racism, and bigotry.
- Analyze their own concepts regarding diversity, racism, and bigotry.
- Analyze their own beliefs regarding diversity, racism, and bigotry.

___X___ D. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

___x___ E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED
As you create the materials to be submitted (e.g., a course syllabus) please *detail* how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.

1. Identify and explain concepts and theories of health communication (exams, group project, papers, activities) (LOC 2 C, D; 7 D; 9 B, C)
2. Examine personal ethics, beliefs, and values and articulate how they affect our communication messages and perceptions about health care (exams, group project, papers, activities) (2 D; 7 C; 9 A, E)
3. Apply ethical communication principles to health care situations involving individuals, families, and healthcare teams (exams, group project, papers, activities) (9 B, C; 7 B, D; 9 B, C)
4. Articulate how personal and societal health issues affect our lives and the lives of others, in particular those groups seen as marginalized or disempowered (group project, papers, activities) (LOC 2 B, C, D; 9 B, C, E)
5. Apply theory and research to communication practices and challenges that impact individuals, health care teams and organizations (exams, group project, papers, activities) (LOC 2 A-D, 7 B, D; 9 C)
6. Use theory and research to critically evaluate health-related communication issues in various contexts (e.g., media, politics, wellness, culture, environmental, legal rights, religion, technology) (exams, group project, papers, activities) (LOC 2 A-D, 7 B-E; 9 A-C, E)
7. Use active listening and mindful responding when engaged in communication about healthcare issues (group projects, activities) (LOC 2 D; 7 C, D; 9 A, B, C)
8. Analyze health issues that perpetuate and challenge stereotypes, cultural issues, policy implications, and social injustices in our communities (group project, papers, activities) (LOC 2 A-D; 7 B-E; 9 A-C, D)
9. Create and present verbal, nonverbal, and written messages that inform and provide recommendations for improving interpersonal health communication and health care messages in our society (group project, papers, activities) (LOC 2 A, B; 7 D, E; 9 B, C, E)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 9: ETHICAL AND CIVIC RESPONSIBILITY*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Health Communication
Course prefix and number: COMM 3170
Credits: 3 credits
Course description:
The course examines health communication through theory, research, and experiential application of concepts in interpersonal, public, mediated, and organizational health care contexts. The course emphasizes issues of ethics and communication variables such as verbal, nonverbal, conflict, listening, and self-disclosure between individuals, health care providers, patients, and families. Overall, this course will help students understand how personal, societal, political, and culture factors impact health communication and healthcare.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.
N/A

Reasons for creating this course:
This course is an elective course to the communication studies minor. Regardless of profession, experiencing health issues and communicating about health is a part of everyone’s daily life. This course will help students to communicate more effectively and competently when discussing health issues in interpersonal or professional settings.

How often will this course be offered? Annual
What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

___________________________________________________________________________________________

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 9: Ethical and Civic Responsibility

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.
According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

___x__ A. Students will be able to
   • Examine their own ethical views.
   • Articulate their own ethical views.
   • Apply their own ethical views.

___X__ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

___X__ C. Students will be able to
   • Discuss the ethical dimensions of legal, social, and scientific issues.
   • Analyze the ethical dimensions of legal, social, and scientific issues.

___X__ D. Students will be able to distinguish the diversity of political motivations and interests of others.

___X__ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

___________________________________________________________________________________________

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.
1. Identify and explain concepts and theories of health communication (exams, group project, papers, activities) (LOC 2 C, D; 7 D; 9 B, C)

2. Examine personal ethics, beliefs, and values and articulate how they affect our communication messages and perceptions about health care (exams, group project, papers, activities) (2 D; 7 C; 9 A, E)

3. Apply ethical communication principles to health care situations involving individuals, families, and healthcare teams (exams, group project, papers, activities) (9 B, C; 7 B, D; 9 B, C)

4. Articulate how personal and societal health issues affect our lives and the lives of others, in particular those groups seen as marginalized or disempowered (group project, papers, activities) (LOC 2 B, C, D; 9 B, C, E)

5. Apply theory and research to communication practices and challenges that impact individuals, health care teams and organizations (exams, group project, papers, activities) (LOC 2 A-D, 7 B-D; 9 C)

6. Use theory and research to critically evaluate health-related communication issues in various contexts (e.g., media, politics, wellness, culture, environmental, legal rights, religion, technology) (exams, group project, papers, activities) (LOC 2 A-D, 7 B-E; 9 A-C, E)

7. Use active listening and mindful responding when engaged in communication about healthcare issues (group projects, activities) (LOC 2 D; 7 C, D; 9 A, B, C)

8. Analyze health issues that perpetuate and challenge stereotypes, cultural issues, policy implications, and social injustices in our communities (group project, papers, activities) (LOC 2 A-D; 7 B-E; 9 A-C, D)

9. Create and present verbal, nonverbal, and written messages that inform and provide recommendations for improving interpersonal health communication and health care messages in our society (group project, papers, activities) (LOC 2 A, B; 7 D, E; 9 B, C, E)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
COMM 3170: Health Communication
Sample Policy Sheet and Syllabus

Professor: Dr. Donna Pawlowski, Ph.D., Professor of Speech Communication
Office: Hagg-Sauer #348
E-mail: DPawlowski@bemidjistate.edu (best way to reach me outside of the office)
Phone: (218) 755-2487 – O

Office Hours: TBD – 10-12 hours per week will be identified
I am happy to meet with you outside of these times if needed. Please come and visit, I enjoy meeting students outside the classroom.

Liberal Education: This course meets requirements for Liberal Education goal area 7 and 9.

Required Materials:
Textbook:

Outside readings and materials will be posted on D2L Brightspace (will be abbreviated as D2L throughout the syllabus). Please read this material prior to the class period in which discussion will take place.

Supplemental Materials:
You will need access to the following APA manual for citing sources (communication studies is part of the social sciences discipline, which uses APA as the style guide):

Technology Needs/Uses: We will use D2L Brightspace (abbreviated as D2L throughout the syllabus) and BSU e-mail during the semester for much of our communication and posting of materials. Papers/Outlines will be turned in hard copy AND submitted to D2L (look for dropbox folders in the Assignment’s tab under “Assessments”); weekly assignments will vary. Check D2L and your current BSU e-mail account frequently/daily, or forward your BSU e-mail to the one you check on a daily basis. Your computer needs to be compatible with the D2L system for obtaining and uploading appropriate file documents (IT folks in Deputy Hall can help you if your computer is not compatible or you want to forward your e-mail). Do not send attachments via E-mail unless approved – check for a D2L folder first.

Course Description:
The course examines health communication through theory, research, and experiential application of concepts in interpersonal, public, mediated, and organizational health care contexts. The course emphasizes issues of ethics and communication variables such as verbal, nonverbal, conflict, listening, and self-disclosure between individuals, health care providers, patients, and families. Overall, this course will help students understand how personal, societal, political, and culture factors impact health communication and healthcare. Liberal Education Goal Areas 7 & 9.

Learning Outcomes:
When you have completed the course, you should be able to:
1. Identify and explain concepts and theories of health communication (exams, group project, papers, activities) (LOC 2 C, D; 7 D; 9 B, C)
2. Examine personal ethics, beliefs, and values and articulate how they affect our communication messages and perceptions about health care (exams, group project, papers, activities) (2 D; 7 C; 9 A, E)
3. Apply ethical communication principles to health care situations involving individuals, families, and healthcare teams (exams, group project, papers, activities) (9 B, C; 7 B, D; 9 B, C)
4. Articulate how personal and societal health issues affect our lives and the lives of others, in particular those groups seen as marginalized or disempowered (group project, papers, activities) (LOC 2 B, C, D; 9 B, C, E)

5. Apply theory and research to communication practices and challenges that impact individuals, health care teams and organizations (exams, group project, papers, activities) (LOC 2 A-D, 7 B, D; 9 C)

6. Use theory and research to critically evaluate health-related communication issues in various contexts (e.g., media, politics, wellness, culture, environmental, legal rights, religion, technology) (exams, group project, papers, activities) (LOC 2 A-D, 7 B-E; 9 A-C, E)

7. Apply theory and research to communication practices and challenges that impact individuals, healthcare teams and organizations (exams, group project, papers, activities) (LOC 2 A-D, 7 B-E; 9 A-C, E)

8. Create and present verbal, nonverbal, and written messages that inform and provide recommendations for improving interpersonal health communication and health care messages in our society (group project, papers, activities) (LOC 2 A, B; 7 D, E; 9 B, C, E)

Course Format:
Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. Come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, being attentive and providing supportive constructive feedback, having read the material and completing assignments prior to class, and engaging in classroom group activities.

You will want to take notes in class; but it will be important to read the chapters, look over ppts, and/or outline the chapters on your own prior to class. I will highlight some content, but not cover everything “in class” that may be on the exams. I am hoping for collaborative application of content, and practicing skills, not me “lecturing” to you. As a general rule, our classroom should be “second exposure” of the material; you reading the material in advance should be “first exposure.” Thus, reading the chapters will be necessary in order to be successful on exams, participate in class, and apply content to your papers and presentations. Some material may also be added or modified during the semester – so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for effectively meeting the course outcomes and/or benefit for your learning. You will be advised of any changes.

Sample Course Requirements and Major Assignments

The following will be utilized to accomplish and assess the learning outcomes. Details are briefly outlined below; additional criteria will be provided separately.

1. **Examinations: 30%**
   There will be three exams over the course of the term. Examinations will be a mixture of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text and any outside notes/materials. You will receive a review sheet for exams. Put all devices/phones away during exams; anyone who uses an electronic device during an exam will have the exam taken away and will earn a zero. Each exam is worth 10%.
   - Outcomes assessed: 1-2-3-5-6

2. **Health Communication Group Projects: 30% (each at 15%)**

   **General Overview:**
   You will be involved in two small group projects. Groups will be made up of three people. One set of materials per group will be turned in for a grade. There is no particular order for completing these projects; your group decides which it wants to complete first. Groups will present their projects at two different times during the semester. Learn – enjoy – be creative – work well together – share your knowledge – engage your audience!

   **Health Issues Communication Manual:**
For this project, you will examine a health communication issue that impacts individuals in our communities. Think of issues that perhaps impact those who may be marginalized or feel disempowered regarding health care. For example, your project may relate to caregiver issues for elder caregivers; access issues for individuals with different physical abilities; lead or contaminates in our environment that affect childhood development; communicating with individuals with physical, mental, or emotional health issues; health care services for those with mental health illnesses; employment or health programs for military veterans; challenges for health care providers regarding individuals with different languages or religious beliefs; challenges of health care and societal understanding for individuals with invisible health issues, etc. Resources and policies many times impede our efforts when working with health care issues; however, the communicative messages (verbal, nonverbal, public, social mediated, etc.) created and disseminated may have greater impact on individuals’ health and wellbeing. The power of communication can shape, denigrate, challenge, or support individuals in our communities. Select your issue/population and examine the issue. Select a topic that will allow you to provide recommendations for enhancing communication regarding your issue.

You will need to bring in outside materials for this project to understand your issue and create your manual. Six sources need to be included in your project. What does the research say? What is important for people to know? What are the ethical issues? How can you provide recommendations (for understanding, practical communication strategies, and/or actions) for individuals who communicate with others regarding this issue or population?

While work in the community is not required for this project, feel free to contact any local individuals who may be able to help provide information regarding your issue.

Upon gathering information and learning more about your population/issue, you will create a mini-training manual regarding your issue. Select a particular audience as recipients of this manual, and present to us your findings and briefly walk us through your manual. Presentation times will be determined via number of students in the class; but estimate 10-12 minutes per group.

Analysis of a Health Communication Campaign:
In this project, you will complete a critical analysis of a health campaign by examining the communication messages and impact of such messages through the lens of a health communication theory or model. As a group, you will identify the campaign, the target audience, and justify its social importance. Then, you will select a particular health communication theory or model that you think links to the campaign’s purpose and explain why it is relevant to the health campaign. Next, you will apply the theory/model to the health campaign, explaining how the campaign accomplishes or fails to accomplish the elements of the theory. Finally, you will draw conclusions about the effectiveness of the campaign, offer support for these conclusions, and possibly suggest modifications for the campaign based on your theoretical model. Keep in mind that not all campaigns may be appropriate for this project. Select a campaign whose purpose is creating and disseminating communication messages (verbal, nonverbal, mediated) regarding a health issue.

Your final product may be an outline of your analysis, or some other visual depiction of your findings. As a group, determine the best way to demonstrate your work and to show your analysis. Again, you will present your project to the class. Presentation times will be determined via number of students in the class; but estimate 10-12 minutes per group.

- Outcomes assessed: 1-2-3-4-5-6-7-8-9

3. Analysis Papers: 30% (each at 15%)

The purpose of these papers is for you to experience the concepts and theories from class by examining health care issues through research, analysis, and personal reflection/practical application.

Paper Specifics:
You will be writing two research/analysis papers to help you become critical producers and consumers of health communication messages. There will be some similar criteria for each paper to enhance and build upon your certified writing processes. Details for the papers will be provided on a separate handout; but in general, a brief description is indicated below, as well as a brief description of grading criteria scale at the end of this syllabus.

In general, each paper will:
(1) undergo an approval process where you will be turning in a brief description of your ideas
(2) require the appropriate use of 3 outside (in addition to our text, if you use our text) academic/scholarly
research sources to validate and examine your topic, thus a reference (sources) page. These sources are related to the health concept/theory you have chosen as your lens for analysis and not related to the “artifact/medium” you are analyzing (if one exists). For example, if you are looking at social support for elders depicted in the media, your research would be with social support and elder health, but the artifact/medium you are examining is not considered as part of your 3 main sources. You will still cite your artifact (if appropriate) and any additional sources you use but your 3 main sources must be research/scholarly in nature.

(3) require critical analysis of your chosen health communication issue via your health concept/theory...
(4) contain basic writing components of a “research/analysis” paper: an introduction and rationale as to why this is important to study, appropriate incorporation of research and literature related review of chosen topic, critical analysis of your ideas, overall conclusions and implications of the health issue/phenomena, and recommendations for the organization, society, or you in general, references, and any appropriate appendixes (including any materials surrounding your chosen artifact such as articles, editorials, ads, magazines, videos, pamphlets…)

(5) require a length of 5-6 full pages (not counting references or appendixes), typed, double-spaced, 1-inch margins, 11-12 pt font (times new roman, calibri, tamoha or arial); approximately 250 words per page. APA uses Times New Roman; but something similar and easy to read is acceptable – if you need to go more than 6 pages that is fine; I would rather have readable font and longer than 8 pt font and not able to read – even with my reading glasses😊 You are reading 10 pt Arial right now.

**It is possible to create a more visual finished product/paper if you have creative ideas in doing so. Visit with me about additional ideas you may have for examining health communication and health messages.**

You will be completing 2 of these papers throughout the semester - each paper will contain a specific health communication focus… No same “concept” or same “message” may be used more than once and make sure it is not a paper you have done in the past in any other class; any duplicates in papers will receive a grade of zero (see academic policies below). You will choose from the following topic ideas below (remember you will receive more details with a handout and grading criteria) and will complete them throughout the semester.

Topics for Papers – Choose 2:

A. Experiential Community Reflection: Many of you may or may have not had the opportunity to interact with those in our local communities (nonprofit settings) in order to create relationships and learn about how others are affected by health issues. Health communication and health issues affect many individuals who do not necessarily always have access to many health benefits or have a communication voice to express their thoughts. This experience will enlighten you on the valuable contributions of these sometimes neglected or diverse populations, as well as provide you with the opportunity to create a nurturing relationship with the community. You may work/volunteer at an organization (or choose to start) where health issues are abundant. This opportunity allows you to analyze something from your experiences in connecting it to concepts from our text/readings. You will choose a particular facet of health/health communication and reflect upon it via research and personal reflection.

B. Ethics Paper: You will choose an ethical health communication issue and analyze its importance in a particular health care setting. You will explain the ethical issue, compare and contrast its proponents and objectors and then situate yourself within the ethical debate and provide your personal rationale. If you were the provider and/or the patient, how would you view this ethical issue?

C. Professional Interview: You may interview a health professional (not related to a current internship/place where you work) to learn more about a particular area of health care and health communication. You will create your interview protocol and find out how this professional uses communication in his/her daily health interactions, as well as find out about his/her profession in general. Link this information to some topic of interest/research it and reflect about the topic and what your professional has told you about the topic. Check out box 1.1 in your text on page 4 for ideas.

D. Personal Health Communication Analysis Paper: You will identify a health issue relevant to your own life and write a self-reflective research analysis paper. This will involve a research related to your topic as well as links to how this topic affects your health communication with professionals, your social support and your life in general. You will end with some potential solutions to how you can better understand your
personal health and wellbeing.

E. Family Health History: Examine more closely your family health history and how your family’s health was communicated with you growing up and/or how it may affect you in the future. If you have not completed any family history, complete that first. This asks you to visit with family members about the health/history of your family. After you compile your history, write about the communication that took place. What was it like talking with your family members about health? Were they receptive? Why or why not? How open were they to discuss these matters? What did you find out that may affect your health care in the future? Examine the implications of health care and health communication and its importance for you now and in your future. See handout on D2L related to family medical history.

- This option may not be feasible for everyone (i.e., if you have been adopted and/or do not have contact with your family of origin); however you can think about how such issues are important for your futures and your future families (should that be in your life plans)...OR just in general how “health” issues are discussed in your family – so even without completing the actual family history tree – the concept of communicating about health issues as a family history can still be researched in some fashion...

F. Culture/Diversity and Health Communication: Choose some issue related to culture or diversity (age, cultural health practice [binding of feet], etc.) different from your own and learn more about those health communication practices. This may be related to familial health communication, patient-provider health communication, health practices, or a mix of all of the above. Why is it important to learn about others’ practices? **this topic needs to be different than your group topic

G. Health Communication and Media: You will choose a particular medium related to health communication (i.e., commercial, infomercial, public service announcement, pop culture book, tv show, magazine, website...) and analyze communicative health messages for their effectiveness and implications for society. This will involve linking your medium/artifacts to a particular concept/theory (your research component); you lens for analysis. Your media source is not one of your scholarly sources but still need to be cited in your references.

H. Choice Paper: You may find a particular concept or idea from the text in which you find interesting that you would like to research further that is not listed above. You are free to visit with me about your ideas and submit a description for approval.

- Outcomes assessed: 1-2-3-4-5-7-8

4. Chapter Activities/Application/Preparation (10%):
Outside and in-class assignments will parallel chapters/readings to help you make connections with and understand the material. Outside assignments (e.g., asking you to reflect upon the readings, today’s news reports, integrating your own experiences with readings, topic approvals, worksheets, self-assessments, case studies, discussion question responses, etc.) will help you prepare for class and find relevance to the course content. In-class activities may include such things as group application activities, case studies, chapter discussions and sharing of your outside assignments, brainstorming sessions, among others. Some assignments may be progressive assignments guiding the development of final projects and papers (e.g., topic ideas, analysis of outside articles...). Activities are graded and cumulatively worth 10%.

Assigned activities are to be typed (unless otherwise noted), and brought with you to class in hard copy and/or loaded on D2L prior to the start time of class. Regardless, have physical access to your assignment in order to engage in class discussion and potentially earn full credit. Keep in mind, using electronics for access does not mean checking FB, IM, email, snap chat, yik yak, or twitter, etc., during the activity or when your group completes the task. Please be respectful to others, use your time wisely, put your phone away and talk with each other after the activity, and keep each other accountable! If you choose hard copy, print two pages to one, and/or print back-to-back.

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity. You may be exempt from in-class points on your free days when absent, anything after that is a zero for any missed in-class activity days. Outside assignments completed during class or turned inloaded after the start of class (regardless of free days), will earn 50% of the earned grade. Anything beyond one calendar week will not be graded and will receive a zero.
Activity/Preparation Grading:
While points may be assigned, each in-class and out-of-class activity will be graded based on earned credit/effort using the following general standards:

Grading Standards  (Full Credit; Partial Credit; No Credit/None)

Full: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based on assignment criteria. Work is typed unless otherwise instructed for assignments. In addition, the response demonstrates critical thought put into the assignment, and it is obvious you have read the chapter. Attention is given to the topic or group during class discussions; active participation is obvious. Discussion demonstrates respectful behavior (gadgets put away; collegiality) for in-class work.

Partial: The response (or participation) is partially complete to complete, but may not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work is completed in class. Cell phone use/texting or working on computer with irrelevant material is observed. It appears that you may not have read the chapter/readings.

None: Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic gadgets are more important than being in class. You must be present to earn these in-class points (beyond your free days), as they relate to the material at hand and making them up after the fact defeats the applied purpose.

Please use this as a checkpoint for your progress and work in class; whether I say anything to you personally during class, you are still responsible for your behaviors (electronic or otherwise) and work completed on time. Attendance and observations are done daily.

- Outcomes assessed: 1-2-3-4-5-6-7-8-9

General Guidelines for All Assignments:
You are responsible for all information and assignments presented in class whether you are present or not. Advance notice of being gone is appreciated, but does not exempt you from in-class points or upcoming assignments. I don’t judge when things happen, just know full credit cannot be earned. For extended or documented special situations, please personally discuss it with me.

Remember that any material handed in must be your work; it is plagiarism to turn in the same assignment as a classmate. You may discuss ideas together for understanding, but you must turn in your work for assignments (see more details with academic honesty policies).

*University/Specialized Activities: University activities (or other specialized activities; e.g., military, medical) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel or event prior to the absence. Turn in assignments before you leave for activities to potentially earn full credit; or visit with me for an agreed upon schedule. See policies regarding excused absences: https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Authorized-Excused Absences-Policy.pdf

Course Policies/Expectations/Guidelines for Success

Attendance: Attendance is important as we apply much of the content during class activities/discussion. I realize life happens and we may need to miss on occasion. Thus one week of absences/free days will be allowed (e.g., doc appt., sick, traveling, work, conferences, etc.) regarding daily in-class work. Please note that exams or presentation days (as the speaker or audience member) do not count toward these free absences; you must be present on those days to earn credit. Coming late or leaving early will count as one of your free days. Any out-of-class work/assignment still needs to be submitted prior to the start of class to earn full credit. Use these wisely, but don't feel as if you have to take any free days – I would love to see you every day!

Documented university (or other specialized) activities (e.g., sports, academic travel, military) will be added up to account for one of your days.
Any absences after one week, and up to 25% of class, will earn you a zero for in-class points on that particular day and a .5% deduction every class period (or per hour for night class) missed, which is deducted from your final D2L grade at the end of the term. If you choose to miss 25% of the class (8 for T/TH, 12 for MWF, or 4 for night class), which equates to one month of class, you have earned the right to fail the course regardless of your performance on assignments/exams, as course outcomes are not fully met. Extreme emergencies with documentation will be dealt with on an individual basis.

I appreciate knowing when you may be missing class; however, if you do miss class and an assignment was handed out, it is your responsibility to find out what you missed regardless of the reason for being absent. You may want to line up a classmate for any days you miss regarding materials and assignments. D2L will be important, but not all daily work will be posted on D2L, nor am I always immediately accessible. I am pretty good at posting materials and responding quickly, but have a back-up plan – let’s help each other be successful in this class!

Emergencies or extreme circumstances will be dealt with on an individual basis; however, documentation is required for verification of continued absences. Try to let me know as soon as possible so we can work through situations together. You may also want to contact 755-2075 (Division of Student Affairs, Deputy Hall 313) and they will help you through the process of contacting appropriate university members/faculty of your absence.

http://www.bemidjistate.edu/offices/development_enrollment/

**Asking Questions/Visiting with your Professor:** Many times students are hesitant to come and visit with their professors – please know that I am more than happy to discuss with you about assignments, issues in class, clarification of readings, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me email.

If you have a quick question, remember it is possible that your question has already been answered in the syllabus or the assignment criteria – check the course documents - it may save you from added stress waiting for a response. With email, I will respond to your concerns at my first opportunity (sometimes within minutes of your email – even at midnight – if I am online and can answer something quickly for you), but ideally, I need reasonable time (minimum of 24 hours) for responding to most questions. Sending an urgent email the night before an assignment is due with “How do I do the assignment?” is not a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fits the situation. For example, I am happy to let you know if you are on the right track via email with a quick question, but do not send me an email a day before with an attached document asking me to pre-grade, correct, or proof your work from top to bottom. You do not typically learn from this experience. If you have more significant or more specific questions, come and visit with me. Face-to-face is always best so we can have a discussion of the topic or assignment at hand. I want you to understand the material; not just have me "correct" your work or fix your mistakes.

**Classroom Environment of Professional and Respectful Behaviors:** Let’s cultivate a space of learning that is cooperative and enjoyable, which requires shared and balanced participation from each of us in the classroom. If you like to share often, consider holding back at times to hear what others have to say; if you are a person who prefers to listen, try to speak up more often than you otherwise would. A shared balance is a great way to learn from everyone. What is said in class should stay in class; it is not appropriate to discuss outside of class others’ comments or personal situations.

Respect others’ ideas and their experiences. Your verbal and nonverbal communication should be attentive and considerate toward others. It is not respectful to openly complain or criticize, or produce negative nonverbals toward your classmates or your instructor in the classroom. The Student Code of Conduct prohibits “disruption or obstruction of teaching.”

The code also states “Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility.” Civility is “a set of verbal and nonverbal behaviors reflecting fundamental respect for others and generating harmonious and productive relationships” (Grice & Skinner, 2013, p. 33). We will be creating our own classroom civility code to promote positive communication. Regardless of the code, profane, inappropriate, ethnic, gendered, racial or lifestyle-related comments or behaviors are unacceptable. Any student who violates this policy may be asked to leave the classroom.
Electronic Respectful Behaviors: To create cooperative learning, turn off and/or silence electronics (iPads, computers, cell phones) and put them away during class. It interrupts your learning and those around you. Research demonstrates that the use of cell phones/electronics in the classroom can lower your academic performance by approximately ½ of a letter grade (Duncan, Hoekstra, & Wilcox, 2012). Anytime you divert your attention/multitask it lowers your concentration regarding the material at hand. Previous students (via my courses and research) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from learning (Sana, Weston, & Cepeda, 2013). I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-safety/tech issue for the class), I will hope for the same courtesy from you 😊 Feel free to share with me if others’ behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone. In such cases, step out of the room for a few minutes to take care of that emergency, or let me know in advance that you need to have your phone out during class.

This respect is especially crucial during any presentations. ANY gadgets (or typing/writing your notecards) visible or used during presentations in class will, unfortunately, earn you a zero for participation, and will also affect your own presentation grade.

Using Class Materials/Copyrighted Material: The use of electronics also is connected to the use of course materials in any other fashion except for course purposes. Class sessions and materials contain my own and others’ intellectual property. Thus, any and all material created for this course is copyrighted. Except when I have granted prior written approval, recording audio or video of class sessions, taking pictures, or re-distribution of any material (to other students or anywhere – social media/friends, etc.) is unlawful. Taking pictures of academic items (group project photo, completed group worksheet, etc.) is allowable with permission; taking pictures of what someone is wearing/speaking/doing for personal use or for sharing on social media is in poor taste, disrespectful, and prohibited.

Community Hours: As indicated previously, you are expected to meet with your community partner at least 8-10 times (this is a minimal requirement, as you can certainly meet with them more frequently) during the semester. Meeting with your community partner is a requirement for completing the project; it is part of the expectations in order to complete the assignments and learn from the community. Your final grade will be penalized 2% points for each missed meeting. Thus, if you are working with a partner in class, please make sure your coordinate schedules so all parties can attend the meetings.

Community Behavior: Please remember that you represent Bemidji State University, our classroom and me, your service site, and yourself as you visit with your community residents. Your behavior in and out of the classroom reflects who you are as a person. You are to treat your community residents with respect at all times. Let’s create a respectful and wonderful relationship between our partners and the university.

Learning Needs/Disability Services/Mental Health Needs: I will mix up your learning with hands-on activities, visuals, and some written materials to adapt to various learning styles. Please visit with me, if you are comfortable doing so, about concerns related to any particular learning styles, special circumstances or needs. I want to make sure that all materials, discussions and activities that are part of the course are accessible to you. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email: Disabilityservices@bemidjistate.edu. For additional information related to these issues, go to http://www.bemidjistate.edu/students/services/disability/

University life is exciting and invigorating, but sometimes “life” happens, we get busy and it's difficult to balance everything in our lives. You may experience mental health concerns or stressful events that begin to impact your academic performance. Should you ever want to visit with anyone about physical or mental health issues, the Student Center for Health and Counseling located on first floor in Cedar Hall is staffed with professional counselors available to visit with you about your concerns. Should you want to visit with anyone there, the phone
number is (218) 755-2053. Additional information may be found at:
http://www.bemidjistate.edu/students/services/health_counseling/

The Advising Success Center is also available to help you with academic needs. Their office is Decker 202 and
information can be found at http://www.bemidjistate.edu/services/advising-success-center/

I encourage you to take advantage of any of the above resources (including me) if you feel like you are getting
behind in your work and/or feel you are struggling with any issues. If you live on campus, your Resident Advisor
or Peer Academic Assistant can also help guide you in an appropriate direction for support.

**Canceling of Class:** Should there be any reason you are questioning whether class is cancelled (i.e., inclement
weather, emergencies), stay tuned to the media outlets for any BSU announcements. Should I need to cancel
class for any other particular “emergency” or last minute reason, I will send an e-mail (via D2L) or have a note put
in the classroom with details.

**Late Work (work outside of the daily chapter activities section):** Work is considered late after the start of
class. Load in D2L, if applicable, prior to the start of class and bring hard copy to class to turn in at the beginning
of class for full credit. Late work up to one week/7 calendar days, will receive 20% deduction of total points earned
each day the paper is late using the following scale: 1 day = 80% earned; 2 days late = 60%
edward; 3 days late = 40% earned; 4-7 days late = 20% earned; anything beyond one week/7 calendar days will
not be graded and will receive a zero. You may ask “can I turn this is later today/tomorrow?” My response will be
“yes – please,” but it will still be considered late. I appreciate knowing you still want to turn in assignments to
receive some credit, but fairness will be upheld.

**You are responsible for** being prepared for the next class period, regardless of your reason for being absent. Not all
daily assignments are listed in the syllabus so please keep up with information and assignments.

**Exams:** Take exams on the assigned dates. If there are concerns about exam days due to university-related
activities or special pre-planned circumstances (again e.g. military, or planned medical), provide documentation and
visit with me in advance so your exam can be taken at a date decided upon by you and me, preferably before travel.
“I have to leave today” is not advance notice; plan accordingly. No shows for exams or any other reason for missing
an exam without valid documentation will potentially earn a zero, or at the very most, 50% of total points earned.
Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

**Incomplete:** Not an option, unless extreme/documented circumstances make it impossible to finish the course.

**Extra Credit:** Not an option, unless given by me to benefit the whole class.

**Bottom Line:** Let’s stay on track so we can work together and have a good semester 😊 Let me know if you have
something happening in your life or we need to chat about anything during the semester!

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**Academic Integrity/Plagiarism/Unethical Behavior/Academic Honesty/Writing Helpers**

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their
academic work. Doing your own work is important and unethical behavior/plagiarism of any sort is a serious
matter; document your source material properly and prepare your own work for this class. If you are unfamiliar
with plagiarism (intentional or unintentional), the following explanation is a general rule; some of which is directly
from the student handbook:

**Plagiarism:** “critical ideas or written narrative that are taken from another author without the proper citation. This
applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not
limited to: submitting the work of others as your own; submitting others’ work as your own with only minor
changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms;
or multiple submissions of the same work, written or oral, for more than one course without both faculty’s
permission, or making minor revisions on work which has received credit and submitting it again as new work”
(https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Integrity-
Policy2.pdf).
In general, plagiarism also includes using materials from other students from this same course or any other course (currently or from the past) as your work (papers/outlines/presentations…). In addition, you cannot buy papers or outlines online and claim it as your own. In essence, use full and appropriate documentation for material taken from any source including internet/websites. I may submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work. A hardcopy of materials and research articles (regardless of their source) may be asked for to verify your research.

**Any form of academic dishonesty** (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will likely receive a zero for that assignment. Additional disciplinary actions may include failure for the course, and university actions. Specifics of academic conduct can be found in the academic integrity section in policies and procedures in the student handbook: http://www.bemidjistate.edu/students/handbook/

No one wants to see these kinds of problems with your work, start assignments early and seek help when you need it.

| Writing Helpers: We have a Writing Resource Center on campus. Feel free to take advantage of this free resource should you want additional guidance with your writing. | Writing Resource Center  
Hagg-Sauer Hall 110  
Phone: (218) 755-3919 | Visit their website for hours!  
http://www.bemidjistate.edu/students/wrc/ |

**Grading Procedures and Policies**

Assignments/Exams are graded with points converted to a percentage. At the end of the term, your overall grade is based on what you have earned as an accumulated percentage. Assignments and grades will be set up in D2L, thus allowing you to track your progress throughout the semester. Out of fairness to everyone, these are explicitly followed as per the grade scale.

Grades are not negotiable. Extra credit or make-up work will not be permitted at the end of semester to improve or change a grade. Thus, sending me an email at the end of the semester (due to any missed assignments, lack of effort during the semester, wanting a higher grade, needing a grade for a particular scholarship, etc.) because you feel you may not earn the grade you want, will not be considered. Your final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated result. If you have concerns about any grades, see me during office hours at the time of the concern with a particular assignment.

I love my job and enjoy my students, but do not grant favors. I take educational ethics seriously and uphold these practices with all students.

| A+ = 97-100 | B+ = 87-89.99 | C+ = 77-79.99 | D+ = 67-67.99 |
| A = 90-96.99 | B = 80-86.99 | C = 70-76.99 | D = 60-69.99 |
| F = 59.99 % or below |

Students who meet **minimum** requirements will likely earn a "C" for that work. Students who earn “B” and “A” grades **exceed** the minimum requirements. Assessment and grading of all assignments reflect the following scale (individual grade sheets will outline more specifics):
A range = EXCELLENT. *Greatly exceeds* requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort in all requirements.

B range = GOOD. *Exceeds* requirements. Shows substantial creativity, skills, initiative, and/or effort in most requirements.

C range = AVERAGE. *Meets* the requirements in every respect, but does not exceed requirements.

D range = BELOW AVERAGE. Meets some requirements, but *deficient* in many others.

F = POOR. Deficient in *most or all* requirements.

After calculating the D2L grade, attendance deductions will be administered. Thus your final percentage on D2L may be altered based on your attendance for an adjusted grade.

For record keeping, it is a good idea to keep a back-up copy of all your work, as well as keep any graded work returned to you.

The table below, returned assignments, and D2L will help you track your percentage points earned.

<table>
<thead>
<tr>
<th>Graded Assignments and Percentages – keep track of your percentages t/o the semester</th>
<th>Percent Possible</th>
<th>Percent Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams – 30%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Group Health Communication Projects – 30%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Issues Communication Manual</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Health Campaign Analysis</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis Papers – 30%</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Paper 2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Application Activities/Article Reviews –10%</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Tentative “living” Schedule – 3170 Health Communication

*Currently based on 15-week semester; schedule will be modified if 16-week schedule is appropriate.

The following is subject to change if needed due to class progression or emergencies.

** Larger graded assignments (and some chapter activities/asst’s) are listed in the last column. This is subject to change based on the needs of the class so please keep track of what happened in class. Remember that you are accountable for all information and assignments, regardless of your attendance. I don’t judge, but missing class does not exempt you from something due the following class period. **You may want to line up a class colleague to pick up handouts and fill you in from any class you might miss - trade phone numbers/e-mail. It is always good to have a study buddy!

Each chapter includes ethical case studies, discussion questions, interactive reflection boxes and communication skill builders. Please read through these as you prepare for class, as we will utilize many of these elements in our daily discussions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/ What is Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introduction to Course</td>
<td>Health Communication Assessment</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Introduction to Health Communication, History and Theories</td>
<td>Student Data</td>
</tr>
<tr>
<td>Week Two</td>
<td>Outside notes/chapter on Theories, History and Current Issues</td>
<td>Article Reflection Due</td>
</tr>
<tr>
<td>Week Three</td>
<td>Chapter 2: The Landscape for Health Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Impact of social change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Managed care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Health care reform</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 3: Patient-Caregiver Communication</td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Chapter 4: Patient Perspective</td>
<td>Discussion Questions Due</td>
</tr>
<tr>
<td></td>
<td>Chapter 5: Caregiver Perspective</td>
<td></td>
</tr>
<tr>
<td>Week Five</td>
<td>Chapter 6: Diversity in Healthcare</td>
<td>Exam 1 - Chapters 1-2-3-4-5-outside notes and readings</td>
</tr>
<tr>
<td></td>
<td>Outside Article – D2L</td>
<td></td>
</tr>
<tr>
<td>Week Six</td>
<td>Chapter 7: Cultural Conceptions of Health and Illness</td>
<td>Analysis Paper #1 Due</td>
</tr>
<tr>
<td></td>
<td>Outside Article – D2L</td>
<td>*hard copy and D2L</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td>Chapter 8: Social Support, Family Caregiving, and End of Life</td>
<td>Group Cultural Exercise – in-class activity</td>
</tr>
<tr>
<td></td>
<td>Outside article on death of a child</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article Reflection Due</td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Material Covered/Chapters (reading assignments to be read for this day)</td>
<td>Specific Related Assignments/What is Due</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Chapter 13: Planning Health Promotion Campaigns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 14: Designing and Implementing Health Campaigns</td>
<td></td>
</tr>
<tr>
<td>Week Nine</td>
<td><strong>Group Project Presentations</strong></td>
<td><strong>Group Project Presentations</strong></td>
</tr>
<tr>
<td>Week Ten</td>
<td>Chapter 11: Health Images in the Media</td>
<td>Exam 2 - Chapters 6-7-8-13-14-outside notes and readings</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Continue Chapter 11</td>
<td>Media Artifact Hunt – in-class activity</td>
</tr>
<tr>
<td></td>
<td>Chapter 9: eHealth, mHealth, and Telehealth</td>
<td></td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Chapter 10: Health Care Administration, Human Resources, Marketing, and PR</td>
<td>Analysis Paper #2 Due *hard copy and D2L</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Chapter 12: Public Health Crises and Health Care Reform</td>
<td></td>
</tr>
<tr>
<td>Week Fourteen</td>
<td><strong>Group Project Presentations</strong></td>
<td><strong>Group Project Presentations</strong></td>
</tr>
<tr>
<td>Week Fifteen/Finals</td>
<td><strong>Exam 3 - Chapters 9-10-11-12-outside notes and readings</strong></td>
<td><strong>Exam 3 - Chapters 9-10-11-12-outside notes and readings</strong></td>
</tr>
</tbody>
</table>
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Persuasion and Communication
Course Prefix and Number (e.g., ENGL 1151): COMM 3700
Credits: 3
Description (from catalog or from curriculum proposal):
This course examines historical and contemporary theories, principles, and communicative practices of persuasive messages. As persuasion is a part of our personal, organizational, and public lives, students will understand the process of persuasion, practice strategies of ethical and effective persuasion, and analyze persuasive discourse in various oral, written, and mediated contexts. Students will learn how to become responsible citizens by examining persuasive messages in our society and providing recommendations for ethical communication.

What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.
___X___ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.
_____ This course has been approved by the Curriculum Committee and is in Curriculum Report ____ (#), _________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)
_ X___ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)
_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)
_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
___X___ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
_____ Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)
Goal Area 7: Human Diversity (1 course, 2 or more credits)
Goal Area 8: Global Perspective (1 course, 3 or more credits)
X Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)
Goal Area 10: People and the Environment (1 course, 3 credits)
Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, 3-11.

III. Signatures and Contact Person

Originator:  Donna Pawlowski
Name Typed
Signature Pawlowski PhD
Date 12-6-17

Department Chair: Lauren Cobb
Name Typed
Signature Cobb
Date 12-6-17

Dean: Colleen Greer
Name Typed
Signature Greer
Date 12-11-17

Person to be contacted for further information:

Name: Donna Pawlowski
Phone: (402) 670-8116 Cell – use cell during sabbatical
E-mail: dpawlowski@bemidjistate.edu

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
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LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM  
GOAL AREA 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Persuasion and Communication  
Course prefix and number: 3700  
Credits: 3

Course description: This course examines historical and contemporary theories, principles, and communicative practices of persuasive messages. As persuasion is a part of our personal, organizational, and public lives, students will understand the process of persuasion, practice strategies of ethical and effective persuasion, and analyze persuasive discourse in various oral, written, and mediated contexts. Students will learn how to become responsible citizens by examining persuasive messages in our society and providing recommendations for ethical communication.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites.

Reasons for creating this course: This course is an elective communication course in the communication studies minor. It provides students with theories, ethical perspectives, and skills for becoming consumers and producers of persuasive communication.

How often will this course be offered? Annual offering

What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

_____________________________________________________________________________________

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 5: History and the Social and Behavioral Sciences

- Students need to take two courses and earn six credits.

The overall goal of this goal area is to increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. Please checkmark the competencies met by the course under consideration.
A. Students will be able to
- Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
- Employ the data that historians and social and behavioral scientists use to investigate the human condition.

B. Students will be able to
- Examine social institutions across a range of historical periods and cultures.
- Examine social processes across a range of historical periods and cultures.

C. Students will be able to
- Use alternative explanatory systems or theories.
- Critique alternative explanatory systems or theories.

D. Students will be able to
- Develop alternative explanations or solutions for contemporary social issues.
- Communicate alternative explanations or solutions for contemporary social issues.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.

1. Explain and evaluate historical and contemporary theories and ethical perspectives of persuasive communication (exams, papers, activities) (LOC 2 C, D; 5 A, C, D; 9 C, E)

2. Assess one’s own views regarding the ethics of persuasion (exams, papers, activities) (LOC 2 B, D; 9 A, C-D)
3. Recognize and identify the positive and negative implications of persuasive communication behaviors related to personal, organizational, public, and societal issues (exams, papers, group project, activities) (LOC 2 A-D; 5 A; 9 A, D, E)

4. Analyze communication messages as consumers and producers of persuasion from multiple and divergent ethical perspectives and theories (exams, papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 D, E)

5. Critique persuasive messages in various contexts (e.g., political, legal, educational, advertising, health campaigns, media) utilizing appropriate methods, data, and tools for analysis (papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 A, C, E)

6. Create and present persuasive communicative messages with ethical foundation and sound argument structure (papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 A, C, E)

7. Provide recommendations for becoming more responsible citizens in the creation and practice of ethical and credible persuasive messages in society (exams, papers, group project, activities) (LOC 2 B, D; 5 D; 9 A, C, E)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 9: ETHICAL AND CIVIC RESPONSIBILITY*

This form should be completed for the following circumstances:
- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Persuasion and Communication
Course prefix and number: COMM 3700
Credits: 3 credits
Course description: This course examines historical and contemporary theories, principles, and communicative practices of persuasive messages. As persuasion is a part of our personal, organizational, and public lives, students will understand the process of persuasion, practice strategies of ethical and effective persuasion, and analyze persuasive discourse in various oral, written, and mediated contexts. Students will learn how to become responsible citizens by examining persuasive messages in our society and providing recommendations for ethical communication.

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. N/A

Reasons for creating this course:
This course is an elective communication course in the communication studies minor. It provides students with theories, ethical perspectives, and skills for becoming consumers and producers of persuasive communication.

How often will this course be offered? Annual

What is the projected maximum class size (cap)? 25

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 9: Ethical and Civic Responsibility

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.
According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

___x__ A. Students will be able to
    • Examine their own ethical views.
    • Articulate their own ethical views.
    • Apply their own ethical views.

_____ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

___X__ C. Students will be able to
    • Discuss the ethical dimensions of legal, social, and scientific issues.
    • Analyze the ethical dimensions of legal, social, and scientific issues.

___X__ D. Students will be able to distinguish the diversity of political motivations and interests of others.

___X__ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

___X__ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

___X__ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

___X__ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

___X__ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

___________________________________________________________________________________________

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.

1. Explain and evaluate historical and contemporary theories and ethical perspectives of persuasive communication (exams, papers, activities) (LOC 2 C, D; 5 A, C, D; 9 C, E)
2. Assess one’s own views regarding the ethics of persuasion (exams, papers, activities) (LOC 2 B, D; 9 A, C-D)
3. Recognize and identify the positive and negative implications of persuasive communication behaviors
related to personal, organizational, public, and societal issues (exams, papers, group project, activities) (LOC 2 A-D; 5 A; 9 A, D, E)

4. Analyze communication messages as consumers and producers of persuasion from multiple and divergent ethical perspectives and theories (exams, papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 D, E)

5. Critique persuasive messages in various contexts (e.g., political, legal, educational, advertising, health, campaigns, media) utilizing appropriate methods, data, and tools for analysis (papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 A, C, E)

6. Create and present persuasive communicative messages with ethical foundation and sound argument structure (papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 A, C, E)

7. Provide recommendations for becoming more responsible citizens in the creation and practice of ethical and credible persuasive messages in society (exams, papers, group project, activities) (LOC 2 B, D; 5 D; 9 A, C, E)

Please attach a course syllabus and any other relevant material.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!
Professor: Dr. Donna Pawlowski, Ph.D., Professor of Speech Communication  
Office: Hagg-Sauer #348  
E-mail: DPawlowski@bemidjistate.edu (best way to reach me outside of the office)  
Phone: (218) 755-2487 – O

Office Hours: TBD – 10-12 hours per week will be identified  
I am happy to meet with you outside of these times if needed. Please come and visit, I enjoy meeting students outside the classroom.

Liberal Education Categories: This 3-credit course counts toward liberal education goal areas 5 and 9.

Required Materials:  

**Please bring your books to class; we will be working with activities related to your text in most class periods.**

Supplemental Materials:  
Outside readings and materials will be posted on D2L Brightspace (will be abbreviated as D2L throughout the syllabus). You will be expected to read this material prior to the class period in which discussion will take place for selected chapters/topics.

You will also need access to the following for citing sources (communication studies is part of the social sciences discipline, which uses APA as the style guide):  
Washington, DC: Author.

Technology Needs/Uses: We will use D2L Brightspace (will be abbreviated as D2L throughout the syllabus) and BSU e-mail during the semester for much of our communication and posting of materials. Papers/Outlines will be turned in hard copy AND submitted to D2L (look for dropbox folders in the Assignment’s tab under “Assessments”); weekly assignments will vary. Check D2L and your current BSU e-mail account frequently/daily, or forward your BSU e-mail to one you check on a daily basis. Your computer needs to be compatible with the D2L system for obtaining and uploading documents during the semester (IT folks in Deputy Hall can help you if your computer is not compatible or you want to forward your e-mail). As a general rule, .odt and .odp files are problematic for D2L – use word docs. Zip files DO NOT work. Please do not send attachments via E-mail – check for a D2L folder first.

Course Description:  
**Catalog Description:**  
This course examines historical and contemporary theories, principles, and communicative practices of persuasive messages. As persuasion is a part of our personal, organizational, and public lives, students will understand the process of persuasion, practice strategies of ethical and effective persuasion, and analyze persuasive discourse in various oral, written, and mediated contexts. Students will learn how to become responsible citizens by examining persuasive messages in our society and providing recommendations for ethical communication.
Course Learning Outcomes:
At the end of this course, you should be able to:

1. Explain and evaluate historical and contemporary theories and ethical perspectives of persuasive communication (exams, papers, activities) (LOC 2 C, D; 5 A, C, D; 9 C, E)
2. Assess one’s own views regarding the ethics of persuasion (exams, papers, activities) (LOC 2 B, D; 9 A, C-D)
3. Recognize and identify the positive and negative implications of persuasive communication behaviors related to personal, organizational, public, and societal issues (exams, papers, group project, activities) (LOC 2 A-D; 5 A, D, E)
4. Analyze communication messages as consumers and producers of persuasion from multiple and divergent ethical perspectives and theories (exams, papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 D, E)
5. Critique persuasive messages in various contexts (e.g., political, legal, educational, advertising, health, campaigns, media) utilizing appropriate methods, data, and tools for analysis (papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 A, C, E)
6. Create and present persuasive communicative messages with ethical foundation and sound argument structure (papers, group project, activities) (LOC 2 A-D; 5 A, C, D; 9 A, C, E)
7. Provide recommendations for becoming more responsible citizens in the creation and practice of ethical and credible persuasive messages in society (exams, papers, group project, activities) (LOC 2 B, D; 5 D; 9 A, C, E)

Course Format:
Much of the class will be hands-on, with chapter concepts practiced through active learning and discussion of material. Come to class ready to participate. What this looks like is having a positive attitude, bringing your text to class, being attentive and providing supportive constructive feedback, having read the material and completing assignments prior to class, and engaging in classroom group activities.

You will want to take notes in class; but it will be important to read the chapters, look over ppts, and/or outline the chapters on your own prior to class. I will highlight some content, but not cover everything “in class” that may be on the exams. I am hoping for collaborative application of content. As a general rule, our classroom should be “second exposure” of the material; you reading the material in advance should be “first exposure.” Thus, reading the chapters will be necessary in order to be successful on exams, participate in class, and apply content to your papers and presentations. Some material may also be added or modified during the semester — so please keep up with what took place in class if you are absent. If you are unclear about something – please ask!

I reserve the right to make changes in the policies, course assignments, syllabus, etc., if it appears to be necessary for effectively meeting the course outcomes and/or benefit for your learning. You will be advised of any changes.

Course Requirements and Major Assignments
I will provide specific criteria and grading rubrics on D2L for all written assignments; below provides brief descriptions.

1. Examinations: 30%
There will be three exams over the course of the term. Examinations will be a mixture of multiple choice, matching, true/false, identification, application and short answer. The material will come from the text and any outside notes/materials. Put all devices/phones away during exams; anyone who uses an electronic device during an exam will have their exam taken away and will earn a zero. Each exam is worth 10%.
   • Outcomes assessed: 1-2-3-7

2. Written Analysis Papers – as a consumer of persuasive communication: 30%
You will be writing three mini-research/analysis papers to help you become critical consumers of persuasive communication. Papers will allow you to recognize and analyze the vast array of persuasive written, oral, and mediated communicative messages in our society. In brief you will select a particular persuasive communicative message, examine persuasion from divergent ethical perspectives and theories, analyze your message via appropriate traditional, artistic, humanistic, or social scientific perspectives, identify implications for diverse audiences,
and provide personal lessons learned or “golden nuggets” to consider regarding this topic/future interactions. While topics are diverse and allow for creativity, there will be similar criteria for each paper to enhance and build upon your writing and analysis processes. Details for the papers will be provided on a separate handout; but in general, a brief description is indicated below. For example, each paper will:

1. Undergo an approval process where you will be turning in a brief description of your ideas.

2. Require a synthesis of at least three outside scholarly sources related to text concepts that help you understand your topic and/or help to analyze your persuasive message/communication. Your persuasive message may be a source; but it will be an additional source and not one of your main three sources.

3. Require critical analysis of your chosen persuasive message. This analysis will employ the appropriate methodology and strategies from your text for analysis based on your particular topic.

4. Provide final conclusions to include implications, lessons learned, and “golden nuggets” of the analysis.

5. Contain basic writing components of a basic research paper (to be labeled in your paper to demonstrate structure): an introduction and rationale as to why you selected this topic and why this is important to study (1/2 page), research and analysis of chosen persuasive message to include any outside sources used for analysis (3-4 pages), overall conclusions and implications of the persuasive message and lessons learned (1-2 pages), and list of references and any appropriate appendixes (does not count as a page).

6. Require a length of 5-6 full pages (not counting references or appendixes), typed, double-spaced, 10-12 pt font; approximately 250 words per page. Papers will be submitted hard copy and D2L.

You will be completing three of these papers throughout the semester. Vary your persuasive message (e.g., oral, written, mediated) and methods/theories. Each paper should be unique in what and how the persuasive communication is analyzed. Here are potential topics below – see full criteria handout for details.

**Topics for Papers – select 3 from below**

**I. Ethics Paper:** You will choose an ethical perspective and conduct a rhetorical analysis of a speaker, speech, program, etc. in regard to your chosen ethical perspective (e.g., human nature, political, situational, legal, dialogical) and its criteria. You will end your paper with your own developed ethical code for persuasive communication.

**B. Conversation Analysis Paper:** You will select a particular persuasive conversation of which you were a participant and examine the communication/dialogue in order to help understand the potential motivations and language choices of participants, including yourself. This conversation should be one that employs persuasive language; thus, not every conversation will apply to this assignment. These likely take place when individuals are convincing each other of some particular stance on issues related to politics, legal, health issues, societal, environmental, ethical, etc. Do not try to create an argument with someone to complete this assignment, but perhaps reflect back upon a conversation in which you are trying to understand the implications or motivations of the senders and receivers of the communication.

**C. Persuasive Premises Paper:** You will select a particular persuasive message and examine it through one of the premises in your text (e.g., psychological/process, content/logical, cultural, or nonverbal). This will allow you to examine the language and the meaning of the messages and discern how communication messages impact particular audiences.

**D. Persuasive Theory Paper:** You will choose a historical or contemporary persuasive theory or approach, investigate it more thoroughly, and compare its tenets with a particular persuasive message.

**E. Persuasive Campaign or Propaganda Model Paper:** You will choose a persuasive campaign (e.g., political campaign, product campaign, ideological/issue campaign, health, social movement) in which you will be examining its persuasive appeals, theories, rhetorical strategies, and its effectiveness in
persuasion.

F. **Choice Paper:** You may find a particular concept from the text in which you find interesting that you would like to research further that is not listed above. You are free to visit with me about your ideas and submit a proposal for approval.

- Outcomes assessed: 1-2-3-4-5-6-7

3. **Social Issues Group Project – as a producer of persuasive communication: 20%**

Now that you have examined persuasive communication and persuasive messages as a consumer, you will demonstrate a culmination of the semester's practice and theory of persuasion as a producer of persuasive communication.

In teams of two or three people, you will create a persuasive message that could be disseminated to a public audience regarding a social issue. This issue should be local enough so all members in the team are familiar with, and have access to materials necessary for supporting documents. Pick an issue that is manageable in the timeframe for the project. It may be something that generates awareness, supports an idea, or advocates for action. In general, you will select your issue, identify a particular target audience, gather data and research to fully understand the issue, examine ethical and theoretical perspectives appropriate for understanding your issue and your persuasive message creation, create a persuasive message (see below) with appropriate premises and language, and present your project to the class. You will conclude your project with recommendations for becoming more responsible citizens in the creation and practice of ethical and credible persuasive messages in society. If applicable, audiences beyond the classroom (e.g., campus, community) may benefit from your message; thus, think of these as professional in nature.

You will create some tangible end result/persuasive message appropriate for your audience, a public service announcement (PSA), billboard, poster, pamphlet, advertisement, video, or commercial, etc. Your group will consult with me regarding specifics and appropriateness of project and persuasive message.

Group written work with references, final persuasive product, and presentation materials will be turned in for a grade.

- Outcomes assessed: 3-4-5-6-7

4. **Chapter Activities/Application/Preparation: 20%**

Outside and in-class assignments will parallel chapters/readings in order to help you make connections with and understand the material. Outside assignments (e.g., asking you to reflect upon the readings, integrating your own experiences with readings, topic approvals, worksheets, self-assessments, case studies, discussion question responses, etc.) will help you prepare for class and find relevance to the course content. In-class activities may include such things as group application activities, case studies, chapter discussions and sharing of your outside assignments, brainstorming sessions, among others. Some assignments may be progressive assignments guiding the development of final projects and papers (e.g., topic ideas, analysis of outside articles…). Activities are graded and cumulatively worth 20%.

Assigned activities are to be typed (unless otherwise noted), and brought with you to class in hard copy and/or loaded on D2L prior to the start time of class. Regardless, have physical access to your assignment in order to engage in class discussion and potentially earn full credit. Keep in mind, using electronics for access does not mean checking FB, IM, email, snap chat, yik yak, or twitter, etc., during the activity or when your group completes the task. Please be respectful to others, use your time wisely, put your phone away and talk with each other after the activity, and keep each other accountable! If you choose hard copy, print two pages to one, and/or print back-to-back.

Missed in-class activities cannot be made up. Work done in class (discussion, group activities) cannot be duplicated as an individual activity. You may be exempt from in-class points on your free days when absent, anything after that is a zero for any missed in-class activity days. Outside assignments completed during class or turned in/loaded after the start of class (regardless of free days), will earn 50% of the earned grade. Anything beyond one calendar week will not be graded and will receive a zero.
Activity/Preparation Grading:
While points may be assigned, each in-class and out-of-class activity will be graded based on earned credit/effort using the following general standards:

Grading Standards (Full Credit; Partial Credit; No Credit/None)
Full: The response (or participation) is both thorough and insightful in that it accurately interconnects class discussions, texts, and readings based on assignment criteria. Work is typed unless otherwise instructed for assignments. In addition, the response demonstrates critical thought put into the assignment, and it is obvious you have read the chapter. Attention is given to the topic or group during class discussions; active participation is obvious. Discussion demonstrates respectful behavior (gadgets put away; collegiality) for in-class work.
Partial: The response (or participation) is partially complete to complete, but may not be fully accurate or thorough. Participation is not fully engaged with the class discussion, group or topic at hand; and/or work is completed in class. Cell phone use/texting or working on computer with irrelevant material is observed. It appears that you may not have read the chapter/readings.
None: Work not submitted/received. Absent for any in-class activity/discussion/presentation or obvious indication that your electronic gadgets are more important than being in class. You must be present to earn these in-class points (beyond your two free days), as they relate to the material at hand and making them up after the fact defeats the applied purpose.

Outcomes assessed: 1-2-3-4-5-6-7

General Guidelines for All Assignments:
You are responsible for all information and assignments presented in class whether you are present or not. Advance notice of being gone is appreciated, but does not exempt you from in-class points or upcoming assignments. I don’t judge when things happen, just know full credit cannot be earned. For extended or documented special situations, please personally discuss it with me.

Remember that any material handed in must be your work; it is plagiarism to turn in the same assignment as a classmate. You may discuss ideas together for understanding, but you must turn in your work for assignments (see more details with academic honesty policies).

*University/Specialized Activities: University activities (or other specialized activities; e.g., military, medical) require documentation of the activity from the advisor/coach/official of the event indicating dates/times of travel or event prior to the absence. Turn in assignments before you leave for activities to potentially earn full credit; or visit with me for an agreed upon schedule. See policies regarding excused absences: https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Authorized-Excused Absences-Policy.pdf

Course Policies/Expectations/Guidelines for Success

I love what I do and enjoy a fun and educational classroom; however, some policies need to be considered to keep our classroom experiences fair to everyone. Please read the following items carefully so you are informed on the policies and expectations to be successful in this course.

Attendance: Attendance is important as we apply much of the content during class activities/discussion. I realize life happens and we may need to miss on occasion. Thus two absences/free days will be allowed (e.g., doc appt., sick, traveling, work, conferences, etc.) regarding daily in-class work. Please note that exams or presentation days (as the speaker or audience member) do not count toward these free absences; you must be present on those days to earn credit. Coming late or leaving early will count as one of your free days. Any out-of-class work/assignment still needs to be submitted prior to the start of class to earn full credit. Use these wisely, but don’t feel as if you have to take any free days – I would love to see you every day!
Documented university (or other specialized) activities (e.g., sports, academic travel, military) will be added up to account for one of your days.

Any absences after two, and up to 25% of class, will earn you a zero for in-class points on that particular day and a .5% deduction every class period (or per hour for night class) missed, which is deducted from your final D2L grade at the end of the term. If you choose to miss 25% of the class (8 for T/TH, 12 for MWF, or 4 for night class), which equates to one month of class, you have earned the right to fail the course regardless of your performance on assignments/exams, as course outcomes are not fully met. Extreme emergencies with documentation will be dealt with on an individual basis.

**PLEASE NOTE that we will be finishing group project presentations during finals – plan accordingly to be present during finals week.

I appreciate knowing when you may be missing class; however, if you do miss class and an assignment was handed out, it is your responsibility to find out what you missed regardless of the reason for being absent. You may want to line up a classmate for any days you miss regarding materials and assignments. D2L will be important, but not all daily work will be posted on D2L, nor am I always immediately accessible. I am pretty good at posting materials and responding quickly, but have a back-up plan – let’s help each other be successful in this class!

**Emergencies or extreme circumstances will be dealt with on an individual basis; however, documentation is required for verification of continued absences. Try to let me know as soon as possible so we can work through situations together. You may also want to contact 755-2075 (Division of Student Affairs, Deputy Hall 313) and they will help you through the process of contacting appropriate university members/faculty of your absence.

http://www.bemidjistate.edu/offices/development_enrollment/

**Asking Questions/Visiting with your Professor:** Many times students are hesitant to come and visit with their professors – please know that I am more than happy to discuss with you about assignments, issues in class, clarification of readings, career choices, or life in general. You can stop by my office hours, set up a specific appointment, or contact me email.

If you have a quick question, remember it is possible that your question has already been answered in the syllabus or the assignment criteria – check the course documents - it may save you from added stress waiting for a response. With email, I will respond to your concerns at my first opportunity (sometimes within minutes of your email – even at midnight – if I am online and can answer something quickly for you), but ideally, I need reasonable time (minimum of 24 hours) for responding to most questions. Sending an urgent email the night before an assignment is due with “How do I do the assignment?” is not a reasonable amount of time to answer your question.

Think about your questions and utilize the methods of communication that best fits the situation. For example, I am happy to let you know if you are on the right track via email with a quick question, but do not send me an email a day before with an attached document asking me to pre-grade, correct, or proof your work from top to bottom. You do not typically learn from this experience. If you have more significant or more specific questions, come and visit with me. Face-to-face is always best so we can have a discussion of the topic or assignment at hand. I want you to understand the material; not just have me "correct" your work or fix your mistakes.

**Classroom Environment of Professional and Respectful Behaviors:** Let’s cultivate a space of learning that is cooperative and enjoyable, which requires shared and balanced participation from each of us in the classroom. If you like to share often, consider holding back at times to hear what others have to say; if you are a person who prefers to listen, try to speak up more often than you otherwise would. A shared balance is a great way to learn from everyone.

Respect others’ ideas and their experiences. Your verbal and nonverbal communication should be attentive and considerate toward others. It is not respectful to openly complain or criticize, or produce negative nonverbals toward your classmates or your instructor in the classroom. The Student Code of Conduct prohibits “disruption or obstruction of teaching.”

The code also states “Students will speak and listen to others with care, seeking personal understanding and maintaining respect and civility.” Civility is “a set of verbal and nonverbal behaviors reflecting fundamental respect
for others and generating harmonious and productive relationships” (Grice & Skinner, 2013, p. 33). We will be creating our own classroom civility code to promote positive communication. Regardless of the code, profane, inappropriate, ethnic, gendered, racial or lifestyle-related comments or behaviors are unacceptable. Any student who violates this policy may be asked to leave the classroom.

Refer to the code of conduct at this site for further information: http://www.bemidjistate.edu/offices/development-enrollment/handbook/conduct/

**Electronic Respectful Behaviors:** To create cooperative learning, turn off and/or silence electronics and put them away during class (this means it has no reason to even be on the table or in your hands during class). It interrupts your learning and those around you. Research demonstrates that the use of cell phones/electronics in the classroom can lower your academic performance by approximately ½ of a letter grade (Duncan, Hoekstra, & Wilcox, 2012). Anytime you divert your attention/multitask it lowers your concentration regarding the material at hand. Previous students (via my courses and research) have commented that phone and computer behaviors of others are distracting, disrespectful, and take away from their learning (Sana, Weston, & Cepeda, 2013). I will respect your time and not use my phone to make a personal call/text during class (unless in some extreme emergency-safety/tech issue for the class), I will hope for the same courtesy from you ☺ Feel free to share with me if others’ behaviors are problematic – I want everyone to have the same opportunity for a respectful learning environment.

Exceptions: 1. Using phones/computers (with permission) for academic purposes for this class (i.e., pulling up assignment from D2L, looking up information related to a group activity). 2. A true emergency that requires you to text or call someone. In such cases, step out of the room for a few minutes to take care of that emergency, or let me know in advance that you need to have your phone out during class.

This respect is especially crucial during others' presentations. ANY gadgets (or typing/writing your notecards) visible or used during presentations in class will, unfortunately, earn you a zero for participation, and will also affect your own presentation grade.

**Using Class Materials/Copyrighted Material:** The use of electronics also is connected to the use of course materials in any other fashion except for course purposes. Class sessions and materials contain my own and others’ intellectual property. Thus, any and all material created for this course is copyrighted. Except when I have granted prior written approval, recording audio or video of class sessions, taking pictures, or re-distribution of any material (to other students or anywhere – social media/friends, etc.) is unlawful. Taking pictures of academic items (group project photo, completed group worksheet, etc.) is allowable with permission; taking pictures of what someone is wearing/speaking/doing for personal use or for sharing on social media is in poor taste, disrespectful, and prohibited.

**Learning Needs/Disability Services/Mental Health Needs:** I will mix up your learning with hands-on activities, visuals, and some written materials to adapt to various learning styles. Please visit with me, if you are comfortable doing so, about concerns related to any particular learning styles, special circumstances or needs. I want to make sure that all materials, discussions and activities that are part of the course are accessible to you. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email: Disabilityservices@bemidjistate.edu. For additional information related to these issues, go to http://www.bemidjistate.edu/students/services/disability/

University life is exciting and invigorating, but sometimes “life” happens, we get busy and it’s difficult to balance everything in our lives. You may experience mental health concerns or stressful events that begin to impact your academic performance. Should you ever want to visit with anyone about physical or mental health issues, the Student Center for Health and Counseling located on first floor in Cedar Hall is staffed with professional counselors available to visit with you about your concerns. Should you want to visit with anyone there, the phone number is (218) 755-2053. Additional information may be found at: http://www.bemidjistate.edu/students/services/health_counseling/

The Advising Success Center is also available to help you with academic needs. Their office is Decker 202 and information can be found at http://www.bemidjistate.edu/services/advising-success-center/
I encourage you to take advantage of any of the above resources (including me) if you feel like you are getting behind in your work and/or feel you are struggling with any issues. If you live on campus, your Resident Advisor or Peer Academic Assistant can also help guide you in an appropriate direction for support.

**Canceling of Class:** Should there be any reason you are questioning whether class is cancelled (i.e., inclement weather, emergencies), stay tuned to the media outlets for any BSU announcements. Should I need to cancel class for any other particular “emergency” or last minute reason, I will send an e-mail (via D2L) or have a note put in the classroom with details.

**Late Work (work outside of the daily chapter activities section):** Work is considered late after the start of class. Load in D2L, if applicable, prior to the start of class and bring hard copy to class to turn in at the beginning of class for full credit. Late work up to one week/7 calendar days, will receive 20% deduction of total points earned each day the paper is late using the following scale: 1 day/same day late = 80% earned; 2 days late = 60% earned; 3 days late = 40% earned; 4-7 days late = 20% earned; anything beyond one week/7 calendar days will not be graded and will receive a zero. You may ask “can I turn this is later today/tomorrow?” My response will be “yes – please,” but it will still be considered late. I appreciate knowing you still want to turn in assignments to receive some credit, but fairness will be upheld.

**You are responsible for** being prepared for the next class period, regardless of your reason for being absent. Not all daily assignments are listed in the syllabus so please keep up with information and assignments.

**Exams:** Take exams on the assigned dates. If there are concerns about exam days due to university-related activities or special pre-planned circumstances (again e.g. military, or planned medical), provide documentation and visit with me in advance so your exam can be taken at a date decided upon by you and me, preferably before travel. “I have to leave today” is not advance notice; plan accordingly. No shows for exams or any other reason for missing an exam without valid documentation will potentially earn a zero, or at the very most, 50% of total points earned. Regardless, exams need to be made up within one week. Emergencies will be handled on an individual basis.

**Incompletes:** Not an option, unless extreme documented circumstances make it impossible to finish the course.

**Extra Credit:** Not an option, unless given by me to benefit the whole class.

**Bottom Line:** Let’s stay on track so we can work together and have a good semester. Let me know if you have something happening in your life or we need to chat about anything during the semester!

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**Academic Integrity/Plagiarism/Unethical Behavior/Academic Honesty/Writing Helpers**

BSU students are expected to practice the highest standards of ethics, honesty, and integrity in all of their academic work. Doing your own work is important and unethical behavior/plagiarism of any sort is a serious matter; document your source material properly and prepare your own work for this class. If you are unfamiliar with plagiarism (intentional or unintentional), the following explanation is a general rule; some of which is directly from the student handbook:

**Plagiarism:** “critical ideas or written narrative that are taken from another author without the proper citation. This applies both to direct quotes and to critical ideas paraphrased by the student. Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others’ work as your own with only minor changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms; or multiple submissions of the same work, written or oral, for more than one course without both faculty’s permission, or making minor revisions on work which has received credit and submitting it again as new work” (https://www.bemidjistate.edu/offices/president/policies/wp-content/uploads/sites/79/2015/06/Academic-Integrity-Policy2.pdf).

In general, plagiarism also includes using materials from other students from this same course or any other course (currently or from the past) as your work (papers/outlines/presentations…). In addition, you cannot buy papers or outlines online and claim it as your own. In essence, use full and appropriate documentation for material taken from any source including internet/websites. I may submit materials to turnitin.com; a program that detects plagiarized material (among other features), so please do your own work. A hardcopy of materials and research articles (regardless of their source) may be asked for to verify your research.
Any form of academic dishonesty (e.g., plagiarism, cheating, and/or misrepresentation) will result in disciplinary action. At the very least, you will likely receive a zero for that assignment. Additional disciplinary actions may include failure for the course, and university actions. Specifics of academic conduct can be found in the academic integrity section in policies and procedures in the student handbook: http://www.bemidjistate.edu/students/handbook/

No one wants to see these kinds of problems with your work, start assignments early and seek help when you need it.

**Writing Helpers:** We have a Writing Resource Center on campus. Feel free to take advantage of this free resource should you want additional guidance with your writing.

**Writing Resource Center**
Hagg-Sauer Hall 110
Phone: (218) 755-3919

Visit their website for hours!
http://www.bemidjistate.edu/students/wrc/

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**Grading Procedures and Policies**

Assignments/Exams are graded with points converted to a percentage. At the end of the term, your overall grade is based on what you have earned as an accumulated percentage. Assignments and grades will be set up in D2L, thus allowing you to track your progress throughout the semester. Out of fairness to everyone, these are explicitly followed as per the grade scale.

Grades are not negotiable. Extra credit or make-up work will not be permitted at the end of semester to improve or change a grade. Thus, sending me an email at the end of the semester (due to any missed assignments, lack of effort during the semester, wanting a higher grade, needing a grade for a particular scholarship, etc.) because you feel you may not earn the grade you want, will not be considered. Your final grade reflects the quality of work submitted during the semester at the time in which it was due and the accumulated result. If you have concerns about any grades, see me during office hours at the time of the concern with a particular assignment.

I love my job and enjoy my students, but do not grant favors. I take educational ethics seriously and uphold these practices with all students.

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
</tr>
</thead>
</table>

F = 59.99 % or below

Students who meet minimum requirements will likely earn a “C” for that work. Students who earn “B” and “A” grades exceed the minimum requirements. Assessment and grading of all assignments reflect the following scale (individual grade sheets will outline more specifics):
A range = EXCELLENT. *Greatly exceeds* requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort in all requirements.

B range = GOOD. *Exceeds* requirements. Shows substantial creativity, skills, initiative, and/or effort in most requirements.

C range = AVERAGE. *Meets* the requirements in *every* respect, but does not exceed requirements.

D range = BELOW AVERAGE. Meets *some* requirements, but *deficient* in many others.

F = POOR. Deficient in *most or all* requirements.

After calculating the D2L grade, attendance deductions will be administered. Thus your final percentage on D2L may be altered based on your attendance for an adjusted grade.

For record keeping, it is a good idea to keep a back-up copy of all your work, as well as keep any graded work returned to you.

The table below, returned assignments, and D2L will help you track your percentage points earned.

<table>
<thead>
<tr>
<th>Graded Assignments and Percentages – keep track of your percentages t/o the semester</th>
<th>Percent Possible</th>
<th>Percent Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams</strong> - 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Application Papers</strong> - 30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application 1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Application 2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Application 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Social Issues Group Project</strong> - 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation and Materials</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Chapter Activities/Application/Preparation</strong> - 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>OVERALL Total Percentage</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Tentative Schedule – Comm 3700 – Persuasion and Communication

*Currently based on 15-week semester; schedule will be modified if 16-week schedule is appropriate.

The following is a tentative schedule and is subject to change based upon class progression or emergencies.

** Larger graded assignments (and some chapter activities/asst’s) are listed in the last column. This is subject to change based on the needs of the class so please keep track of what happened in class. Remember that you are accountable for all information and assignments, regardless of your attendance. I don’t judge, but missing class does not exempt you from something due the following class period. **You may want to line up a class colleague to pick up handouts and fill you in from any class you miss - trade phone numbers/e-mail. It is always good to have a study buddy!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Material Covered/Chapters (reading assignments to be read for this day)</th>
<th>Specific Related Assignments/What is due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Course Introduction/Syllabus/Class introductions Chapter 1 – Persuasion in Today's Changing World</td>
<td>Self-Persuasion Analysis</td>
</tr>
<tr>
<td>Week Two</td>
<td>Chapter 2 – Perspectives on Ethics in Persuasion</td>
<td></td>
</tr>
<tr>
<td>Week Three</td>
<td>Chapter 3 – Traditional, Artistic, and Humanistic Approaches to Persuasion</td>
<td>Paper one topic due</td>
</tr>
<tr>
<td>Week Four</td>
<td>Chapter 4 – Social Scientific Approaches to Persuasion</td>
<td>Review</td>
</tr>
<tr>
<td>Week Five</td>
<td>Chapter 5 – The Making, Use, and Misuse of Symbols</td>
<td>Exam 1 – Chapters 1-2-3-4-any outside notes</td>
</tr>
<tr>
<td>Week Six</td>
<td>Chapter 6 – Tools for Analyzing Language and Other Persuasive Symbols</td>
<td>Persuasive Analysis/Research Paper 1 Due</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Chapter 7 – Psychological or Process Premises: Tools of Motivation and Emotion</td>
<td>Paper two topic due</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Chapter 11 – The Persuasive Campaign or Movement</td>
<td></td>
</tr>
<tr>
<td>Week Nine</td>
<td>Chapter 13 – Modern Media and Persuasion</td>
<td>Exam 2 – Chapters 5-6-7-11-13-any outside notes</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Chapter 14 – The Use of Persuasive Premises in Advertising and IMC</td>
<td>Persuasive Analysis/Research Paper 2 Due</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Chapter 8 – Content or Logical Premises in Persuasion</td>
<td>Persuasive Analysis/Research Paper 3 Due</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Chapter 9 – Cultural Premises in Persuasion</td>
<td>Group discussions this Dr. P this week</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Chapter 10 – Nonverbal Messages in Persuasion Chapter 12 – Becoming a Persuader</td>
<td></td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Group Workshop – bring all group materials to class Social Issues Group Presentation (if needed)</td>
<td></td>
</tr>
<tr>
<td>Week Fifteen Finals</td>
<td>Social Issues Group Analysis Presentations peer critiques</td>
<td>All group work due with presentations</td>
</tr>
</tbody>
</table>
Liberal Education Program
Course DROP Form
Effective Spring Semester 2004

For additional information please contact the Liberal Education Director or your college’s Liberal Education Committee representative. A current list is available at www.bemidjistate.edu/bsufa (click on Faculty Committee Roster and scroll down to Liberal Education Committee).

Submission Process
The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses.

To begin the process, submit your proposal to your department chair. See the chart below for routing. To check on the location of a proposal, contact the Curriculum Coordinator at 3948.

Liberal Education Curriculum Process

<table>
<thead>
<tr>
<th>Routing</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Report</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
I. Course to be dropped from the Liberal Education curriculum:

Department prefix and number: SPCM 2800
Title: Listening

II. Goal Area/Goal Areas currently offered in:

<table>
<thead>
<tr>
<th>Goal Area 1: Communication</th>
<th>Goal Area 7: Human Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Goal Area 2: Critical Thinking</td>
</tr>
<tr>
<td>Goal Area 3: Natural Science</td>
<td>Goal Area 9: Ethical and Civic</td>
</tr>
<tr>
<td>Goal Area 4: Mathematical/Logical Reasoning</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Goal Area 5: History and the Social and Behavioral Sciences</td>
<td>Goal Area 10: People and the Environment</td>
</tr>
<tr>
<td>Goal Area 6: Humanities and the Arts</td>
<td>Goal Area 11: Performance and Participation</td>
</tr>
</tbody>
</table>

III. Reason for dropping the course from Liberal Education:

Listening is already being taught in many of the communication courses. Thus, it is not relevant for BSU’s program to have it as a stand-alone course. It also has not been taught for several years in the curriculum.

IV. Signatures and Contact Person

Originator: Donna Pawlowski
Name Typed
Donna Pawlowski PhD
Signature
Date: 12-6-17

Department Chair: Lauren Cobb
Name Typed
Lauren Cobb
Signature
Date: 12-6-17

Dean: Colleen Greer
Name Typed
Colleen Greer
Signature
Date: 12-11-17

Person to be contacted for further information:

Name: Donna Pawlowski
Phone: (402) 670-8116 Cell – use cell during sabbatical
E-mail: dpawlowski@bemidjistate.edu

E-mail: dpawlowski@bemidjistate.edu